



Aintree Davenhill Medium Term Planning

Year Group: 4

Term: Autumn 1

Maths	Science	English
Number and Place Value (Mental Maths) - Read and write numbers to 10,000 - Count on and back in 1s, 10s or 100s from any number up to 10,000 - Count forwards and backwards in equal steps and describe any patterns in the sequence - Order a set of random numbers to at least 10,000 including amounts of money and measures - Order a set of decimal numbers to one decimal place - Recall addition and subtraction facts for each number up to 20 - Recall addition and subtraction facts for 100 - Recall multiplication facts for 2, 3, 4, 5 and 8x tables - Multiply and divide whole numbers by 10 or 100 (whole number answers) Place Value, Addition and Subtraction - Exchange 10 tens for 1 hundred and vice versa using base 10 equipment - Exchange 10 hundreds for 1 thousand and vice versa using place value counters - Identify and represent numbers up to 10,000 using concrete materials such as base 10 apparatus and place value counters - Partition a four-digit number into thousands, hundreds, tens and ones - Identify and represent numbers with one decimal place using models such as place value counters and arrow cards - Partition a number with one decimal place into tens, ones and tenths including in different ways (revisit of Y3 learning) - Compare two numbers and order three or more numbers up to 10 000 and numbers with one decimal place when represented using the same concrete materials saying which numbers are greater or less and use <, > and = correctly - Identify the multiples of 10 and 100 immediately before and after numbers with up to four-digits and round the numbers to the nearest ten and hundred - Identify the number 1, 10, 100 or 1,000 more or less than a given number with up to four-digits recognising which digits stay the same and which digits change - Recognise calculations that require counting on or back mentally e.g. 243 + 230 (counting on in hundreds and then in tens) and use this strategy where appropriate - From given complete sequences, identify whether they have a constant step size or not - Recognise addition calculations that require mental partitioning e.g. 765 + 231 (no boundaries crossed), 87 + 35 (boundaries crossed) and use this strategy where appropriate - Recognise subtraction calculations that require mental partitioning e.g. 765 – 241 (no boundaries crossed), 122 – 35 (boundaries crossed) and use this strategy where appropriate Length and Perimeter - Measure and draw lengths as properties of 2-D shapes e.g. a triangle with one side of 82mm - Measure lengths in cm and mm, including cm as decimals with one decimal place e.g. 12mm and 1.2cm - Compare the length of different objects including numbers to one decimal place - Add and subtract, including finding the difference between, lengths - Measure and calculate the perimeter of any rectilinear figure where all the side lengths are given - Recognise where sides are the same length in oblong rectangles and square rectangles and use this when measuring and calculating perimeter - Recognise where the sides are the same length in L and T shaped rectilinear figures and use this when measuring and calculating perimeter - Calculate the length of missing sides using known dimensions Statistics - Derive and use addition and subtraction facts for 1 using number lines, bar models and related facts - Derive and use addition and subtraction facts for 10 for numbers with one decimal place using number lines, bar models and related facts - Recognise that when calculating addition facts to 10 the tenths total 1 and the ones total 9 - Present discrete data using bar charts and a scale appropriate to Year 4 counting and place value - Choose the appropriate scale when representing data in a bar chart - Interpret data and solve one-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in a bar chart or table - Interpret data and solve one-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in a bar chart or table - Present and interpret data using pictograms with a symbols representing numbers appropriate for Year 4 (including half symbols). - Solve one-step questions (for example, 'How many more/fewer?') using information presented in a pictogram Addition and Subtraction - Add two numbers with four digits using formal written methods of columnar addition with exchange - Use appropriate rounding to estimate the answer to a calculation - Identify missing digits in columnar addition calculations - Add three numbers with four digits using formal written methods of columnar addition with exchange - Choose an appropriate strategy for a given addition calculation - Subtract two numbers with four digits using formal written methods of columnar subtraction with exchange - Use appropriate rounding to