**Medium Plan: Where Does My Food Go?  
ALhAhhh**

**Year Group: 4 Term: Autumn 1**

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| **Weeks** | **06.09.21** | **13.09.21** | **20.09.21** | **27.09.21** | **04.10.21** | **11.10.21** | **18.10.21** |
| **Trips  Visitors Special Events** | **06.09 – INSET**  **07.09 - INSET**  **Topic Launch** Creating 3D teeth from clay + dental team visit  **DT** | **17.09.21 - SMSC Day** Jeans for Genes Day  **JM** |  |  |  | **Showstopper** Digestion PPT  *(Laptops booked)* | **Showstopper** Digestion PPT  *(Laptops booked)*  **Computing Day** We Are Programmers *21.10.21 – Day taught in 3 topic classes*  **22.10 – INSET** |
| **Maths Intent:**  To gain a secure understanding of place value with numbers up to 1,000 and numbers up to 10,000.  To gain a deeper understanding of use written methods for addition and subtraction including exchanging. | | | | | | | |
| **Maths** | *First week back* | **Number –  Place Value**  Week 1  *DT* | **Number –  Place Value**  Week 2  *RN* | **Number –  Place Value**  Week 3  *ET* | **Number –  Place Value**  Week 4  *DT* | **Number – Addition and Subtraction**  Week 1  *RN* | **Number – Addition and Subtraction**  Week 2  *ET* |
| **Maths  End Points** | **Place Value Small Steps:**   * Y3 recap: Represent numbers to 1000 * Y3 recap: 100s, 10s and 1s * Y3 recap: Number line to 1000 * Y3 recap: Find 1, 10, 100 more or less * Round to the nearest 10, 100 and 1000 * Count in 1000s * Partitioning * Number line to 10,000 * 1000 more or less * Compare numbers * Order numbers * Count in 25s * Negative numbers * Roman numerals to 100 | | | | **Addition + Subtraction Small Steps:**   * Add and subtract 1s, 10s, 100s and 1000s * Y3 recap: Add two 3-digit numbers (up to one exchange) * Add two 4-digit numbers (up to more than one exchange) * Y3 recap: Subtract two 3-digit numbers (up to exchanges) * Subtract two 4-digit numbers (up to more than one exchange) * Efficient subtraction * Estimate answers * Checking strategies | | |
| **Mathematical Fluency** | *First week back* | **Times Table Rockstars**  Y4 – 2s + 5s  ILP – 2s | **Times Table Rockstars**  Y4 – 5s + 10s  ILP – 2s | **Times Table Rockstars**  Y4 – 2s, 5s, 10s  ILP – 5s | **Times Table Rockstars**  Y4 – 2s 5s 10s  ILP – 5s | **Times Table Rockstars**  Y4 – 4s  ILP – 10s | **Times Table Rockstars**  Y4 – 4s  ILP – 10s |
| **Maths Fluency  End Points** | * Year 4: to recall a range of multiplication and division facts for the 2, 5 and 10 times table (recap) * Year 4: to recall a range of multiplication and division facts for the 4 times table * ILP group: to recall single multiplication and division facts for the 2, 5 and 10 times table | | | | | | |
| **Writing Intent:**  To revisit and become confident with basic skills in sentence construction.  To identify and use a variety of non-fiction features to independently write a non-fiction report on the human digestive system. | | | | | | | |
| **Writing** | *First Week Back* | **Ready to Write Unit**    Week 1  *ET* | **Ready to Write Unit**    Week 2  *ET*  **DIVERSITY LINK:**  Black Lives Matter Movement | https://images-na.ssl-images-amazon.com/images/I/61U2E%2BhuGcL._SY495_BO1,204,203,200_.jpg**TFW - Human Body Odyssey**  Imitate Week  *DT* | https://images-na.ssl-images-amazon.com/images/I/61U2E%2BhuGcL._SY495_BO1,204,203,200_.jpg**TFW - Human Body Odyssey**  Innovate Week  *DT* | https://images-na.ssl-images-amazon.com/images/I/61U2E%2BhuGcL._SY495_BO1,204,203,200_.jpg**TFW - Human Body Odyssey**  Innovate Week  *DT* | https://images-na.ssl-images-amazon.com/images/I/61U2E%2BhuGcL._SY495_BO1,204,203,200_.jpg**TFW - Human Body Odyssey**  Invent Week  *DT* |
| **Writing  End Points** | *First Week Back* | **Ready to Write Unit: (8 lessons)**   * Capital letters * Basic punctuation (. ! ?) * Nouns * Adjectives * Verbs * Fronted Adverbials * Coordinating conjunctions   Subordinating conjunctions | | **TFW - Human Body Odyssey:**   * Use headings and subheadings * Use paragraphs to structure ideas * Use technical vocabulary * Identify and use adjectives * Use coordinating conjunctions (but, or, and) * Begin to use subordinating conjunctions (because, as, after)   Use simple punctuation including ? and ! | | | |
| **Reading Intent:**  To introduce children to VIPERS and explore vocabulary, inference, prediction, explain, retrieval and summarise. | | | | | | | |
