



Year 4 Medium Term Plan –Term 1 2020

Week 1 31.8.20	Week 2 7.9.20	Week 3 14.9.20	Week 4 21.9.20	Week 5 28.9.20	Week 6 5.10.20	Week 7 12.10.20	Week 8 19.10.20
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WOW/
Experiences/
hooks

Mummify a tomato, Egyptian poo, investigate Tutankhamun’s tomb, plant a bee/butterfly garden, create a canopic jar,
Be an Egyptian for the day!

English

Read instructions/ make a worry doll.	<p><u>Instructions</u> Text: You wouldn't want to be an Egyptian mummy. Focus: features checklist, sequencing, identifying language, imperative verbs and pronouns Can you identify the features of instructions? Can you sort the language specific to instructions? . Can you write a set of instructions?</p>	<p><u>Instructions</u> Text: You wouldn't want to be an Egyptian mummy Focus: planning, explaining, writing instructions The process of mummification Can you sequence a set of instructions? Can you find what is wrong with an instruction and improve it? Can you write a set of instructions using new vocabulary?</p>	<p><u>Narrative</u> Text: The Egyptian Cinderella Focus: planning, identify differences and similarities between stories, use comparative conjunctions, infer feelings, identify powerful verbs, use similes. Can you compare different versions of a traditional tale? Can you make predictions about a story?</p>	<p><u>Narrative</u> Text: The Egyptian Cinderella Focus: Plan, write, edit , present own version Can you develop your own ideas for a story? Can you create a story plan? Can you write your own story? Can you edit and present your story?</p>	<p><u>Biography</u> Text: The Story of Tutankhamun Focus: features checklist, finding the 'shape' identifying language. Can you identify the features of a biography? Can you find the 'shape' of a biography? Can you sequence a biography? Can you research facts?</p>	<p><u>Biography</u> Text: The Story of Tutankhamun Focus: Plan, write, edit , present own version Can you plan a biography? Can you add key vocabulary to your plan? Can you write a biography?</p>	<p><u>Poetry</u> Text: various poems Focus: explore how alliteration, simile and metaphor can be used to create powerful images. Can you write a description of contrasting images? Can you develop ideas for your writing? Can you improve and edit the ideas in your poem? Can you learn and perform your poem?</p>
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		5.Can you edit and improve your instructions?	Can you edit and improve your instructions?	Can you use comparative conjunctions in a sentence? Can you write a diary entry? Can you create a story map? Can you rewrite part of a story using powerful verbs?					
	Skills	<p>Planning compose and rehearse sentences orally, varying sentence structures discuss and record ideas identify key features in similar texts (structure, vocabulary and grammar)</p> <p>Drafting and writing Narrative sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary use paragraphs shift to indicate a change in setting, character, time (rather than simply reflecting stages in planning) use Standard English forms for verb inflections instead of local spoken forms include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors) describe characters in such a way to provoke a particular feeling in the reader, develop mood and atmosphere using a range of vocabulary and dialogue between characters include details expressed in ways that engage the reader imitate authorial techniques gathered from the reading of narrative texts</p> <p>Poetry write poems imitating poetic structures studied include details expressed in ways that engage the reader</p> <p>Non-narrative use simple organisational devices in non-narrative material, e.g. sub-headings organise or categorise information based on notes from several sources use paragraphs to organise ideas around a theme imitate authorial techniques gathered from reading</p> <p>Proof-reading, editing and evaluating proof-read for spelling and punctuation errors evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>							