estimate the answer to a calculation - Subtract two numbers with four digits using formal written methods of columnar subtraction with exchange where the greater number has 0 as a place holder e.g. 3805 – 2588 Use appropriate rounding to estimate the answer to a calculation - Identify missing digits in columnar subtraction calculations - Choose an appropriate strategy for a given subtraction calculation	States of Matter Programme of Study - 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 - Solids, liquids and gases can be identified by their observable properties - Solids have a fixed size and shape (the size and shape can be changed but it remains the same after the action) - Liquids can pour and take the shape of the container in which they are put - Liquids form a pool not a pile - Solids in the form of powders can pour as if they were liquids but make a pile not a pool - Gases fill the container in which they are put - Gases escape from an unsealed container - Gases can be made smaller by squeezing/pressure - Liquids and gases can flow Working Scientifically - Group and classify a variety of different materials - Exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party) - Research the temperature at which materials change state, for example, when oxygen condenses into a liquid - Observe and record evaporation over a period of time, such as a puddle in the playground or washing on a line - Investigate the effect of temperature on washing drying or snowmen melting	Reading Word Reading - Use knowledge of root words to understand meanings of words - Use prefixes to understand meanings, e.g. sub-,inter-, anti-,auto- - Use suffixes to understand meanings, e.g. -ation, -ous, -tion, -sion, -ssion, -cian - Read and understand meaning of words on Y3/4 word list – see bottom - Use punctuation to determine intonation and expression when reading aloud to a range of audiences Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts - Regularly listening to whole novels read aloud by the teacher - Analysing and evaluate texts looking at language, structure and presentation - Analysing different forms of poetry e.g. haiku, limericks, kennings - Reading books and texts for a range of purposes and responding in a variety of ways - Analysing and comparing a range of plot structures - Retelling a range of stories, including less familiar fairy stories, myths and legends - Identifying, analysing and discussing themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals - Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes - Learning a range of poems by heart and rehearsing for performance - Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action Discussing their understanding of the text - Explaining the meaning of key vocabulary within the context of the text - Making predictions based on information stated and implied - Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images - Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence - Identifying main ideas drawn from more than one paragraph and summarising these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text Retrieve and record information from non-fiction - Analysing and evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams - Scanning for dates, numbers and names - Explaining how paragraphs are used to order or build up ideas, and how they are linked - Navigating texts to locate and retrieve information in print and on screen Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say - Develop, agree on and evaluate rules for effective discussion - Making and responding to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles Writing Vocabulary, Spelling and Punctuation - Create complex sentences with adverb starters, e.g. Silently trudging through the snow, Sam made his way up the mountain - Create sentences with fronted adverbials for when, e.g. As the clock struck twelve, the soldiers sprang into action - Create sentences with fronted adverbials for where, e.g. In the distance, a lone wolf howled - Use commas to mark clauses in complex sentences - Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock" - Identify, select and effectively use pronouns - Explore, identify, collect and use noun phrases, e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth - Explore, identify and use Standard English verb inflections for writing, e.g. We were instead of we was I was instead of I were, I did instead of I done She saw it instead of she seen it - Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones Composition Plan their writing by: - Reading and analysing narrative, non-fiction and poetry in order to plan and write their own - Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing - Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan Draft and write by:

- Solve problems involving addition and subtraction such as use a formal written method of addition/subtraction to make a given criteria, e.g. choose from a set of given numbers to make a total - Represent and solve a problem using structured pictorial representations such as the bar model		- Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense - Planning and writing an opening paragraph which combines the introduction of a setting and character/s - Organising paragraphs in narrative and non-fiction - Linking ideas within paragraphs e.g. fronted adverbials for when and where - Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type Evaluate and edit by: - Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing - Discussing and proposing changes with partners and in small groups - Improving writing in light of evaluation - Perform own compositions for different audiences Use appropriate intonation, tone and volume to present their writing to a range of audiences. Spelling - Use further prefixes and suffixes and understand how to add them - Spell further homophones - Spell words that are often misspelt - Use the first three letters of a word to check its spelling in a dictionary - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - Learn to spell new words correctly and have plenty of practice in spelling them - Understand how to place the apostrophe in words with irregular plurals (e.g. children's) Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology Handwriting - Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
History	Geography	Computing
The Anglo Saxons Chronology Show their increasing knowledge and understanding of the past by: - Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...) - Making some links between and across periods, such as the differences between clothes, food, buildings or transport - Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: - Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind - Understanding some of the ways in which people's lives have shaped this nation - Describing how Britain has influenced and been influenced by the wider world Communication - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology - Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms Enquiry, Interpretation and Using Sources - Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources) - Understand some of the methods of historical enquiry, how evidence is used to make historical claims - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this		4.5 My Online Life (DL) My Digital Life has been developed to improve children's knowledge of the risks of their online lives and to develop skills when using online services. It takes a holistic approach to each of the different elements of their online lives. The resources included in this module are aimed at stimulating classroom discussions about certain situations that may arise when online and to get the children to think critically about their online lives. (DL) I can explain how my online identity can be different to the identity I present in real life. (DL) Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. (DL) I can explain that others online can pretend to be me or other people, including my friends. (DL) I can suggest reasons why they might do this. (DL) I can describe how others can find out information by looking online. (DL) I can explain ways that some of the information about me online could have been created, copied or shared by others. (DL) I can describe strategies for safe and fun experiences in a range of online social environments. (DL) I can give examples of how to be respectful to others online. (DL) I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). (DL) I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). (DL) I can analyse information and differentiate between opinions, beliefs and facts. I understand what criteria have to be met before something is a fact. (DL) I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). (DL) I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in app purchases, pop ups) and can recognise some of these when they appear online. (DL) I can explain that some people I meet online (e.g. through social media) may be computer programmes pretending to be real people. (DL) I can explain why lots of people sharing the same opinions or beliefs does not make those opinions true. (DL) I can explain how using technology can distract me from other things I might do or should be doing. (DL) I can identify times or situations when I might need to limit the amount of time I use technology. (DL) I can suggest strategies to help me limit this time. (DL) I can explain what a strong password is. (DL) I can describe strategies for keeping my personal information private, depending on context. (DL) I can explain that others online can pretend to be me or other people, including my friends. (DL) I can suggest reasons why they might do this. (DL) I can explain how internet use can be monitored. (DL) When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. (DL) I can give some simple examples.
D.T	Art	Music
	Kapow - Drawing – Power Prints 3D Pencil Drawings - To draw using tone to create a 3D effect. - Children will experiment with shading to create different tones. - Children will use contrasting tones to make a drawing look three-dimensional. - Children will explore more than one way of holding a pencil to create different effects. Sense of Proportion - To explore proportion and tone when drawing. - Children will explore charcoal as a drawing material. - Children will look for light and dark areas and recreate these using tone. - Children will show how big one object is compared to another when I draw.	Body and Tuned Percussion; Rainforests Pitter Patter Raindrops To identify structure and texture in music. To know what body percussion is. To know that structure means the organisation of the music into sections. To know that texture means how many different layers of music there are playing at a time. To identify the different sections in a piece of music. To identify how many layers there are in a piece of music. Rainforest body Percussion To use body percussion. To describe a piece of music, referring to: tempo (speed); dynamics (volume); texture (different layers); structure (organisation of the piece). To use body percussion to perform a boom clap click sequence and play in time with own

