

Medium Term Plan – Autumn Term First Half

Class – Year 4 Cedars

Theme- Romans Rule

Subject	6/9 Thursday & Friday ONLY.	10/9	17/9 Trip to castle- Tuesday/Thursday	24/9	1/10	8/10	15/10
Maths	<p>Number & Place value –</p> <ol style="list-style-type: none"> Count in multiples of 10, 100, 1000 Find 10, 100 or 1000 more or less than a number 	<p>Number & Place value –</p> <ol style="list-style-type: none"> Round numbers to the nearest 10, 100, 1000 Recognise the place value of each digit in a four-digit number (1000, 100, 10, 1) Read, write, order & compare numbers beyond 1000 Count backwards through 0 to negative numbers 	<p>Number & Place value –</p> <ol style="list-style-type: none"> Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Identify, represent and estimate numbers using different representations 	<p>Number & Place value –</p> <ol style="list-style-type: none"> Solve number problems and practical problems that involve all the above. Place value Challenges / Games Count in multiples of 6, 7, 9, 25. 	<p>Addition & subtraction -</p> <ol style="list-style-type: none"> Add numbers with up to 4 digits using the formal written methods of column addition Subtract numbers with up to 4 digits using the formal written methods of column subtraction. Estimate and use inverse operations to check answers to a calculation. 	<p>Addition & subtraction -</p> <ol style="list-style-type: none"> Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. <p>Multiplication & Division –</p> <ol style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12 x 12. 	<p>Multiplication & Division –</p> <ol style="list-style-type: none"> Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutatively in mental calculations (factor bugs)
English	<p>Poetry – (Thurs & Fri) Free Verse:</p> <ol style="list-style-type: none"> What is a free verse poem? Find features of poetry Explain features within the poem and the effect on the reader Write own free verse poems 	<p>COLD TASK – Write a journey story (Monday)</p> <p>Fiction: Journey ‘Why bats sleep in the day’</p> <p>Imitation Stage</p> <ol style="list-style-type: none"> Learn text (actions) Retell story Create story map Box up <p>Focus: Adjectives (+ cold task targets)</p>	<p>Innovation Stage</p> <ol style="list-style-type: none"> Create & retell new class version Box up innovated text (based on bat story) Story map innovated text Shared writing <p>Focus: Adjectives Openers</p>	<p>Invention Stage</p> <ol style="list-style-type: none"> Adjective + openers work Plan individual journey story Write own journey story Polish story (Up-level & improve) <p>Focus: Adjectives + Openers</p> <p>COLD TASK – Write a recount (Friday)</p>	<p>Non-Fiction: ‘Recount on Romans Castle trip’ → Written by TB</p> <p>Imitation</p> <ol style="list-style-type: none"> Learn text & retell Create text map Box up recount SPAG work on cold task targets <p>Focus: Cold task targets.</p>	<p>Innovation</p> <ol style="list-style-type: none"> Retell new class version Text map Box up Guided writing – TB/TT to model. <p>Focus: Cold task targets + Different tenses eg. <i>changing past to future etc.</i></p>	<p>HOT TASK – Write a journey story (Monday)</p> <p>Invention</p> <ol style="list-style-type: none"> Work on targets + tenses Plan own recounts Write own recounts Polish & uplevel <p>Focus: Cold Task targets + Different tenses.</p>

	Handwriting Grammar Punctuation Spelling	Handwriting Grammar Punctuation Spelling: Words taken from Year 4 word list Guided Reading	Handwriting Grammar Punctuation Spelling: Words taken from Year 4 word list Guided Reading	Handwriting Grammar Punctuation Spelling: Words taken from Year 4 word list Guided Reading	Handwriting Grammar Punctuation Spelling Words taken from Year 4 word list Guided Reading	Handwriting Grammar Punctuation Spelling Words taken from Year 4 word list Guided Reading	Handwriting Grammar Punctuation Spelling Words taken from Year 4 word list Guided Reading
Science	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. 						
		<p>Raisins experiment.</p> <p>Start of questioning, planning. Setting up a fair test. Best way to record etc.</p> <p>Can raisins dance?</p>	<p>Plan the experiment, make a prediction.</p> <p>Rocket balloon experiment –</p> <p>Does the type of string affect how fast the balloon travels?</p>	<p>Record last week’s findings of the balloon experiment. Present data in a graph. Conclude the findings</p>	<p>What do I mean by states of matter? <u>bbc-bitesize info + quiz.</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p><i>Role play of molecules</i></p>	<p>What we know vs what we want to know - on sugar paper.</p> <p>Introduce Ziggy’s party investigation. Observing that materials change which heated and record results.</p>	<p>Recap: Observe that some materials change state when they are heated or cooled and measure of research the temperature at which they happen in degree Celsius. Answer questions.</p>

