



Autumn Medium Term Plan – Year 4

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Strand	National curriculum	Expectation
Science	Working scientifically	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings 	<p>Use diagrams, keys, bar charts and tables; using scientific language</p> <p>Gather, record, classify and present data in different ways to answer scientific questions</p> <p>Use equipment, including thermometers and data loggers to make measurements</p> <p>Make careful and accurate observations, including the use of standard units</p> <p>Set up a fair test and explain why it is fair.</p> <p>Set up a test to compare two things</p> <p>Set up a simple enquiry to explore a scientific question</p> <p>Use observations and knowledge to answer scientific questions</p> <p>Ask relevant scientific questions</p> <p>Use diagrams, keys, bar charts and tables; using scientific language</p> <p>Use findings to report in different ways, including oral and written explanations, presentation</p> <p>Draw conclusions and suggest improvements</p> <p>Make a prediction with a reason</p> <p>Identify differences, similarities and changes related to an enquiry</p>
	States of matter	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	



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	Sound	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 	
	Strand	National curriculum	Expectation
Computing	E Safety	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> • To consolidate SMART learning. Fully understand all the strands and how to resolve. • To create an information powerpoint explain SMART and how to stay safe.
	Information technology	2. Use search technologies effectively 3. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> • To use a data logger to gather digital weather data. • To use a digital device to take a picture and upload it to a shared work area. • To begin to develop simple Excel skills. • To begin to use excel as a tool to interpret data. • To choose the most suitable programme to present their data eg powerpoint or moviemaker. • To use green screening software to produce a weather report.



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Geography	Human and physical feature	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> • To understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. • To explore weather patterns around parts of the world. Know how rivers erode, transport and deposit materials • To know about the physical features of coasts and begin to understand erosion and deposition.
	Geographical skills and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Geographical Enquiry RIVERS <ul style="list-style-type: none"> • To ask and respond to questions and offer their own ideas. • To extend to satellite images, aerial photographs • To investigate places and themes at more than one scale • To collect and record evidence with some aid • To analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Direction/Location <ul style="list-style-type: none"> • To use 4 Compass points well; • To begin to use 8 compass points; • To use letter/no. co-ordinates to locate features on a map confidently. Drawing Maps <ul style="list-style-type: none"> • To make a map of a short route experienced, with features in correct order; • To make a simple scale drawing. Representation <ul style="list-style-type: none"> • To know why a key is needed Perspective <ul style="list-style-type: none"> • To draw a sketch map from a high view point. Map Knowledge <ul style="list-style-type: none"> • To begin to identify significant places and environments



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	Strand	National curriculum	Expectation
History	Chronological understanding	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	<ul style="list-style-type: none"> • To place the time studied on a timeline, compare where this fits in to topics previously studied. • To use terms related to the period and begin to date events. • To begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.
	Range and depth of historical knowledge	Pupils should note connections, contrasts and trends over time.	<ul style="list-style-type: none"> • To use evidence to reconstruct life in the time studied. • To identify key features and events of time studied. • To look for links and effects in the time studied. • To offer a reasonable explanation for some events.
	Historical interpretation	Children should understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> • To look at and evaluate the evidence available. • To begin to evaluate the usefulness of different sources. • To note connections in Historical periods studied.
	Historical enquiry	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none"> • To use evidence to build up a picture of a past event. • To choose relevant material to present a picture of one aspect of life in time past. • To ask and answer a variety of questions. • To use the library and the internet for own personal research. • To answer and begin to devise own Historically valid questions
	Organising and presenting	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> • To communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. • To construct own responses beginning to select and organise relevant Historical information. • To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY



