



2021-22 Medium Term Plan Year 4 Term 1

Week	Special events	English Theme/ Focus text – Leon and the Place between	Maths Theme/area – Place value	Science Theme/area – Sound	PE Theme/area – Invasion games Premier sports	Computing Theme/area – Online safety Effective searching Purple Mash	PSHE Empowerment approach and Jigsaw
1 2 nd & 3 rd Sept	2 days only	Spelling Recap words from Year 3. Grammar Nouns, verbs, pronouns and adjectives. Writing PSHE topic bases 'Being me in my world'	Revision Assessment Times tables Numbers to 1000				Being me in my world Who am I? What do I find calming? What does a good school community look like? Why should we follow our class charter?
2 6 th – 10 th Sept	Arts week	Spelling Recap of Year 3 spelling patterns Grammar Prepositions Writing Descriptive writing – The first picture in the story	Recap 100s, 10s and 1s (1) Recap Number line to 1,000 Round to the nearest 10		Control – passing and stopping	Online safety – Phishing Digital footprint Identify theft.	Neuroplasticity a) Experiences build the brain by creating new neural circuits b) Our past experiences will have shaped the brain we have today c) What we choose to focus on now will shape our future brain d) We can 'rewire' our brain to create new, more helpful 'habits' and strengthen areas of the brain which control things we find more difficult.

3 13 th – 17 th Sept		<p>Spelling Suffixes beginning with a vowel –ing</p> <p>Grammar Adverbs</p> <p>Writing Rewrite of the start of the story</p>	<p>Round to the nearest 100</p> <p>Count in 1,000s</p> <p>Activity – representing numbers to 10,000</p>	<p>Introduction to sound</p> <p>Recognising that sounds get fainter as the distance from the sound source increases.</p> <p>Go outside into the playground. What sounds can you hear? How far away are they?</p> <p>Link to our DT project.</p>	<p>Attacking a goal Defending a goal</p>	<p>Online safety – Beware malware Downloading software Viruses</p>	<p>OUR THREE BRAINS</p> <p>For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best</p>
4 20 th – 24 th Sept		<p>Spelling Suffixes beginning with a vowel – ed</p> <p>Grammar Main clauses and coordinating conjunctions</p> <p>Writing Diary entry – record in role. What is it like in the place between?</p>	<p>1,000s, 100s, 10s and 1s</p> <p>Partitioning</p> <p>The number line to 10,000</p>	<p>Identifying how sounds are made, associating some of them with something vibrating.</p> <p>‘Ahhh’ experiment Scientific process</p>	<p>Tactics for defending</p>	<p>Online safety Plagiarism Presenting work as your own</p>	<p>OUR NEEDS</p> <p>For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.</p>

5 27 th Sept – 1 st Oct	<p>Spelling Suffixes beginning with a vowel –en</p> <p>Grammar – subordinate clauses and subordinating conjunctions</p> <p>Writing Persuasive letter Leon to his siblings. To believe in magic</p>	<p>Recap Find 1, 10, 100 more or less</p> <p>1,000 more or less</p> <p>Compare 4-digit numbers</p> <p>Order numbers</p>	<p>Identifying how sounds are made, associating some of them with something vibrating.</p> <p>Finding patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Drum and rice experiment Louder the sound – stronger the vibration.</p>	Tactics for attacking	Online safety – Healthy screen time. Positive and negative influences of technology.	<p>STRESS RESPONSE For children to understand that when needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.</p>
6 4 th – 8 th Oct	<p>Spelling Statutory spellings Year 3 and 4</p> <p>Grammar Tenses Simple, progressive, perfect</p> <p>Writing To record in role Write Leon's thoughts from the last picture of him walking home with his siblings from the circus.</p>	<p>Round to the nearest 1,000</p> <p>Count in 25s</p>	Recognising that vibrations from a sound travel through a medium to the ear.	Game scenario – attacking and defending	Effective searching – Using a search engine	<p>HELPING PEOPLE IN A STRESS RESPONSE For children to know how we can best help people who are experiencing a stress response.</p>

7 11 th – 15 th Oct		<p>Spelling Statutory spellings Year 3 and 4</p> <p>Grammar Tenses Simple, progressive, perfect.</p> <p>Writing Boudicca's speech to her warriors. Link to History</p>	<p>Activity Introducing negative numbers</p> <p>Negative numbers</p> <p>Roman numerals</p>	Recognising that vibrations from a sound travel through a medium to the ear.	Game scenario – attacking and defending - continued.	Effective searching – Use search effectively	<p>INTRODUCING OUR BODY (PHYSICAL) BRAIN: BASIC NEEDS</p> <p>For children to know we all have different needs – some have greater needs than others. For children to know their own basic body brain needs and be able to explain these to others. For children to know which of their basic body needs are being met well. For children to know which of their basic body needs aren't being met so well and have a plan for how to meet these better.</p>
8 18 th – 22 nd Oct		<p>Spelling Statutory spellings Year 3 and 4</p> <p>Grammar (continued) Tenses Simple, progressive, perfect.</p> <p>Writing (continued) Boudicca's speech to her warriors.</p>	<p>Recap of Place Value</p> <p>Times tables</p>	Finding patterns between the pitch of a sound and features of the object that produced it.	Game scenario – using tactics	Effective searching – Reliable information sources	<p>INTRODUCING OUR BODY (PHYSICAL) BRAIN: SENSORY NEEDS</p> <p>For children to know we all have different SENSORY needs – some have greater needs than others. For children to know their own sensory brain needs and be able to explain these to others. For children to know which of their sensory needs are being met well.</p>

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Week	Learning	Curriculum links
Week 1	PSHE Being me in my world Who am I? What do I find calming? What does a good school community look like? Why should we follow our class charter?	In line with Jigsaw scheme
Week 2 Arts week	Art Arts week Mosaics What are mosaics? What can mosaics be made of? What are the different types of mosaics? What are Roman mosaics?	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

	French Colours	<p>Pupils should be taught to:</p> <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 ▪ 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* ▪ 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 ▪ 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
<p>Week 3</p> <p>Collect DT materials for week 7!</p>	<p>DT: am Making musical instruments from recycled materials. Purpose: To create a cost-effective instrument. To make use of old products. Research – What is already out there? What examples of products can you find? Design: Design the instrument. Collect materials for week 7</p> <p>RE: pm What are religions? Hinduism. Beliefs and stories.</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Research, design</p> <p>In line with Religious education in English schools</p>
<p>Week 4</p>	<p>Geography Maps and Places</p> <p>Where are the geographical regions in the UK? Where are the counties in the UK?</p>	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Week 5	<p>History: am The Roman Empire – The invasion Who were the Romans? What important events happened during the Roman invasion?</p>	<p>the Roman Empire and its impact on Britain</p> <div> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity </div>
Week 6	<p>History: am Who was Julius Caesar? Who was Boudicca and what did she try to do? (Earlier on in the week to watch video – help with English) https://www.youtube.com/watch?v=eC7ONgTJGKw</p> <p>Music: pm Sing up.</p>	<p>the Roman Empire and its impact on Britain</p> <div> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity </div> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>
Week 7	<p>DT: am Making musical instruments from recycled materials. Purpose: To create a cost-effective instrument. To make use of old products.</p> <p>Make – Cut and join recycled materials together to create a musical instrument. Evaluate – What could we do next time? Look at other children's products and research more existing products.</p> <p>RE: pm Continue with learning about beliefs and stories</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Make and evaluate</p> <p>In line with Religious education in English schools</p>
Week 8	<p>Harvest festival Black history month</p>	