History	Pupils should be taught about the Roman empire and its impact on Britain <i>This could include:</i> <ol 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, Boudicca "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity https://www.youtube.com/watch?v=Lks-zgk4dIq - like a roman							
		What do we know already and what do we want to know about the Romans? Introduction to the topic.	Castle trip	Romans in Britain. Dates + timeline. Looking in depth at the invasions. Boudicca etc.	Roman Impact on UK. What did they do, why has it affected us? What do we still use today that they created?	Roman Empire and the power of its army.	Answering questions we asked at the start of the topic. What more do we want to find out. Exploration lesson.	
Geography	Not taught this half term (however parts are incorporated into History with Romans)							
DT	Investigate, Design and Make: Roman costumes: using textiles. Make a Roman catapult – <i>parents can be invited to support making these</i> : Woodwork.							
			Investigate and design Roman costumes	Make Roman costumes	Investigate and design a Roman catapult	Make a Roman catapult (with parents) http://www.instructables.com/id/How-to-make-a-model-Roman-catapult/	Evaluate the catapults.	
Art	Not taught this half term.							
MFL		Recap on previous French Introduce themselves in conversation – Role play	Bon anniversaire - Rigalo Recognise & ask for snacks	Bon anniversaire – Rigalo Give basic opinions about food	Bon anniversaire – Rigalo Use numbers 21-31	Bon anniversaire – Rigalo Recognise & use the months	Bon anniversaire – Rigalo Form dates	
Music	Suffolk Music Hub – Learning a tuned instrument							
	Guitar							

PE		Outdoor – Football Dribbling accuracy & control	Outdoor – Football Passing accuracy, confidence & control	Outdoor – Football Attacking & defending	Outdoor – Football Shooting towards target	Outdoor – Football Applying skills learnt in small intervention games	Outdoor – Football Applying skills learnt in a game situation
	Indoor – Gymnastics: Introduction to gymnastics & health	Indoor – Gymnastics Learn the basic shapes (tuck, pike, straddle etc)	Indoor – Gymnastics Develop the range of actions, body shapes and balances they include in a basic performance of shapes.	Indoor – Gymnastics Learn different linking movements – Jumps, turns, rolls etc.	Indoor – Gymnastics Learn various balances (individual & counterbalance – <i>use que cards</i>)	Indoor – Gymnastics Incorporate simple equipment and perform moves using the apparatus safely.	Indoor – Gymnastics Perform a routine will all the skills learnt. Describe their own and others’ work, making simple judgments about the quality of performances
Computing	Cross curricular use of a variety of software: MS word, MS publisher, MS excel, MS PowerPoint, Internet. Continual emphasis on E-Safety.						
	Introduction to E-safety	Introduction to and exploration of Microsoft Word & keyboard shortcuts	Typing, layout and saving on Microsoft Word – writing a recount of trip to castle. <i>English link.</i>	Finding work from saved location Microsoft Word and continuing to write recount	Purple mash scheme: 4.2 Online safety To sharing knowledge of online safety.	Purple mash scheme: 4.2 Online safety To create and share an online safety presentation and information materials.	Assessment on coding (before next term) – scratch. Can they add 2 sprites and make them move in unison?
RE	Inspirational people- Christianity and Islam.	Why some figures eg. Founders, leaders and teachers, inspire religious believers.	Why some figures eg. Founders, leaders and teachers, inspire religious believers – <i>introduce influential people</i>	Christians: Jesus	Christians: Jesus	Muslims: Muhammad	
PSHE	Relationships LO: I can recognise ways in which a relationship can be unhealthy and who to talk to if I need support.	Relationships LO: I can recognise and manage ‘dares’	Relationships LO: I can recognise and challenge stereotypes	Relationships LO: I can understand when a ‘secret’ is safe and if not what I should do	Relationships LO: I can understand a legally committed relationship between two different people	Relationships LO: I can identify who is important around me and what forms a relationship	Relationships Recap the unit with scenarios & topic based questions.