



Medium Term Planning 2022- 2023

Year Group: 4
Term: Autumn



RE
 People
 Called
 Gift
 Judaism – Synagogue
 To ask and respond to questions about their own and others' experiences and feelings.
 To ask questions about what they and others wonder.
 To retell a narrative that is accurate in detail and sequence.
 To describe with increasing detail and accuracy a range of religious beliefs.
 To make links between beliefs and worship, giving reasons for actions and symbols.
 To use a range of religious vocabulary. To make links to show how feelings and beliefs affect my behaviour and that of others.
 To begin to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer.

English
 Class Novels: The Hundred Mile-An-Hour Dog by Jeremy Strong, The Iron Man by Ted Hughes, Charlie and the Chocolate Factory by Roald Dahl
 Picture books – Stone Age Boy by Satoshi Kitamura
 Reading –
 Whole class guided reading - linked to class novel.
 Whole class guided reading – Ashley Booth
 To identify and summarise the main ideas drawn from more than one paragraph.
 To listen to and read a wide range of fiction, poetry, plays, non-fiction and reference books.
 To draw inferences about feelings, thoughts and motives.
 To use evidence to justify inferences.
 Writing – basic skills, description, narrative (Stone Age Boy, The Iron Man), Poetry, Persuasion (Advert/Poster), Spooky Writing
 To plan, write and edit writing in line with given genres.
 To organise writing into paragraphs.
 To check for spelling and punctuation errors.
 To suggest how a piece of writing can be improved.
 SPAG – fronted adverbials, subordinate conjunctions, subordinating clauses,

Maths
 Number: Place Value
 Addition and Subtraction – mental addition (100s, 10s and 1s), written addition, mental subtraction (100s, 10s, 1s), written subtraction, word problems, estimate answers to calculations
 Multiplication – equal groups, arrays, , 3, 6, 7 and 9 times tables, multiply by 0, 1, 10 and 100
 Division – sharing, grouping, divide by 3, 6, 7 and 9, divide by 1, 10 and 100
 Measurement - length
 To round numbers to the nearest 10, 100 or 1000.
 To recognise, compare and order numbers.
 To find 1000 more/less than a given number.
 To read Roman numerals to 100.
 To count backwards through zero including negative numbers.
 To use their knowledge of number to carry out calculations involving the four operations.
 To use reasoning and problem-solving skills to solve practical problems.
 To recall and use multiplication facts up to and including 12 times tables.
 To convert between different units of measure.
 To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Science
 Sounds
 To identify how sounds are made, associating some of them with something vibrating.
 To recognise that vibrations from sounds travel through a medium to the ear.
 To find patterns between the pitch of a sound and features of the object that produced it.
 To find patterns between the volume of a sound and the strength of the vibrations that produced it.
 To recognise that sounds get fainter as the distance from the sound source increases.
 States of Matter
 To compare and group materials together, according to whether they are solids, liquids or gases.
 To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
 To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



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	<p>determiners (a or an), inverted commas. To use conjunctions (when, before, after etc). To use 'a' and 'an' correctly. To start using inverted commas for speech. To use fronted adverbial phrases followed by a comma.</p>		
<p>History Who were Britain's first builders? Stone Age to Iron Age To learn about the changes in Britain from the Stone Age to the Iron Age. To use photographs of artefacts throughout, inference observation. Sequencing events on a timeline. To study a significant period in British history, e.g. Battle of Britain.</p>	<p>Geography We've got it all! Why is the North East special? To develop their knowledge of human and physical geography by looking in depth at one region of the UK. To be able to identify the region and component counties on maps across a variety of scales. To identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region. To use geographical information from OS maps, information texts, photographs and fieldwork. To develop their fieldwork knowledge via new methods of collection and undertaking fieldwork beyond the local area.</p>	<p>Art Prehistoric Art 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]</p>	<p>DT Structures for the Christmas Fayre – Santa's workshop or Nativity Stable To investigate and analyse a range of existing product; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). To select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
<p>Music Durham Charanga – Mamma Mia Glockenspiel Stage 2 To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). To talk about the music and how it makes them feel. To listen carefully and respectfully to other people's thoughts about the music.</p>	<p>PE Invasion games – On the attack To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Gymnastics – Partner work To develop flexibility, strength, technique, control and balance. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Computing Online safety To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Effective searching To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>MFL Classroom instructions To listen attentively to spoken language and show understanding by joining in and responding. Basic greetings, How are you? (Comic strip rich text) To engage in conversations. Numbers 1-12, Where I live, Family (Rich text) To read carefully and show understanding of words, phrases and simple writing.</p>



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		<p>Hardware investigators To understand the different parts that make up a computer. To recall the different parts that make up a computer.</p> <p>Animations To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Christmas in France To start to understand cultural similarities and differences and how festivals are celebrated.</p>
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