**Medium Term Plan Year 4**

**Term 1**

|  |  |  |  |  |  |  |  |
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|  | **Week 0** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **English** | Welcome back activities, rules and routines. | Leon and the place between – explore, interpret and respond to illustrations  | Rehearsing sentences orally; write an extra page for the book | Develop creative and imaginative writing by sustaining a role | Develop writing by adopting, creating and sustaining a range of roles. | write own stories from another character’s point of view  | Using features of non-fiction writing  |
| **Maths** | Number facts | Roman numerals Rounding to the nearest 10  | Rounding to the nearest 100.Count in 1,000s.1000s, 100s, 10s and 1s. | Partitioning.Numberlines to 10,000.1000 more or less.Compare and order numbers. | Round to the nearest 1000.Count in 25s.Negative numbers. Add and subtract 1s, 10s, 100s and 1000s | Add and subtract 1s, 10s, 100s and 1000s.Add two 4-digit numbers: no exchange.Add two 4-digit numbers: one exchange.Add two 4-digit numbers: >1 exchange. | Subtract two 4-digit numbers: no exchange. Subtract two4-digit numbers: one exchange. |
| **Science** |  | Science week |  |  |  |  |  |
| **RE** |  |  | To begin to understand BrahmanTo begin to understand that Hinduism is a religion based on respect | To become familiar with the three main gods of Hinduism.To begin to understand how these gods are seen by Hindus |  |  |  |
| **Geography** |  |  |  |  | Begin to identify environments, investigate places and themes at more than one scale. Explore globes, satellite images,  | Begin to identify environments, investigate places and themes at more than one scale. Explore aerial photographs, | Begin to identify environments, investigate places and themes at more than one scale. Collect and record evidence with some aid |
| **Computing** | Internet safety |  | Begin to solve simple problems with a screen turtle | Begin to solve simple open ended problems with a screen turtle |  |  |  |
| **Music** |  |  |  |  | How to hold a recorder and play B | Playing B with rhythm | Playing A and B |
| **PE** | Parachute games | Linked to literacy | Catching skills | Throwing skills | Attacking | Defending | Catching and throwing games |
| **PHSE** | New beginnings* about change, including transitions
* why and how rules and laws are made and enforced, why different rules are needed and how to take part in making and changing rules ***BV***
* to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
* extend their vocabulary to enable them to explain both the range and intensity of their feelings to others **(THRIVE)**
* conflicting emotions **(THRIVE)**
* school rules ***BV***
* how to get help
* strategies for keeping physically and emotionally ***BV***
* the importance of protecting personal information
* about people who are responsible for helping them stay healthy and safe
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| **Art** | Designing posters for Internet safety | Designing extra pages for a picture book | Designing a poster for Abdul Kazam | The place between | Illustrating a story map | The lonely rabbit | Plate tectonics |