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	Strand	National curriculum	Expectation
Art and Design	Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> • To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • To express likes and dislikes through annotations • To use a sketch book to adapt and improve original ideas • To keep notes to indicate their intentions/purpose of a piece of work
	Drawing	KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.	<ul style="list-style-type: none"> • To attempt to show reflections in a drawing • To begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.
	Painting	KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	<ul style="list-style-type: none"> • To confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • To begin to choose appropriate media to work with. • To mix colour, shades and tones with increasing confidence.
	Sculpture	KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	<ul style="list-style-type: none"> • To work in a safe, organised way, caring for equipment. • To secure work to continue at a later date. • To make a slip to join to pieces of clay. • To decorate, coil, and produce marquettes confidently when necessarily. • To use recycled, natural and man- made materials to create sculptures. • To adapt work as and when necessary and explain why. • To use language appropriate to skill and technique. • To demonstrate awareness in environmental sculpture and found object art. • To show awareness of the effect of time upon sculptures
	Responding to art	KS2 pupils should be taught about great artists, architects and designers in history.	<ul style="list-style-type: none"> • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • To begin to explore a range of great artists, architects and designers in history.



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	Strand	National curriculum	Expectation
PE	Dance	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Health and fitness</p> <ul style="list-style-type: none"> • To describe how the body reacts at different times and how this affects performance. • To explain why exercise is good for your health. • To know some reasons for warming up and cooling down. <p>Dance Skills</p> <ul style="list-style-type: none"> • To identify and repeat the movement patterns and actions of a chosen dance style. • To compose a dance that reflects the chosen dance style. • To confidently improvise with a partner or on their own. • To compose longer dance sequences in a small group. • To demonstrate precision and some control in response to stimuli. • To begin to vary dynamics and develop actions and motifs in response to stimuli. • To demonstrate rhythm and spatial awareness. • To change parts of a dance as a result of self-evaluation. • To use simple dance vocabulary when comparing and improving work. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform and create sequences with fluency and expression. • To perform and apply skills and techniques with control and accuracy. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • To modify their use of skills or techniques to achieve a better result.
	Games	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different</p>	<p>Health and fitness</p> <ul style="list-style-type: none"> • To describe how the body reacts at different times and how this affects performance. • To explain why exercise is good for your health. • To know some reasons for warming up and cooling down.



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	<p>physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform and apply skills and techniques with control and accuracy. • To take part in a range of competitive games and activities. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • To modify their use of skills or techniques to achieve a better result
Gymnastics	<p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Health and fitness</p> <ul style="list-style-type: none"> • To describe how the body reacts at different times and how this affects performance. • To explain why exercise is good for your health. • To know some reasons for warming up and cooling down. <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> • To create a sequence of actions that fit a theme. • To use an increasing range of actions, directions and levels in their sequences. • To move with clarity, fluency and expression. • To show changes of direction, speed and level during a performance. • To travel in different ways, including using flight. • To improve the placement and alignment of body parts in balances. • To use equipment to vault in a variety of ways. • To carry out balances, recognising the position of their centre of gravity and how this affects the balance. • To begin to develop good technique when travelling, balancing and using equipment.



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- To develop strength, technique and flexibility throughout performances.

Rolls

- To complete forward roll from standing
- To complete straddle forward roll
- To complete tucked backward roll
- To complete backward roll to straddle

Jumps

- To complete straight jump
- To complete tuck jump
- To complete jumping jack
- To complete star jump
- To complete straddle jump
- To complete pike jump
- To complete straight half turn
- To complete straight full turn
- To complete Cat leap
- To complete Cat leap half turn

Vault

- To hurdle step onto springboard
- To squat on vault
- To straddle on vault
- To star jump off
- To tuck jump off
- To straddle jump off
- To pike jump off