	GPS	Page layout Recap- Punctuation, handwriting, date Expectations	Grammar Revise adverbs, time connectives, prepositions Punctuation Revision + Commas and how to use them accurately	Grammar Expanding sentences using conjunctions Expanding sentences using adverbs Punctuation Revision + apostrophe for possession	Grammar Expanding sentences using Prepositions Direct speech Punctuation Revision + inverted commas	Grammar Past tense Present tense Present Perfect or Simple Past? Punctuation Revision + inverted commas	Grammar Using paragraphs Punctuation Revision + Commas	Grammar Pronouns Fronted adverbials Punctuation Revision + apostrophe for possession	Grammar Revision Punctuation Revision + inverted commas
	Reading VIPERSS	Introduce class reader Make predictions	You wouldn't want to be an Egyptian mummy.	How to build a pyramid. Mummification (extract from The Story of Tutankhamun)	Cinderella of the Nile	Cinderella of the Nile	Howard Carter's Diary	Newspaper article	Poetry
	Maths	Can we revisit year 3 skills e.g. place value using practical apparatus (3 digits?) Addition and subtraction. Times tables and number binds.	White Rose Recovery year; Number and Place Value 1.Can I work with numbers to 1000 2.Can I use 100s, 10s and 1s? 3.Can I use a number line to 1000?	White Rose Recovery year; Number and place value 1.Can I count in 1000s? 2.Can I represent nos to 10000? 3.Can I use 1000s, 100s, 10s and 1s? 4.Can I partition numbers?	White Rose Recovery year; Number / place value. 1.Can I find 1, 10, 100 more or less? 2.Can I find 1000 more or less? 3.Can I compare 4- digit numbers?	White Rose Recovery year; Number and place value 1.Can I count in 25s? 2.Can I begin to understand negative numbers? 3.Can I work with negative numbers?	White Rose Recovery year; Number and place value + assess 1.Can I add and subtract 1s, 10s, 100s and 1000s? 2.Can I add 2, 3-digit numbers – not cross 10s or 100s?	White Rose Recovery year; Number Addition and subtraction 1.Can I add 2, 4-digit numbers with more than 1 exchange? 2.Can we subtract a 3, digit number from a 3-digit	White Rose Recovery year; Number Addition and subtraction 1.Can we subtract 2, 4- digit numbers – more than 1 exchange? 2. Can we complete subtraction efficiently?

		4.Can I round to the nearest 10? 5.Can I round to the nearest 1000?	5.Can I use the number line to 10,000?	4.Can I order numbers? 5.Can I round to nearest 1000?	4.Can I use Roman numerals to 20? 5.Mini assessment	3.Can I add 2, 4-digit numbers no exchange? 4.Can I add 2, 3 digit numbers – crossing 10 or 100s? 5.Can I add 2, 4-digit numbers one exchange?	number – no exchange? 3.Can we subtract 2, 4-digit numbers no exchange? 4.Can we subtract a 3 digit number from a 3 digit number – 1 exchange? 5.Can we subtract 2, 4-digit numbers – 1 exchange?	3.Can we estimate answers? 4.Can we use some checking strategies? 5.Mini assessment	
	Skills	<p>Number – Place Value</p> <p>Represent numbers to 1,000 100s, 10s and 1s Number line to 1,000 Round to the nearest 10 Round to the nearest 100 Count in 1,000s 1,000s, 100s, 10sand 1s Partitioning Number line to10,000 Find 1, 10,100 more or less 1,000 more or less Compare numbers Count in multiples of 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. Roman numerals to 10</p> <p>Number- Addition and Subtraction</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. Efficient subtraction. Estimate answers. Checking strategies.</p>							

	History	n/a	What can we find out to add to what we already know about Ancient Egypt?	What did the Ancient Egyptians believe about life after death and how do we know? (Book of the Dead)	Why was the river Nile so important to the Ancient Egyptians?	How can we discover what Ancient Egypt was like over 5,000 years ago?	What sources of evidence have survived and how were they discovered?	What does the evidence tell us about everyday life for men, women and children?	Be an Egyptian for the day
	Skills	<p>Use documents, printed sources the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past. Use evidence to describe what was important to people from the past.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</p>							
	PSHE	Jigsaw Recovery Curriculum Coming together again Corona virus Belonging and feeling safe at school	Jigsaw Recovery Curriculum Reconnecting with friends Manging worries and fears Gifts of gratitude Loos and bereavement	Jigsaw Recovery Curriculum Being positive and looking forward The Year ahead Unexpected changes	Being Me in My World Being a school citizen	Being Me in My World Rights, responsibilities and democracy	Being Me in My World Rewards and consequences	Being Me in My World Having a voice Group decision-making	Being Me in My World <u>What</u> motivates behaviour
	RE	N/A	n/a	CREATION LQ: Can you place the concepts of God and the Creation story on a timeline of the Bible's 'Big Story'?	CREATION What do Christians do because they believe God is Creator?	CREATION LQ: LQ: How does God the Creator guide Christians?	CREATION LQ: How does God the creator guide Christians?	CREATION LQ: How should we care for God's creation?	CREATION LQ: What is our response to God's Creation? What are our hopes/pledges for the future?

