**Medium Term Planning**

**Autumn Term**

| Year 4 | Autumn 1 | Autumn 2 |
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| **Theme / Topic** | Ancient Greece | Ancient Greece |
| **Visit / Visitors** *when/where possible* | Durham University – 'It's All Greek to Me!' - Virtual Visit | Many Hands/Mini Vinnies<br><br>Norman Cornish (Local Artist) – Workshop and tour of gallery |
| **RE** | Domestic Church – People The Family of God in Scripture<br><br>Other Faiths Judaism – The Torah<br><br>Local Church - Community<br><br>Advent/Christmas - Gift Loving: Gift – God's gift of love and friendship in Jesus | |
| **English Literature** | Greek Myths – Retold and Illustrated by Marcia Williams<br><br>Christophe's Story<br><br>The Lion, the Witch and the Wardrobe CS Lewis<br><br>Grace Nichols & James Carter Collected Poems | |
| **Reading** | Using range of historical stories, short novels, play scripts and poems:<br><br>to investigate how settings and characters are built up from small details, and how the reader responds to them.<br><br>Identify main characteristics of key characters using text to justify opinions.<br><br>Explore chronology in narrative.<br><br>Explore narrative order. | |

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| | Use different ways of planning stories; plan a story identifying stages of telling; write character sketches.<br><br>Identify and use key features of explanatory texts, including purpose and structure.<br><br>Present information collected from a variety of sources in one simple format.<br><br>Comprehension:<br><br>Develop positive attitudes to reading and understanding of what they read by:<br><br>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>Reading books that are structured in different ways and reading for a range of purposes<br><br>Guided Reading Text: 'Who let the gods out?' Maz Evans |
| **Writing** | Plan their writing by:<br><br>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br><br>Discussing and recording ideas Draft and write by:<br><br>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. |
| **Spelling** | Further homophones and near homophones<br><br>Words using suffixes -ly, -ation, -ous<br><br>Words with endings sounding /shun/: -tion, -sion, -ssion, -cian<br><br>Words ending with -sure and -ture |
| **Grammar, Punctuation and Vocabulary** | Identify and use correctly common suffixes which form adjectives, nouns verbs and adverbs<br><br>Fronted Adverbials<br><br>Determiners |

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| | Introduce Possessive Pronouns<br><br>Recognise how commas, connectives and full stops are used to join and separate clauses.<br><br>Introduce Direct Speech<br><br>Standard and non-standard verbs<br><br>reread own writing to check for grammatical sense and accuracy; identify errors and suggest alternatives |
| **Speaking and Listening** | Listen and respond appropriately.<br><br>Work in group situations building on shared ideas<br><br>Generate questions for specific scenarios.<br><br>Ask questions in direct response to something heard/ presented<br><br>Develop vocabulary using words they hear and see<br><br>Vocabulary Ninja Word of the Day |
| **Mathematics** | Place Value 4-digit numbers<br><br>• Identify, represent and estimate numbers using different representations<br>• Count in multiples of 6, 7, 9, 25 and 1000<br>• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)<br>• Order and compare numbers beyond 1000<br>• Round any number to the nearest 10, 100 or 1000<br>• 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 | Measure – perimeter<br><br>• Convert between different units of measure [for example, kilometre to metre; hour to minute]<br>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres<br><br>Multiplication and division<br><br>• Recall multiplication and division facts for multiplication tables up to 12 × 12<br>• 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 |

Place Value 4-digit numbers

- Identify, represent and estimate numbers using different representations
- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Order and compare numbers beyond 1000
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

Addition and Subtraction

- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
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- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

| Science | Computing | Design Technology | PE |
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| **Content:**<br><br>Scientific Enquiry<br><br>**Skills / Success Criteria:**<br><br>Ask questions that can be investigated scientifically and describe how to find answers.<br><br>To plan and carry out a fair test investigation or comparison by changing one factor<br><br>**Content:**<br><br>Animals including humans<br><br>**Skills / Success Criteria:**<br><br>Describe simple functions of the digestive system in humans<br><br>Compare animal and human digestive systems and diets – carnivore, herbivore and omnivore<br><br> Identify the different types of teeth in humans and their functions<br><br>Understand the importance of keeping teeth healthy and the causes of decay | **Content:**<br><br>Computer Science<br><br>**Skills / Success Criteria:**<br><br>Design, write and debug programs that accomplish specific goals<br><br>Use repetition in programs Uses logical reasoning to detect and correct errors in programs IT<br><br>Collect, analyse and evaluate information<br><br>Select a variety of software to accomplish given goals.<br><br>Understand opportunities that computer networks offer for communication<br><br>**Content:**<br><br>Digital Literacy<br><br>**Skills / Success Criteria:**<br><br>Identify a range of ways to report concerns about content Mrs Langdon | **Content:**<br><br>Design and cook a Greek dish<br><br>**Skills / Success Criteria:**<br><br>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.<br><br>Design a human jaw with teeth using clay - link to Science | **Content:**<br><br>Gymnastics<br><br>**Skills / Success Criteria:**<br><br>Creating and performing longer gymnastic sequences including 8 elements<br><br>Use a variety of actions, shapes and balances which include counter balance and tension<br><br>To vary levels, direction and pathways in their sequences<br><br>Comment on the composition and techniques used in their sequence<br><br>Adapting their sequence to incorporate changes to group size or apparatus<br><br>Watch others perform and suggest improvements<br><br>**Content:**<br><br>Games<br><br>**Skills / Success Criteria:**<br><br>Develop flexibility, strength, technique, control and balance<br><br>Compare performances with previous ones |

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| Understand and create food chains and food webs<br><br>Describe and compare relationship between producer, predator and prey<br><br>**Content:**<br><br>Living things and their habitats<br><br>**Skills / Success Criteria:**<br><br>Recognise that living things can be grouped in a variety of ways<br><br>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br><br>Recognise that environment can change and that this can sometimes pose dangers to living things. | | | and demonstrate improvement to achieve their personal best<br><br>Practise skills in isolation and combination<br><br>Work well as a team in competitive games<br><br>Develop an understanding of fair play<br><br>**Content:**<br><br>Athletics<br><br>**Skills / Success Criteria:**<br><br>Run smoothly at different speeds<br><br>Demonstrate combinations of jumps showing control, co-ordination and consistency<br><br>Throw a range of objects, in a variety of ways, at a target area with consistency and accuracy<br><br>Recognise that their body works differently in different types of challenge and events<br><br>Suggest, with guidance, a target for improving distance or height |
| **Geography** | **History** | **Music** | **Art & Design** |
| **Content:**<br><br>Locational Knowledge<br><br>**Skills / Success Criteria:** | **Content:**<br><br>Ancient Greece - Who was here before me? | **Content:**<br><br>Chalumeau Clarinet<br><br>Sing with increasing confidence | **Content:**<br><br>Design a Greek Vase<br><br>**Skills / Success Criteria:** |

| Locate world countries – use maps to focus on Europe<br><br>Environmental issues Human and physical features | **Skills / Success Criteria:**<br><br>Ancient Greece, life and influence – What did the Ancient Greeks do for me?<br><br>Timelines to develop chronological understanding<br><br>Use historical terms and evidence for interpretations of History | **Skills / Success Criteria:**<br><br>Develop understanding of musical composition<br><br>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br><br>To use and understand staff and other musical notations<br><br>To develop an understanding of the history of music. | Look at pattern, colour and meaning of selected design<br><br>Content:<br><br>Local Artist - Norman Cornish<br><br>**Skills / Success Criteria:**<br><br>Replicate his work – look at human figures and local observations |
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