Handstands, cartwheels and round-offs

- To lunge into handstand
- To lunge into cartwheel
- To lunge into round-off

Travelling and Linking actions



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		<ul style="list-style-type: none"> • To tiptoe, step, jump and hop • To hopscotch • To skip • To complete chassis steps • To complete straight jump half turn • To complete straight jump full turn • To cat leap • To cat leap half turn Pivot <p>Shapes & Balances</p> <ul style="list-style-type: none"> • To complete 1, 2, 3 and 4- point balances • To balances on apparatus • To balances with and against a partner • To complete pike, tuck, star, straight, straddle shapes • To front and back support <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform and create sequences with fluency and expression. • To perform and apply skills and techniques with control and accuracy. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • To modify their use of skills or techniques to achieve a better result
OAA	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team; 	<p>Health and fitness</p> <ul style="list-style-type: none"> • To describe how the body reacts at different times and how this affects performance. • To explain why exercise is good for your health. • To know some reasons for warming up and cooling down <p>Trails</p> <ul style="list-style-type: none"> • To orientate themselves with accuracy around a short trail. • To create a short trail for others with a physical challenge. • To start to recognise features of an orienteering course.



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	<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Problem-solving</p> <ul style="list-style-type: none"> • To communicate clearly with other people in a team, and with other teams. • To have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. • To associate the meaning of a key in the context of the environment. <p>Preparation and Organisation</p> <ul style="list-style-type: none"> • To try a range of equipment for creating and completing an activity. • To make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow <p>Communication</p> <ul style="list-style-type: none"> • To communicate clearly with others. Work as part of a team <p>Compete/Perform</p> <ul style="list-style-type: none"> • To complete an orienteering course more than once and begin to identify ways of improving completion time. • To offer an evaluation of both personal performances and activities. • To start to improve trails to increase the challenge of the course. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • To modify their use of skills or techniques to achieve a better result
Swimming	<p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in di 	<p>Emerging</p> <ul style="list-style-type: none"> • To put face in water and blow bubbles. • To fully submerge under water. • To swim 10 metres across the pool without support. • To develop swimming strokes of back stroke and a front stroke over the distance of 10 metres <p>Developing</p> <ul style="list-style-type: none"> • To be able



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	Strand	National curriculum	Expectation
Music	Singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> • To continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • To sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. <p>To perform a range of songs in school assemblies.</p>
	Listening	Listen with attention to detail and recall sounds with increasing aural memory; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.	<ul style="list-style-type: none"> • To improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato) • To begin to make compositional decisions about the overall structure of improvisations.
	Composting	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • To arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • To explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • To introduce major and minor chords.



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			<ul style="list-style-type: none"> • To include instruments played in whole- class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • To capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.
	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<ul style="list-style-type: none"> • To develop facility in the basic skills of a selected musical instrument over a sustained learning period. • To play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • To perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • To copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
	Strand	National curriculum	Expectation
Design Technology	Design	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<ul style="list-style-type: none"> • To use research for design ideas • To show design meets a range of requirements and is fit for purpose • To begin to create own design criteria • To have at least one idea about how to create product and suggest improvements for design. • To produce a plan and explain it to others • To say how realistic plan is. • To include an annotated sketch • To make and explain design decisions considering availability of resources • To explain how product will work • To make a prototype • To begin to use computers to show design.



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Make	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<ul style="list-style-type: none"> • To select suitable tools/equipment, explain choices; begin to use them accurately • To select appropriate materials, fit for purpose. • To work through plan in order • To consider how good product will be • To begin to measure, mark out, cut and shape materials/components with some accuracy. • To begin to assemble, join and combine materials and components with some accuracy • To begin to apply a range of finishing techniques with some accuracy
Evaluate	<p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<ul style="list-style-type: none"> • To refer to design criteria while designing and making • To use criteria to evaluate product • To begin to explain how I could improve original design • To evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose • To discuss by whom, when and where products were designed • To research whether products can be recycled or reused • To know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products
Technical Knowledge: Materials and Structures	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<ul style="list-style-type: none"> • To measure carefully to avoid mistakes • To attempt to make product strong • To continue working on product even if original didn't work • To make a strong, stiff structure
Technical Knowledge: Mechanisms	<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<ul style="list-style-type: none"> • To select most appropriate tools /techniques • To explain alterations to product after checking it • To grow in confidence about trying new / different ideas.



