



St Joseph's Catholic Primary School

Autumn 1 - Medium Term Plan

Year 4

	Week 1 WC: 02.09.2024	Week 2 WC: 09.09.2024	Week 3 WC: 16.09.2024	Week 4 WC: 23.09.2024	Week 5 WC: 30.09.2024	Week 6 WC: 07.10.2024	Week 7 WC: 14.10.2024	Week 8 WC: 21.10.2024
Key dates/Info	02.09.2024 - INSET 03.09.2024 - Return 05.09.2024 - Market Hall Off Timetable Week							25.10.2024 - Final Day
Educational Visits/Experiences	Local Area Walk Devonport 200					- English		
RE	Church Tour	Branch 1 - Creation and Covenant	Branch 1 - Creation and Covenant	Branch 1 - Creation and Covenant	Branch 1 - Creation and Covenant	Branch 1 - Creation and Covenant	Branch 1 - Creation and Covenant	Branch 1 - Creation and Covenant
English	How to Invent, Lyn Huggins-Cooper Elicitation Task		How to Invent, Lyn Huggins-Cooper Can I identify and use fronted adverbials? Can I identify how to expand a noun phrase? Can I create expanded noun phrases in different ways? Can I identify why dashes and semicolons are used?	How to Invent, Lyn Huggins-Cooper Can I identify and summarise key facts? Can I use fronted adverbials and expanded noun phrases to create sentences? (Oracy) Modelled Write - proofreading for spelling and punctuation Research session	How to Invent, Lyn Huggins-Cooper Can I plan my information leaflet? Can I write my information leaflet in the first draft? Can I proofread and edit my information leaflet? Can I create an information leaflet?	Poetry - A River, Marc Martin Elicitation Task	Poetry - A River, Marc Martin Can I identify and use prepositional phrases? Can I create sentences with coordination? Can I create sentences with subordination? NMM Write	Poetry - A River, Marc Martin Modelled Write - Improvements related to chosen focus, proofreading for spelling and punctuation Can I plan my descriptive poem? Can I write my descriptive poem in the first draft? Can I proofread and edit my descriptive poem? Can I create a descriptive poem?
Reading	Star Assessments	How to Invent, Lyn Huggins-Cooper Can I identify the purpose and audience of the text? Can I gather interesting pieces of information from the text? Can I identify how the text is organised?	Poetry - Joseph Coelho	Non-Fiction - Information Texts	Non-Fiction - Information Texts	Poetry - A River, Marc Martin Can I identify what is happening in the poem and support this with evidence from the text? Can I compare different settings? Can I rehearse and recite part of a poem?	Historical Narrative - The Boy who stole the Pharaoh's lunch, Karen McCobie & Anneli Bray	Historical Narrative - The Boy who stole the Pharaoh's lunch, Karen McCobie & Anneli Bray
Spellings	How to use a dictionary		Year 4 Words with /aw/ spelt with augh and au	Year 4 Adding the prefix in- (meaning 'not' or 'into')	Year 4 Adding the prefix im- (before a root word starting with 'm' or 'p')	Year 4 Adding the prefix il- (before a root word starting with 'l') and the prefix ir-	Year 4 Homophones & near homophones	Year 4 Words with /shun/ endings spelt with 'sion'



Maths Y4	Maths Investigation MTC Baseline	Unit 1: Place Value - 4-digit numbers (1) - Manipulatives Hook - Represent and partition numbers to 1,000 - Number line to 1,000 - Multiples of 1,000 - 4-digit numbers	Unit 1: Place Value - 4-digit numbers (1) - Partition 4-digit numbers - Partition 4-digit numbers flexibly 1, 10, 100, 1,000 more or less - 1,000s, 100s, 10s and 1s - Problem Solving Friday	Unit 1: Place Value - 4-digit numbers (1) Unit 2: Place Value - 4-digit numbers (2) - End of Unit Check - Manipulatives Hook - Number line to 10,000 - Between two multiples - Estimate a number line to 10,000	Unit 2: Place Value - 4-digit numbers (2) - Compare and order numbers to 10,000 - Round to the nearest 1,000 - Round to the nearest 100 - Round to the nearest 10 - Problem Solving Friday	Unit 2: Place Value - 4-digit numbers (2) - Round to the nearest 1,000, 100 or 10 - End of Unit Check Unit 3 - Addition and Subtraction - Manipulatives Hook - Add and subtract 1s, 10s, 100s and 1000s - Add two 4-digit numbers	Unit 3 - Addition and Subtraction - Add two 4-digit numbers - one exchange - Add with more than one exchange - Subtract two 4-digit numbers - Subtract two 4-digit numbers - one exchange - Problem Solving Friday	Unit 3 - Addition and Subtraction - Subtract two 4-digit numbers - more than one exchange - Exchange across two columns - Efficient methods - Equivalent difference - Estimate answers
History	Local History Walk Before and After / Scott Monument							
Geography		Why do people live near mountains? Features of Mountains	Why do people live near mountains? How are mountains Formed?	Why do people live near mountains? Where are mountains found?	Why do people live near mountains? UK Mountains	Why do people live near mountains? Location Investigation	Why do people live near mountains? Life in the Alps	Why do people live near mountains?
Science		Electricity Can I identify common appliances that run on electricity?		Electricity Know how to construct a simple series electrical circuit and demonstrate this, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Electricity Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery		Electricity Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Electricity Know and identify some common conductors and insulators, and associate metals with being good conductors
Design & Technology								
Art and Design	Light and Shade Texture		Light and Shade Painting Techniques		Light and Shade Composition		Light and Shade Final Piece	
MFL (PPA)		Spanish La Fonética						
Music								
Computing	Login Basic controls G-Suite	Collaborative Learning Teamwork	Collaborative Learning Sharing a document	Collaborative Learning Slide presentations	Collaborative Learning Google Forms	Collaborative Learning Shared Spreadsheets	Collaborative Learning Application Project	Collaborative Learning Application Project
PSHE	Market Hall -	Created to Love Others			Created to Love Others	Created to Love Others		Created to Love Others



