

Medium Term Plan
Autumn 1
Year 4

| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|-------------------------|---|--|--|--|---|--|--|
| Date | 04.09.23 4-day week | 11.09.23 | 18.09.23 | 25.09.23 | 02.10.23 Harvest week | 09.10.23 | 16.10.23 |
| Hook | Greek Pottery – making and decorating our own Greek pots | | | | | | |
| History | To be able to place the Ancient Greeks in time. To be able to identify important places in Ancient Greece. To understand the different gods which the Greeks worshipped. To understand how the Greeks were ruled To be able to compare and contrast life in different parts of Ancient Greece. To understand the Ancient Greek alphabet and writing. To understand the Olympics of Ancient Greece To understand key battles in Ancient Greece – The Trojan War | | | | | | |
| 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] About great artists, architects and designers in history | | | | | | |
| Learning Theme Art | To be able to place the Ancient Greeks in time. To compile a schema of our understanding | To be able to examine features of Ancient Greek pottery To be able to create a piece of pottery based on Ancient Greek pottery. | To be able to identify important places in Ancient Greece. To understand the different gods which the Greeks worshipped. | To understand how the Greeks were ruled To be able to compare and contrast life in different parts of Ancient Greece. | To understand the Ancient Greek alphabet and writing. To understand the Olympics of Ancient Greece | To understand key battles in Ancient Greece – The Trojan War To create an Ancient Greek temple | |
| Text Focus | Myths and Legends - The Labours of Heracles | | | | | | |
| Writing composition | Understanding the structure of the story. Ordering events from the story | Recalling events from the story Retelling the story | Compose and rehearse sentences orally. Describe settings. | Organise events in a paragraph. Create character through description. | Sequence and plan known stories using 5 structures of narrative (setting and character / build up / conflict / resolution / ending) | Proof read to identify most common errors in spelling and punctuation. . . . | Use marking to correct and improve own writing. Edit and presentation |
| Punctuation and Grammar | | Use Standard English forms for verb inflections instead of local spoken forms. | Demarcate sentences correctly, capital letters, full stops, question marks and exclamation marks. Identify different types of nouns – proper nouns, personal pronoun, collective nouns. | Use variations in use of tense and verb forms - consistently though a piece of writing. . . | Use fronted adverbials for when and how. Commas are used after fronted adverbial - ly. | Use first or 3 rd person consistently and accurately. Review simple and compound sentences with a wide range of conjunctions (subordinating / coordinating / relative) | |
| Spelling | | Words that are homophones accept, except, knot, not, peace, piece, plain, plane, weather, whether | Words with the prefix 'in' inability, inactive, inadequate, incorrect, incurable, indefinite, | Words with the prefix 'il', 'im' and 'ir' illegal, illegible, immature, immortal, impossible, impatient, imperfect, | Words with the prefix 'sub' subdivide, subheading, subject, submarine, submerge, submit, | Words with the prefix 'inter' interact, intercept, interchange, intercity, intercom, interface, | Challenge words strength, grammar, calendar, women, appear, straight, interest, |

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| | | | inelegant, inflexible, insecure, invisible | irregular, irrelevant, irresponsible | substandard, subtitle, subtropical, subway | interfere, international, internet, interview | opposite, increase, believe |
| Reading | Percy Jackson – Lightning Thief | | | | | | |
| | Identify themes and conventions in texts Re- read to determine meaning Use punctuation of speech to aid intonation and fluency | Listen to and engage with class discussions about a range of fiction Draw inferences on characters feelings, from their actions and justify with evidence from the text | Ask questions to improve the understanding of a text. . . Identify main ideas from one paragraph and summarise succinctly. . . | Answer question on a characters feelings and thoughts from their actions and justify with evidence Understand paragraphs help support the organisation of text and development of ideas | Predict what will happen using details stated and use other reading to support predictions Justify predictions by referring to the text. | Answer question on a characters feelings and thoughts from their actions and justify with evidence. Identify unknown words and use the first 2 letters to find it in a dictionary – check the meaning of the word within the sentence. | Retell myths and legends orally. |
| Maths | start of unit assessment Represent numbers to 1,000 | Partition numbers to 1,000 Number line to 1,000 thousands Represent numbers to 10,000 | Partition numbers to 10,000 flexible partitioning of numbers to 10,000 find 1, 10, 1,000 more or less number line to 10,000 | estimate on a number line to 10,000 compare and order numbers to 10,000 Roman numerals round to the nearest 10, 100 or 1,000 | start of unit assessment add and subtract 1s, 10s 100s and 1,000s add two 4-digit numbers add two 4-digit numbers with exchange | subtract two 4-digit numbers no exchange subtract two 4-digit numbers with one exchange subtract two 4-digit numbers with exchanges subtract two 4-digit numbers with exchanges | efficient subtraction efficient subtraction estimating answers |
| Fast15 | Multiplication facts x2, x5, x 10 | Multiplication facts x2, x5, x 10 Count in 50s Complements to 100 | Hundreds, tens and ones Partition numbers up to 1000 Flexible portioning up to 1000 | Order and compare numbers to 1000 Add and subtract 10s Add and subtract 100s | Add and subtract 1s across a 10 Add and subtract 10s across a 100 Add 2 numbers | Multiplication facts x3, x4, x8 Subtract 2 numbers Add 2-digit and 3-digit numbers | Inverse operations (add and subtract) Multiplication facts x2, x5, x 10 Multiplication facts x3, x4, x8 |
| RE AT1 | To understand the events of Jesus' baptism | To examine a letter from the Bible and think about Grace | To examine what The Trinity is and it's meaning to Christians | To be able to compare the Gospel of John to the other Gospels | To examine how we can follow Jesus' example | To examine the importance of 'incarnation' and The Holy Spirit to Christians. | To show our understanding of The Trinity. |
| AT2 | To think about why Jesus' obedience is important to Christians | To explore how The Grace makes them feel. | To think about how the parts of The Trinity impact on them | To think about why different people have different accounts of Jesus | To reflect on how we can support those who are less fortunate. | To think about how we get comfort from The Trinity | To think about how the parts of The Trinity impact on them |
| Jigsaw | I know my attitude and actions make a difference to the class | I understand who is in my school community and the roles of everybody | I understand how democracy works through the school | I understand my actions affect myself and others and I care about other people's feelings. | I understand how groups come together to make decisions. | I understand how democracy and having a voice benefits the school community. | |
| PE | Real PE – Personal Coping when things become difficult and improving my performance | Real PE – Personal Coping when things become difficult and improving my performance | Real PE – Personal Coping when things become difficult and improving my performance | Real PE – Personal Coping when things become difficult and improving my performance | Real PE – Personal Coping when things become difficult and improving my performance | Real PE – Personal Coping when things become difficult and improving my performance | Real PE – Personal Coping when things become difficult and improving my performance |
| MFL | To be able to say words linked to where people live with accuracy | To be able to describe where we live | To be able to count in tens | To be able to say words counting to 100 | To be able to say and write details about where we live | To be able to say and write words to describe where we live. | |
| Music | | | | Learning to play the recorder | Learning to play the recorder | | Learning to play the recorder |