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	Technical Knowledge: Textiles	Select from and use a wide range of textiles according to their characteristics	<ul style="list-style-type: none"> To think about user when choosing textiles To think about how to make product strong To begin to devise a template To explain how to join things in a different way To understand that a simple fabric shape can be used to make a 3D textiles project
	Strand	National curriculum	Expectation
RE	End of unit: Why Is Jesus inspiring to some people? (believing)		<ul style="list-style-type: none"> Make connections between Jesus' life and the way Christians live today. Describe how Christians celebrate Holy Week. Identify the most important aspects of Easter Sunday. Give simple explanations of key Christian terms.
	Why do some people think that life is a journey? What significant experiences mark this:		<ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas
	Strand	National curriculum	Expectation
PSHE	Health and Wellbeing	Pupils will be taught: <ol style="list-style-type: none"> What is meant by a healthy lifestyle? How to maintain physical, mental and emotional health and wellbeing. How to manage risks to physical and emotional health and wellbeing. Ways of keeping physically and emotionally safe. 	Online Privacy -It's Personal <ul style="list-style-type: none"> To use ICT safely including using software features and settings To know how information and data is shared and used online Internet Use - Online Usage <ul style="list-style-type: none"> To know that for most people the internet is an integral part of life and has many benefits



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	<p>5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency. 8. To identify different influences on health and wellbeing.</p>	<p>To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing Internet Use - Age Limits • To know why social media, some computer games and online gaming, for example, are age restricted To know where and how to report concerns and get support with issues online Feelings - Overreacting To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>
Growing and Relationships	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse. How to respond to risky or negative relationships and ask for help. How to respect equality and diversity in relationships 	<p>Reactions - Frustration • To know how to recognise the difference between isolated hostile incidents and bullying To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying Self Worth - I’m a Marvel! • To understand what self-esteem is and why it is important Persistence and Resilience - Don’t Give Up! • To understand the terms ‘resilience’ and ‘persistence’ and why these character traits are important To face new challenges positively and know when to seek help Negative Persistence - Over and Over • To know how to recognise bullying behaviour • To recognise right and wrong, what is fair and unfair and explain why To understand the nature and consequences of negative behaviours such as bullying, aggressiveness</p>



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	Living in the Wider World and Being a Responsible Citizen	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. About respect for self and others and the importance of responsible behaviours and actions. 2. About rights and responsibilities as members of families, other groups and ultimately as citizens. 3. About different groups and communities. 4. To respect equality and to be a productive member of a diverse community. 5. About the importance of respecting and protecting the environment. 6. About where money comes from, keeping it safe and the importance of managing it effectively. 7. How money plays an important part in people’s lives. 8. A basic understanding of enterprise. 	<p>Gender Stereotypes - His and Hers</p> <ul style="list-style-type: none"> • To know and understand the terms ‘discrimination’ and ‘stereotype’ • Challenge stereotypes relating to gender and work <p>Feelings – Overreacting</p> <ul style="list-style-type: none"> • To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
	Strand	National curriculum	Expectation
Spanish	Listening	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> • To listen attentively to spoken language and to show understanding by joining in and responding (e.g. with an action). Pick out known words in an ‘authentic’ conversation • To understand and respond to a range of familiar spoken words and short phrases.
	Speaking	<ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> • To use common phrases • To develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers • To perform short role plays on one topic, with several exchanges and secure pronunciation. • To produce short prepared phrases on a familiar topic, with secure pronunciation.



Autumn Medium Term Plan – Year 4

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Writing	<ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> • To write simple words and several short phrases from memory • To use understandable spelling.
	Reading	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> • To recognise simple written phrases and understand a range of familiar written phrases. • To read and show understanding of more complex written phrases.
	Grammar	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> • To use indefinite and definite articles with singular and plural nouns. • To use prepositions of place and sequencers.
	Culture		<p>Identify similarities and differences in my culture to that of another Remember some key facts about a country – bordering countries, currencies, capital cities Have an awareness of a Spanish festival - Las Fallas (religious) Why must we respect different cultures and their traditions?</p>