

Aintree Davenhill Medium Term Planning



Year Group: 4

Term: Autumn 2

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 involving decimals - Recall addition and subtraction facts for 100 - Recall multiplication facts for 2, 3, 4, 5, 6, 8 and 9x tables - Multiply and divide whole numbers by 10 or 100 (whole number answers) - Double any number up to 100 - Halve any number up to 200 - Count in fraction steps, e.g. $\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$ Multiplication - Use arrays to understand the multiplication facts for the 11 and 9 multiplication tables (including commutativity) - Identify relationships within a multiplication square Derive the 11 and 9 multiplication tables from the 10 multiplication table by using 10 groups add/subtract 1 group strategy - Use arrays to identify what the term 'factor' means - Use arrays to identify all the factor pairs of a given number - Recognise that multiplying by 0 gives a product of 0 and that multiplying by 1 does not change the number - Understand the effect of multiplying a one- or two-digit number by 10 and 100 - Recognise the relationship between a known fact and a related calculation, e.g. $6 \times 9 = 54$ and $600 \times 9 = 5400$ - Use compensation to multiply T9 by a one-digit number - Use partitioning to mentally multiply $TU \times U$ - Use partitioning to double any number up to 4 digits (with an answer less than 10,000) - Use partitioning to calculate a $1TU \times U$ using the grid method - Use partitioning to calculate a $1TU \times U$ using the grid method - Choose an appropriate strategy to solve a calculation based upon the numbers involved - To solve problems involving multiplication including in measurement contexts Division - Use knowledge of place value and multiplication facts to divide related greater numbers e.g. $540 \div 6$ - Divide two digit numbers (beyond the multiplication facts) by a single digit number using the chunking method where there is no remainder - Divide two digit numbers (beyond the multiplication facts) by a single digit number using the chunking method where there is a remainder - Recognise that dividing a number by 1 does not change the number - Use concrete materials to model and describe the effect of dividing a 2-digit number by 10 - Solve problems involving division including interpreting remainders in a given context - Time - Tell and write the time on an analogue clock to the nearest minute – past and to - Tell, write and match analogue and digital times (12-hour clock) - Know that 24-hour clock times are written using four digits - Understand how times on a digital 24-hour clock are before or after midday - Calculate the analogue time from a given 24-hour clock time when the hour value is greater than 12 - Tell the time on a 24-hour clock, e.g. 16:27 is 27 minutes past 4 in the afternoon - Solve problems involving converting between different units of time Shape - Identify, name and describe 2-D shapes according to the properties of their sides and vertices - Identify and name different prisms according to their properties - Describe the properties of prisms: faces – number, shape and where any are congruent (identical); number of edges and where any are of equal length; number of vertices - Identify and name different pyramids according to their properties - Describe the properties of pyramids: faces – number, shape and where any are congruent (identical); number of edges and where any are of equal length; number of vertices - Identify and describe the properties of 3-D shapes: faces – number, shape and where any are congruent (identical); number of edges and where any are of equal length; number of vertices - Use Venn and Carroll diagrams to compare and sort 3-D shapes	Electricity Programme of Study - Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Recognise some common conductors and insulators, and associate metals with being good conductors - Electricity can be dangerous - Electricity sources can be mains or battery - Batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work - Faults in circuits can be found by methodically testing connections - Drawings, photographs and diagrams can be used to represent circuits (although standard symbols need not be introduced until UKS2) Working Scientifically - Observe patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can, and some cannot be used to connect across a gap in a circuit	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:

		- 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
	London and the U.K. Locational Knowledge - Name and locate counties and cities of the United Kingdom - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge - A region of the United Kingdom Human and Physical Geography - Describe and understand key aspects of: - physical geography, including: rivers - 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 Mapping - Use a wider range of maps (including digital), atlases and globes to locate countries and features studied - Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans - Use maps at more than one scale - Recognise that larger scale maps cover less area - Make and use simple route maps - Recognise patterns on maps and begin to explain what they show - Use the index and contents page of atlases - Label maps with titles to show their purpose - Use 4 figure coordinates to locate features on maps - Create maps of small areas with features in the correct place - Use plan views - Recognise some standard OS symbols - Link features on maps to photos and aerial views Enquiry and Investigation - Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes - Make comparisons with their own lives and their own situation Show increasing empathy and describe similarities as well as differences	4.7 Endangered Animals (IT) The children will learn online research skills, create illustrations and posters to raise awareness of our planet's endangered animals. The children will also get involved with environmental campaigns. They will make a class film about how making small changes can help e.g. air pollution and turning off your engines. (MS, IT) I can explain common file types. (IT) I can improve the quality and presentation of my work using editing and formatting techniques. (DU) I can evaluate information presented to me to make informed choices about what is Fake News. (DU) I understand the need for copyright and the consequences of ignoring it. (Copyright) (IT) I can create with technology. E.g. Video, animation, 3D (DU) I understand the need for copyright and the consequences of ignoring it. (Copyright) (IT) I can create with technology. E.g. Video, animation, 3D (IT) I can improve the quality and presentation of my work using editing and formatting techniques. (DU) I can collaborate online to create digital content. (IT) I can create with technology. E.g. Video, animation, 3D (DU) I can collaborate online to create digital content. (IT) I can create with technology. E.g. Video, animation, 3D
D.T	Art	Music
Kapow – Pavilions Kay knowledge - Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. - Building frame structures designed to support weight. - Creating a range of different shaped frame structures. - Making a variety of free-standing frame structures of different shapes and sizes. - Selecting appropriate materials to build a strong structure and for the cladding. - Reinforcing corners to strengthen a structure. - Creating a design in accordance with a plan. - Learning to create different textural effects with materials. Key skills - To understand what a frame structure is.		Rock and Roll Hand Jive To understand the history of rock and roll music To be able to stay in time to a piece of rock and roll music To know where rock and roll music came from To list the main instruments used in rock and roll To move in time to the music Rock around the Clock To be able to perform with a sense of style To accurately sing in a small group To sing in time To sing in tune Walking Bass Line To play a walking bass line on tuned percussion To describe what a walking bass line sounds like

- To know that a 'free-standing' structure is one that can stand on its own. - To know that a pavilion is a decorative building or structure for leisure activities. - To know that cladding can be applied to structures for different effects. - To know that aesthetics are how a product looks.		To read graphic notation to know which notes to play To play a simple walking bass line Performing the Bass To be able to play a rock and roll bass line To understand different musical notation To play a walking bass line accurately To play a bass line in time Rock and Roll Performance To be able to play a rock and roll piece of music To keep in time To perform own part with accuracy To play as part of a group 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.
Football To run onto the ball to receive it. To explore front and goal-side marking techniques. To perform a standing tackle to dispossess an attacker. To dribble, showing good control to progress forward. To pass and receive the ball over longer distances. To perform passing and moving with a teammate. Swimming/OAA To work collaboratively to complete a problem-solving task. To work collaboratively to create shapes whilst blindfolded. To name and recognise the cardinal points of the compass. To complete an orienteering task calmly under time pressure. To work with a partner to use a map to follow a course. To recognise and recall common map symbols from a key.	Health and Wellbeing - To understand the role of the bully, bystander and victim in a bullying scenario (Link to Anti-Bullying week) - To develop critical think skills about information available online - This includes thinking critically about information, people who may try to talk to you and images online - To explore the benefits of exercise - To explain how to keep my body and mind healthy - To explain how and when to share feelings - To explain a healthy lifestyle	L2.5a How do people from religious and non-religious communities celebrate key festivals? This unit offers a multidisciplinary focus using the lens of a sociologist and of a religious studies expert. Pupils will: - Recognise and identify some differences between religious festivals and other types of celebrations (B2). - Retell some stories behind festivals (e.g. Christmas, Chanukah) (A2). - Describe how the way some people celebrate festivals might show something about their beliefs (A2). - Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3). - Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1). - Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1). - Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist (C2). - Suggest how and why religious festivals are valuable to many people (B2).

--	--	--