	Drawing with Scissors - To plan a composition for a mixed-media drawing. - Children will use scissors with precision. - Children will make decisions about how to place drawn elements in my composition - Children will create contrast by combining different shapes, sizes and textures. Wax Resist - To use shading techniques to create pattern and contrast - Children will draw tone by 'hatching' parallel pencil lines. - Children will choose an interesting part of my composition to recreate. - Children will use a range of scratched marks to add contrast and patterns. Power Prints - To work collaboratively to develop drawings into prints. - Children will work co-operatively with my group. - Children will experiment with printing techniques. - Children will include contrast and pattern in a print.	partner. To create one line of own sequence using a stamp. To record own rhythm using symbols or words The rhythm of the forest floor To create musical rhythms using body percussion. To know that there are four layers of the rainforest. To use body percussion to make two different rhythms to represent the forest floor and understorey layers of the rainforest. Both rhythms consist of three or four sounds made by using my body. I To consider the movement of the animals that live in each layer when making own rhythms. To consider the overall structure and texture of the rhythms when they are put together. To record own rhythm The Loopy Rainforest To create simple tunes. To know that a repeated melody or a loop is something that keeps repeating. To make two simple melodies to represent the canopy and emergent layers of the rainforest. To work with a partner and use tuned percussion instruments to create a short melody line. To consider the movement of the different animals within the layers of the rainforest and how this affects the pitch and tempo of own melodies Sounds of the Rainforest To build and improve a composition. To work as part of a group to build the structure of a rainforest inspired composition by considering: the best way to start and end; tempo (speed); dynamics (volume); texture (different layers); structure (organisation of the piece). To play in time with own group. To play own part in the composition accurately. To offer suggestions for improvements considering rhythm and melody.
		Spanish Listening - Listen attentively and understand instructions - Recognise and respond to sound patterns and words - Listen and respond to simple rhymes, stories and songs - Listen attentively and show understanding by joining in and responding - Listen for specific words and phrases - Listen for sounds rhyme and rhythm - Follow a short familiar text listening and reading at the same time Speaking - Speak with increasing confidence - Perform simple communicative tasks using single words, phrases and short sentences - Make links between some phonemes, rhymes and spellings, and read aloud familiar words - Recognise questions and negatives and politeness conventions - Ask and answer questions on a topic - Imitate pronunciation and intonation so that others can understand Reading - Respond to written language from a range of sources - Appreciate stories, songs and poems in the language - Recognise some familiar words in written form - Make links between some phonemes, rhymes and spellings - Apply phonic knowledge of the foreign language in order to decode text - Read some familiar words and phrases aloud and pronounce them accurately - Begin to use a dictionary to look words up and find meaning Writing - Experiment with the writing of simple words - Write simple words and phrases using a model Grammar - Nouns - Gender - Singular and plural forms - Definite and indefinite article - Develop an awareness of sound spelling link to be able to write with increasing accuracy - Recognise different word classes e.g. nouns, verbs, adjectives - Personal pronouns I, you, it, they - Recognise and use high frequency verbs - Question words - Develop an awareness of word order - Apply knowledge of language rules and conventions when building short sentences
P.E.	P.S.H.E.	R.E.

Hockey To perform a push pass with accuracy. To perform a straight dribble to maintain possession. To use reverse-stick to control a ball on the far side of our body. To use a slap pass to send the ball over longer distances. To turn to keep the ball under control and move into space. To develop new skills in competitive situations and look to improve.	Health and Wellbeing • To set a goal • To explain how food gives us energy • To explain why nutrients are important • To explain the risks and dangers associated with smoking • To explain the risks associated with alcohol • To understand how democracy works in the UK (Link to Student Council Elections)	L2.8 What does it mean to be a Hindu in Britain today? This investigation enables pupils to learn about key aspects of Hindu belief and worship. What RE calls 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focusing on British Hindus, and there is great diversity in British Hindu tradition, as well as in ancient and modern Indian Hindu traditions. Hinduism is more appropriately called 'Sanatana Dharma' or 'eternal truth'. Increasingly the term 'Hindu dharma' is used instead of 'Hinduism'. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today. In this unit, pupils will: Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). Ask good questions about what Hindus do to show their faith (B1). Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).
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