| **Reading Skills** | **Rotation of texts:**  *First week: Introduction to Science vocabulary - DT*   1. Demon *Dentist - RN* 2. *The Astounding Broccoli Boy - RN* 3. *Are you what you eat? - RN* 4. *Tooth by tooth - DT* 5. *Poetry - DT* 6. *Variety sheets - DT* | | | | | | |
| **Reading Skills End Points** | **Digestion text:**   * Focus on retrieval * Focus on vocabulary * Focus on prediction | | | | | | |
| **Spelling Intent:**  To identify and correctly use the year 4 spelling rules and patterns. | | | | | | | |
| **Spellings** | *First week back* | Week 1  Months of the year  *RN* | Week 2  Prefix: in, im, ir, il  *RN* | Week 3  Words that sound like a’sh’ but are spelt with a ‘ch’  *Machine*  *Chef*  *chalet*  *RN* | Week 4  Words that sound like ‘s’ but are spelt ‘sc’  Scissors  Science  muscle  *RN* | Week 5  Words with ‘gue’ and ‘que’  tongue  unique  *RN* | Week 6  Suffix ‘ly’ to create adverbs  *RN* |
| **Spelling  End Points** |  | | | | | | |
| **Science Intent:**  To gain an understanding of the digestive system in humans and animals and the functions of teeth. | | | | | | | |
| **Science  + Investigation x1** | **Topic launch:**  Children make a clay plasticine model of the bottom row of their teeth *(Lesson 1: Create) (Lesson 2: Paint)*  *DT*  Identify teeth and their function  *DT* | Carry out an experiment (eggshells in different liquids)  *ET* | Identify different parts of the digestive system  *ET* | Compare the diets of different animals  (Laptops booked)  *ET* | To investigate the impact of changes to a food chain  *ET* | Present to others what we know about the digestive system  (Laptops booked)  *ET* | Present to others what we know about the digestive system  (Laptops booked)  *ET* |
| **Science  End Points** | **Working Scientifically**   * Ask relevant questions and using different types of scientific enquiries to answer them * Set up simple practical enquires, comparative and fair tests * Make systematic and careful observations * Gather, record, classify and present data in a variety of ways to help answer questions * Record findings using simple scientific language, drawings, labelled diagrams, keys bar charts and tables * Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * Use straightforward scientific evidence to answer questions or to support their findings.   **Animals (including humans)**   * Describe the simple functions of the basic parts of the digestive system in humans * Identify the different types of teeth in humans and their simple functions * Construct and interpret a variety of food chains | | | | | | |
| **Topic Intent:**  Art: To learn about the significant artist Giuseppe Arcimboldo and imitate his artistic style.  DT: To carry out an project to design, make and evaluate a fruit smoothie.  Music: To learn and confidently perform a digestion song. | | | | | | | |
| **Topic** | *First week back* | **Art** Introduction to Giuseppe Arcimboldo. *ET*  **DT** Favourite fruit bar chart *(Maths link) DT* | **Art**  Design and plan fruit faces.  *ET*  **DT** Research fruit smoothies.  *DT* | **Art**  Design and plan fruit faces. *ET*  **DT**  Design own fruit smoothies.  *DT*  **Music** – Introduce the ‘Digestion Song!’ | **Art**  Create final art face. *ET*  **DT**  Write instructions for smoothies.  *DT*  **Music**  Learn the ‘Digestion Song!’ | **Showstopper** Individual digestive PPT (+ basic computer skills)  **DT**  Make a smoothie!  *DT*  **Music**  Learn the ‘Digestion Song!’ | **Showstopper** Individual digestive PPT (+ basic computer skills)  **DT** – Evaluate smoothies  *DT*  **Music**  Learn the ‘Digestion Song!’ |
| **Topic  End Points**  **(KIRFs)** | * The main parts of the digestive system are the mouth, the oesophagus, the stomach, the small and large intestines * We have 4 main types of teeth: incisors, canines, premolars and molars * In a food chain is the transfer of energy from organism to another: Producers are organisms who make their own food.   Prey is the animal that gets eaten by the predator. A predator is an animal that eats other animals.   * Giuseppe Arcimboldi was an Italian painter who created portraits made entirely of fruit and vegetables * Red, yellow and blue are the primary colours and they can be mixed to make secondary colours | | | | | | |
| **Topic Writing**  **2x cross curriculum writes**  **1x science investigation** |  | Science Investigation  (Egg shells)  *ET* |  | Instructional writing for smoothies  *DT* |  |  | Digestion PPTs  *DT* |