	Roots Group	<p>Unit 1 - Jesus, My Friend</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. - The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. - That relationships take time and effort to sustain. - We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. 			<p>Unit 2 - Family, Friends and Others</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong - That there are different types of relationships including those between acquaintances, friends, family and relatives - That good friendship is when both persons enjoy each other's company and also want what is truly best for the other - The difference between a group of friends and a 'clique' 	<p>Unit 2 - When Things Feel Bad</p> <p>Children will:</p> <ul style="list-style-type: none"> - Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying - Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond 		<p>Unit 4 - Safe in My Body</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - To judge well what kind of physical contact is acceptable or unacceptable and how to respond - About different kinds of abuse, including 'abuse of private parts' - That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest
PE (With Teacher)		Ball Skills	<p>Hockey</p> <p>Lesson 1 Skills: I can... Dribble a ball confidently Stop a ball Knowledge: I know... How to hold the stick That everybody plays field hockey right handed Assessment: I can... Demonstrate agility, balance, coordination and precision</p>	<p>Hockey</p> <p>Lesson 2 Skills: I can... Develop my dribbling technique Change direction easily Knowledge: I know... The importance of good close control To put my body between the ball and my opponent when shielding it Assessment: I can... Able to comment constructively on the work of others</p>	<p>Hockey</p> <p>Lesson 3 Skills: I can... Pass a ball accurately Control a ball sent to me Knowledge: I know... The technique of push passing Not to raise the stick above waist height Assessment: I can... Apply skills effectively in different situations and within a range of physical activities</p>	<p>Hockey</p> <p>Lesson 4 Skills: I can... Pass in a variety of ways using good technique Receive a pass on the run Knowledge: I know... The technique for push passing To use a short and flat back swing, with stick parallel to the ground when hitting a slap-pass Assessment: I can... Demonstrate agility, balance, coordination and precision</p>	<p>Hockey</p> <p>Lesson 5 Skills: I can... Perform a job tackle Play advantage appropriately Knowledge: I know... What to do if the ball hits someone's feet How to job tackle Assessment: I can... Able to comment constructively on the work of others</p>	<p>Hockey</p> <p>Lesson 6 Skills: I can... Compete in a hockey tournament Work effectively as part of a team Knowledge: I know... How to make a plan before each game The school games values Assessment: I can... Apply skills effectively in different situations and within a range of physical activities</p>
PE (With TGS)		Fundamental Movement Skills	<p>Netball</p> <p>Lesson 1 Skills: I can... Send a netball accurately in a variety of ways Pass under pressure Knowledge: I know... Which type of passing technique to use depending on the distance I am sending the ball To pass within 4 seconds of receiving the ball Assessment: I can... Understands how to work alongside and against others when</p>	<p>Netball</p> <p>Lesson 2 Skills: I can... Pass a netball to by pass a defender by passing quickly, or using feinting or giving the eyes Defend individually and/or as part of a team Knowledge: I know... How to stand in a good position to receive a ball How to track an opponent Assessment: I can... Reflect and recognise success in myself and others</p>	<p>Netball</p> <p>Lesson 3 Skills: I can... Attack by being fluid in my positioning, using the width and passing quickly Get free from opponents by feinting Knowledge: I know... That I need to pass in front of my teammates so they can run on to the ball The importance of quick passing and varying my passing Assessment: I can...</p>	<p>Netball</p> <p>Lesson 4 Skills: I can... Shoot using good technique Position myself to take rebounds from the post. Knowledge: I know... The correct technique for shooting Rules which apply to attackers and defenders when shooting Assessment: I can... Understands how to work alongside and against others when attacking and defending</p>	<p>Netball</p> <p>Lesson 5 Skills: I can... Play a game of Bee Flier Netball, abiding by the rules of the game Pivot having landed in possession of the ball Knowledge: I know... The footwork rule How to support the player in possession to ensure safe passes are made Assessment: I can... Reflect and recognise success in myself and others</p>	<p>Netball</p> <p>Lesson 6 Skills: I can... Track an opponent on court Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork Knowledge: I know... More of the rules of netball and recognise how to apply them Assessment: I can... Demonstrate understanding and interpretation of rules</p>



			attacking and defending		Demonstrate understanding and interpretation of rules and accepts decisions given			and accepts decisions given
--	--	--	-------------------------	--	---	--	--	-----------------------------