				LQ: What do Christians believe God must be like from the Creation story?					
	Computing	N/A	LQ: Can you explain and demonstrate your understanding of online safety? Success Criteria I can give 5 top tips for online safety and explain why it is important	<u>Effective Searching</u> LQ: Can you locate information on a search? results page. Success criteria I can structure search queries to locate specific information. <u>E-Safety</u>	<u>Effective Searching</u> LQ: use search effectively to find out information Success criteria I have used a series engine search to answer a series of questions. <u>E-Safety</u>	<u>Effective Searching</u> LQ: use search effectively to find out information Success criteria I have used a series engine search to research a topic. <u>E-Safety</u>	<u>Effective Searching</u> LQ: use search effectively to find out information Success criteria I have used a series engine search to research a topic <u>E-Safety</u>	<u>Effective Searching</u> LQ: Can you spot whether an information source is true and reliable? Success criteria I can analyse the contents of a web page for clues about the credibility of the information. <u>E-Safety</u>	<u>Effective Searching / E-Safety</u> LQ: Can you explain to others how to use a search engine /keep safe online? Success criteria I can design a poster which give tips/guidance for super searching and how to keep safe tnlne <u>E-Safety</u>
	SKILLS	Identify whether a resource is on the Internet, the school network or my own device. Identify key words to use when searching safely on the World Wide Web. Think about the reliability of information on the World Wide Web. Know how to check who owns photos, text and clipart. Create a hyperlink to a resource on the World Wide Web.							

	French	Can we revise the words for greetings and numbers in French?	Can we revise the words for greetings, numbers and welcoming others in French?	Can we revise the words mum and dad in French? see French is Fun Scheme	Can we use the French words for mum and dad in a sentence? see French is Fun Scheme	Can we learn words for grandparents in French? see French is Fun Scheme	Can we learn words for siblings in French? see French is Fun Scheme	Can we make a family tree using French words? See French is Fun Scheme	Can we complete our family tree using French words? See French is Fun Scheme
	Skills	<p>Communicate with others using simple words, phrases and short sentences</p> <p>Listen to and identify words and short phrases.</p> <p>Read and understand familiar written words and short phrases.</p> <p>Read and understand some familiar words and phrases and pronounce them accurately.</p>							
	PE	Circle games and team building fun	Circle games and team building fun	Attack + defend Games Football Skills; Can I keep control of the ball while travelling? (Dribbling)	Attack + defend Games Football Skills; Can I pass the ball with accuracy?	Attack + defend Games Football Skills; Can I pass the ball with accuracy on the move?	Attack + defend Games Football Skills; Can I begin to understand defending/tackling accurately?	Attack + defend Games Football Skills; Can I begin to understand attacking in football and use some attacking skills in a game?	Attack + defend Games Football Skills; Can I consolidate and use some attacking and defending skills in a game?
	Dance	n/a	Can we make creative shapes in dance? Using pics from walls of pyramids, individually think of 4 poses you could make and hold each pose for a count of 4, then 2 counts of 4. Chn to get in to groups of 4, how will they stand? in a line, in a circle, square, will	Can we travel creatively? Looking at foot patterns as used by legs and co, how will your group of 4 travel? Where will they travel, 1 to 1 foot, 1 to 2 feet, 2 to 2 feet 2 to 1 foot, look at hopscotch hoping jumping etc.,	Can we use different levels in dance? Look at worship of gods and goddesses or Pharaoh and dynamics, this is changing levels, speeds, directions. So, can they kneel and worship? Praise the god in the middle of a circle, square? This needs to happen for 3 counts of 8, the	Can we create controlled shapes? Look at making pyramids, safely lying on the floor, how would you make your pyramid? It does not need to be balancing on backs, in fact the fun part is saying you are not allowed to do that so how will you make your pyramid? 4	Can we be controlled in actions and movements? Go and find a partner for 1 count of 8, 2 counts of 8 to match, mirror dance together and then 1 count of eight to get in to class triangle/pyramid.	Can we refine and perform a dance routine? Refine and improve performance using evidence from iPad, peer assessment etc., then show parents?????	Can we review our performance? Watch video and state what went well / could be improved.

			they all be standing?		first count of 8 is to get in to groups of 8 or so and then 3 counts for worshipping, again use pictures, to help with the children's ideas.	counts of 8 to actually make the pyramid and then 1 count of 8 for stillness.			
	Art	n/a		Can I create a traditional Egyptian portrait using a variety of media?		Can I create an Egyptian Cartouche to represent the letters in my name using collage methods?		How can I create a semi abstract composition based on Egyptian Art?	
	Skills	<p>experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.</p> <p>create texture and pattern in drawing with a range of implements</p> <p>experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>use collage as a means of collecting ideas and information and building up a visual vocabulary</p>							