| **Topic Writing End Points** | **Science experiment:**   * Include a heading and subheadings * Use paragraphs to structure writing * Use ? after a question * Include a prediction * Use time conjunctions | | **Instructional writing for smoothies:**   * Include a heading * Include a clear list of ingredients * Write simple instructions in chronological order * Use a range of imperative verbs * Use a range of fronted adverbials * Use technical vocabulary * (Include labelled diagrams) | | | **Digestive System PPTs:**   * Use capital letters and punctuation correctly * Use a range of verbs * Use technical vocabulary * Use headings and subheadings | |
| **PE Intent:**  To develop collaboration skills within team building games and activities.  To develop invasion games skills in hockey. | | | | | | | |
| **PE** | **Indoor Games**  Team building games and activities  **Hockey**  Dribble with the ball  *(Arena)* | **Indoor Games**  Team building games and activities  **Hockey**  Pass/receive the ball  *(Arena)* | **Indoor Games**  Team building games and activities  **Hockey**  Pass/receive the ball whilst moving  *(Arena)* | **Indoor Games**  Team building games and activities  **Hockey**  Select the best ways to defend  *(Arena)* | **Indoor Games**  Team building games and activities  **Hockey**  Select the best ways to attack+ defend  *(Arena)* | **Indoor Games**  Team building games and activities  **Hockey**  Game play  *(Arena)* | **Indoor Games**  Team building games and activities  **Hockey**  Game play  *(Arena)* |
| **PE  End Points** | **Indoor Game**   * Listen to and follow a set of rules * Collaborate with others to join in with games   **Hockey**   * Control the ball whilst moving * Accurately pass to peers * Move into space within game situations * Look for intercepting opportunities. | | | | | | |
| **RE Intent:**  To learn about the major religions and the main principles of beliefs. | | | | | | | |
| **RE** | **People of God**  Noah’s Ark | **People of God**  Noah’s Ark | **People of God**  The Lord’s Prayer | **People of God**  The 10 commandments | **People of God**  Diversity | **People of God**  Recap of the term | **People of God**  Recap of the term |
| **RE  End Points**  **(KIRFs)** | * Noah was given instructions by God to create an ark to save his family and examples of all of the world’s animals from a flood * The Lord’s Prayer is the prayer that Jesus taught his disciples, when they asked him how they should pray * The Ten Commandments are a fundamental set of rules for Christians to live their life | | | | | | |
| **French Intent:**  To learn and use key French vocabulary. | | | | | | | |
| **French** | **Euro Stars**  **All Aboard**  Weather | **Euro Stars**  **All Aboard**  Weather | **Euro Stars**  **All Aboard**  Days of the week | **Euro Stars**  **All Aboard**  Transport | **Euro Stars**  **All Aboard**  French pronunciation | **Euro Stars**  **All Aboard**  Recap of the term | **Euro Stars**  **All Aboard**  Recap of the term |
| **French  End Points** | * Explore French language and basic terminology * Develop oral skills through simple conversations in French * Understand how to pronounce the French accented letters | | | | | | |
| **RHSE Intent:**  To gain an understanding of my place in the class, school and global community as well as devising Learning Charters. | | | | | | | |
| **RSHE** | *First week back* | **Jigsaw Unit 1: Being me in my world**  Piece 1  *DT* | **Jigsaw Unit 1: Being me in my world**  Piece 2  *DT* | **Jigsaw Unit 1: Being me in my world**  Piece 3  *DT* | **Jigsaw Unit 1: Being me in my world**  Piece 4  *DT* | **Jigsaw Unit 1: Being me in my world**  Piece 5  *DT* | **Jigsaw Unit 1: Being me in my world**  Piece 6  *DT* |
| **RSHE**  **End Points** | * Understand that my attitudes and actions make a difference to the class team * Understand who is in my school community, the roles they play and how I fit in * Understand how democracy works through the school council/in this school * Understand that my actions affect myself and others * Understand that my actions affect myself and others * Understand how democracy and having a voice benefits the school community | | | | | | |

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| **DT** | **JM** | **ET** | **RN** |
| **Maths**  X2 weeks  **English T4W Unit**  X4 weeks  **Reading Skills**  3 weeks  **DT**  6 weeks  **RSHE**  6 weeks | **\* Maths**  X7 weeks  **\* English**  X7 weeks  **\* Reading Skills**  X7 weeks | **Maths**  X2 weeks  **English Short Unit**  X2 weeks  **Science**  6 weeks  **Art**  4 weeks | **Maths**  X2 weeks  **Spellings**  X7 weeks  **Reading Skills**  3 weeks |