**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
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| **Mathematical Fluency** | *First week back* | **Times Table Rockstars**Y4 – 2s + 5s ILP – 2s | **Times Table Rockstars**Y4 – 5s + 10sILP – 2s | **Times Table Rockstars**Y4 – 2s, 5s, 10sILP – 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
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| **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 WriteUnit**Week 1*ET* | **Ready to WriteUnit**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*
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| **Reading SkillsEnd Points** | **Digestion text:*** Focus on retrieval
* Focus on vocabulary
* Focus on prediction
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| **Spelling Intent:**To identify and correctly use the year 4 spelling rules and patterns. |
| **Spellings** | *First week back* | Week 1Months of the year*RN* | Week 2Prefix: in, im, ir, il*RN* | Week 3Words that sound like a’sh’ but are spelt with a ‘ch’ *Machine**Chef**chalet**RN* | Week 4Words that sound like ‘s’ but are spelt ‘sc’ScissorsSciencemuscle*RN* | Week 5Words with ‘gue’ and ‘que’ tongue unique*RN* | Week 6Suffix ‘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
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| **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
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| **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
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| **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.
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| **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
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| **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
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| **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 |