



Medium Term Plan	Year 4	Autumn 1 2019
Murder, mystery and mummification!		



	Week 1 4 th – 6 th September	Week 2 9 th – 13 th September	Week 3 16 th – 20 th September	Week 4 23 rd – 27 th September	Week 5 30 th Sept – 4 th Oct	Week 6 7 th -11 th October	Week 7 14 th - 18 th October	Week 8 21 st – 25 th October
Events	Big Brain – Big Start	12 th History Box delivery			3 rd Oct Portals to the Past Workshop			Exhibition of Work for parents
English		The Great Discovery (Peeping Pyramids) Diary Planning and drafting	The Great Discovery Diary Editing, improving and publishing	The Great Discovery Letter writing – drafting, editing, improving and publishing.	The Great Mystery. Non-chronological report Fact gathering	The Great Mystery. Non-chronological report Planning, drafting and editing	The Great Mystery. Non-chronological report Publishing	The Great Exhibition Pyramids and Sarcophaguses Short writes Publishing.
		Howard Carter diary entry based on the search for, and finding of Tutankhamun's tomb. Writing with purpose. Descriptive text. * Identify and use the main features of a diary. * Use a range of descriptive phrases * Begin to organise paragraphs around a theme. * Logically sequence paragraphs *Expanded noun phrases - identify *Modifying adjectives to expand a noun	Howard Carter diary entry based on the search for, and finding of Tutankhamun's tomb.. *Use conjunctions that signal time, shift attention, inject suspense and shift the setting * Join letters, deciding which letters are best left un-joined. * Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately	Howard Carter Letter describing the journey to finding the tomb, how it was discovered and feelings and thoughts. * Identify and use the main features of a letter. * Use a range of descriptive phrases *Use conjunctions that signal time, shift attention, inject suspense and shift the setting * Organise paragraphs around a theme. * Logically sequence paragraphs	Was Tutankhamen killed? (E-book) Non-Fiction Text- Non-chronological report investigating the mystery surrounding Tutankhamun's death. * Identify the features of a non-chronological report	The Great Mystery. Was Tutankhamen killed? (E-book) Non-chronological report *Plan, write, edit and improve. * Organise paragraphs around a theme. * Logically sequence paragraphs	The Great Mystery. Was Tutankhamen killed? (E-book) Non-chronological report * Organise paragraphs around a theme. * Logically sequence paragraphs *Use organisational devices such as headings and sub headings.	* Organise paragraphs around a theme. * Logically sequence paragraphs *Use organisational devices such as headings and sub headings.

		phrase. *Prepositional additions to noun phrases	Letter writing - planning. * Identify and use the main features of a letter.					
Grammar Punctuation	Ready to write							
		Use a and an Determiners	Expanding sentences using conjunctions	Expanding sentences using adverbs	Expanding sentences using prepositions	Using paragraphs	Past tense	Present perfect or simple past.
Spelling		Recap on strategies. Intro LBH spellings & Sure	Sure words	Possessive apostrophe recap form Yr2	Intro LBH spellings Homophones (peace/piece, main/mane, fair/fare)	Homophones (peace/piece, main/mane, fair/fare)	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')
Guided Reading		Tut E-book		Nile Information text	Hieroglyphs information text.	Egyptian Cinderella	Egyptian Cinderella	
		* Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes	* Draw inferences from reading. . * Ask questions to improve understanding of a text.	* Identify main ideas drawn from more than one paragraph and summarise these * Recall and summarise main ideas	* Recall and summarise main ideas. *Retrieve and record information	* Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	* Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
en La ng		To evaluate talk rules and set	To evaluate talk rules and set	To introduce talk roles and	To participate in a collaborative	To speak aloud to the class with	To speak aloud to the class with	To evaluate talk rules

		new.	new.	participate in a collaborative discussion.	discussion.	confidence, fluency and standard English.	confidence, fluency and standard English.	
	Learning styles talk thread.	<p>Revisit 4 talk strands and understanding of them. •Revisit the talk rules they brought with them from Year 3. What are they good at/not so good at?</p> <p>•Do we need to change the rules? Can we add any new ones for Year 4? Focus on physical and linguistic. Set new/amend rules for these. Link to science.</p>	<p>Recap strands and rules set last week</p> <p>Look at social and cognitive strands. What are they good at/not so good at?</p> <p>•Do we need to change the rules? Can we add any new ones for Year 4? Set new/amend rules for these. Link to science</p>	<p>Discuss talk rules decided on from last week. Intro roles – observer & leader. Talk thread: Should Howard Carter have opened Tutankhamun's tomb and removed objects from inside? (Film) Watch film.</p> <p>•What did we do well? Did we use the talk rules? How can we improve? Do we need to add/amend any rules?</p>	<p>Revisit rules and roles, and intro team manager role.</p> <p>Explorers packing task.(Film) Evaluate how talk went.</p>	<p>Focus on reading aloud a short passage to the WC. Teacher model Children read in pairs first. Lollysticks for selection of children. Class offer feedback</p>	<p>Focus on reading aloud a short passage to the WC. Teacher model Children read in pairs first. Lollysticks for selection of children. Class offer feedback</p>	
Maths Know and use numbers.		Place Value 4-digit numbers (Thousands)				Addition & Subtraction		
	Intro fluent in five Memory maths Rockstars	<p>*Count in 10s, 100s & 1000s</p> <p>* Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Using PV counters</p> <p>* Partitioning</p>	<p>*Number lines to 10,000</p> <p>* Order and compare numbers beyond 1000</p> <p>*1,000 more or less</p>	<p>* Round any number to the nearest 10, 100 or 1000</p>	<p>* Count in 25s</p> <p>* Negative numbers</p> <p>* Roman Numerals</p>	<p>*Adding and subtracting 1s, 10s, 100s and 1000s</p> <p>* Adding 2 4-digit numbers</p>	<p>*Subtracting 2 4-digit numbers</p>	<p>* Equivalent difference</p> <p>* Addition & Subtraction problem solving</p>
Alternat	Big Brain – Metacognition week	Why do we need food?		Mini roll on a roll!	Making Pool!	How do you chew?		

	How does the brain work?	To understand why different foods are important to our bodies. *Can children remember the different food groups? Discuss groups and their role. Carbs, Proteins, Fruit & Veg, Dairy, Fats & Sugars	To identify and name parts of the digestive system and begin to understand their function. * Dialogic focus. Parts and function matching	To demonstrate how the digestive system works * Recreating and modelling the digestive system with Weetabix and banana	* Identify the different types of teeth in humans and their simple functions		
Humanities	History Who were the Ancient Egyptians and when was their ancient civilisation?	Geography Where did the Ancient Egyptians live? How does it compare with where we live?	Geography Why was the Nile so important?	History How do we know about the Ancient Egyptians?	History & SMSC What is a Pharaoh and how did they live?	History RE, & SMSC How were the dead prepared for the afterlife? Mummification Link to English – concertina sarcophagus	History & Geography? Where and in what were Pharaohs buried? Link to English – fold out Pyramids
	Timeline *To investigate and interpret the past & to build an overview of world history. *Place events, artefacts and historical figures on a time line using dates.	* use maps, atlases, globes to locate countries and describe features. * Describe geographical similarities and differences between countries.	* Describe key aspects of: - physical geography,(Nile and flood plains) - human geography, including: settlements and land use	Hieroglyphics & tomb paintings *Suggest suitable sources of evidence for historical enquiries.	*Describe the social, ethnic, cultural or religious diversity of past society.	*Describe the social, ethnic, cultural or religious diversity of past society. * Explain the practices and lifestyles involved in belonging to a faith community	*Ask and answer geographical questions about the physical and human characteristics of a location.
Art/DT Art Project with Sharon	Sculpting Art Project with Sharon – Alternate weeks equally 4 sessions What part did masks play in the customs and beliefs of the ANCIENT Egyptians?						
	Art Discovering-Death Masks • Collect information, sketches and resources * Develop ideas	Art & DT Designing – Death Masks * Annotate sketches to explain and elaborate ideas. * Design with purpose by identifying opportunities to design.	Art & DT Making – Death Masks • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design	Art Decorating – Death Masks * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively.			

		from starting points throughout the curriculum.		* Use clay and other mouldable materials. • Add materials to provide interesting detail.			
			<p align="center">DT</p> <p align="center">Design, build and evaluate a shaduf (watering device).</p> <p>* Choose suitable techniques to construct products or to repair items.</p> <p>• Strengthen materials using suitable techniques</p> <p>* Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</p>			<p align="center">DT & Art</p> <p align="center">Concertina Sarcophagus</p> <p>* Choose suitable techniques to construct products</p> <p>*Use different hardnesses of pencils to show line, tone and texture</p> <p align="center">DT</p> <p align="center">Fold Out pyramid</p> <p>* Choose suitable techniques to construct products</p>	
PE	Outdoor - Football						
		Explore the different parts of the foot and their role in controlling the ball. Passing and receiving the ball.	Dribbling, dodging and finding space. Looking ahead, turning with the ball and turning to keep possession.	Shooting Balance, using the arms, power and control of the shot.		Mini Matches to practise and consolidate skills taught.	
	Indoor - Netball						
	Passing the ball Shoulder, chest, bounce and overhead.	Footwork Rule and pivot technique	Attacking Dodging techniques	Defending Marking, the passer, receiver and the space in-between	Shooting Static technique	Centre & Backline passing Using the width of the court	Mini Games
Computing	Multimedia Ancient Egyptian Powerpoint - Plan, create and edit a slideshow. Due to music lessons children will have a 90min lesson every fortnight						
	Passwords, E-safety & copyright	Creating a storyboard for presentation Finding, downloading and saving copyright free images for use in PPT	Exploring features of PowerPoint. Combining text, graphics and images to represent information. Introduce keyboard shortcuts for copy, cut and paste.			Creating interactive aspects through hyperlinking. Choosing appropriate effects, fonts, text sizes and colours and backgrounds to ensuring clarity for the audience.	
M U s i c	Ukulele lessons fortnightly						
	Play notes on an instrument with care so that they are clear.						

	<ul style="list-style-type: none"> • Perform with control and awareness of others. • Create repeated patterns with a range of instruments. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
RE	<p>What faiths make up our community & how can we ensure that everyone belongs? Looking at different places of worship in the community. Explore & describe a range of beliefs, symbols & actions so they can understand different ways of life. Discuss views on challenging questions about belonging, meaning, purpose & truth. Understand the challenges of commitment to a community of faith or belief, suggesting why this might be valuable.</p>
PSHE	<p>PSE - Relationships - valuing difference the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness†</p>
French	<p>Colours and numbers Body parts and description Design and describe monsters. Develop accurate pronunciation and intonation Read carefully and show understanding of words, phrases and simple writing</p>