



The Federation of Nettlestone and Newchurch Primary Schools

Medium Term Planning - Autumn Term 2

Class: Switzerland

Year: 4

Teacher(s): Miss White



		WEEK 1 02.11.20	WEEK 2 09.11.20	WEEK 3 16.11.20	WEEK 4 23.11.20	WEEK 5 30.11.20	WEEK 6 7.11.20	WEEK 7 14.11.20
<p><b>Outcome:</b> To write a variation of the frog prince continued story. <b>Purpose:</b> To entertain. <b>Audience:</b> Year 3 <b>Form:</b> narrative.</p> <p><b>Outcome:</b> To write a report on Witches. <b>Purpose:</b> To inform <b>Audience:</b> Frog Prince <b>Form:</b> non-chronological report</p>	<p><b>ENGLISH BOOK</b> <b>Frog Prince</b> Continued by Jon Scieszka <b>Witches by Colin and Jacqui Hawkins</b></p>	<p>To write a variation of the Frog Prince continued story. I can create settings, characters and plot I can use prepositions. I can plan a variation of the Frog Prince continued story. I can write a variation of the Frog Prince continued story. I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements</p>	<p>I can identify the layout of a non-chronological report. I can identify a range of presentational devices used to guide the reader in non-fiction. I can place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's I can write a heading I can write a subheading I can write an introductory paragraph I can retrieve and record information from non-fiction. I can locate information using skimming, scanning and text marking. I can write a paragraph.</p>	<p>Hook: I can describe what it was like to step through the wardrobe.  I can describe a setting: Narnia and Mr Tumnus' house.  I can understand a character's viewpoint, thoughts and feelings.</p>	<p>I can write a non-chronological report on an imaginary animal.  I can design an advert for Turkish Delight.</p>	<p>I can describe one of the character's from the book.  I can write pros and cons of being an animal living in Narnia.</p>	<p>I can write a detailed description of a given theme  I can describe what Edmund might have seen when he reached the witches castle. How would he feel about betraying his brother and sister?  I can find words and features to describe the battle  I can write a Newspaper article.</p>	<p>I can write a conversation between Aslan and the Witch.  To write in the style of a classic author. Write a story describing your own journey through the wardrobe to an imaginary world.</p>
<p><b>ENGLISH BOOK</b> <b>The Lion, Witch and the Wardrobe</b> by C.S Lewis</p>	<p><b>Outcome:</b> To write in the style of a classic author a story describing a journey through the wardrobe to an imaginary world. <b>Purpose:</b> to entertain readers through writing in the style of a classic author. <b>Audience:</b> to tell their stories to a real audience. <b>Genre:</b> fiction <b>Viewpoint:</b> first person.</p>							

		<p>I can write a caption</p> <p>I can write an amazing fact</p> <p>I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements</p>					
<p><b>SPAG Recovery programme.</b></p> <p>Phonemic knowledge</p> <p>Visual and semantic knowledge</p> <p>Morphological and etymological knowledge</p>	<p><b>Revision of Year 1</b></p> <p>Alternative pronunciations (i, o, c, g, u, a, ow)</p> <p>Homographs</p> <p>Reading and spelling simple words in their contracted form</p> <p><b>Revision of Year 2:</b></p> <p>The /ɔ:/sound spelt a before l and ll</p> <p>Suffixes</p> <p>-ment and -ness</p> <p><b>Year 3/4:</b></p> <p>Vowel digraphs: words with the /eɪ/ sound spelt ei (<i>vein</i>), eigh (<i>eight</i>), aigh (<i>straight</i>) or ey (<i>they</i>)</p> <p>Prefixes anti- and inter-</p>	<p><b>Revision of Year 1</b></p> <p>Alternative pronunciations (ie, ea, er, y, ch, ou, ey)</p> <p>Homographs</p> <p>Reading and spelling simple words in their contracted form</p> <p><b>Revision of Year 2:</b></p> <p>The /ɔ:/ sound spelt ar after w</p> <p>Apostrophes for contractions</p> <p><b>Year 3/4:</b></p> <p>The /i/ sound spelt y</p> <p>Prefixes mis-, dis-, un-, in-,</p>	<p><b>Revision of Year 1</b></p> <p>Alternative spellings</p> <p>/e/</p> <p>(e, ea)</p> <p>/i/</p> <p>(i, y)</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p><b>Revision of Year 2:</b></p> <p>The /ɜ:/ sound spelt or after w (<i>word, work, worm</i>),</p> <p>Suffixes -less, -ly and -ful</p> <p><b>Year 3/4:</b></p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</p> <p>Prefixes mis-, dis-, un-, in-,</p>	<p><b>Revision of Year 1</b></p> <p>Alternative spellings</p> <p>/o/</p> <p>(o, a)</p> <p>/oa/</p> <p>(oa, ow, oe, o-e, o)</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p><b>Revision of Year 2:</b></p> <p>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>Practise prefix dis- Apply prefix un-</p> <p><b>Year 3/4:</b></p> <p>Words with the /j/ sound spelt ch (mostly French in origin, eg <i>chef, chalet, machine</i>) as well as s and ss(ion/ure)</p> <p>Singular possessive apostrophes</p>	<p><b>Revision of Year 1</b></p> <p>Alternative spellings</p> <p>/ee/</p> <p>(ea, e-e, ie, y, ey)</p> <p>Adding the prefix un-</p> <p><b>Revision of Year 2:</b></p> <p>The /ʌ/ sound spelt o</p> <p>The possessive apostrophe (singular nouns)</p> <p><b>Year 3/4:</b></p> <p>Words with the /k/ sound spelt ch</p> <p>Singular possessive apostrophes</p>	<p><b>Revision of Year 1</b></p> <p>Alternative spellings</p> <p>/oo/</p> <p>(ew, ue, u-e, ou)</p> <p>/igh/</p> <p>(igh, y, ie, i-e)</p> <p>Adding the prefix un-</p> <p><b>Revision of Year 2:</b></p> <p>The /l/ or /əl/ sounds spelt il at the end of words</p> <p>Prefixes mis- and re-</p> <p><b>Year 3/4:</b></p> <p>Words ending /ʒə/</p> <p>Prefixes sub- and tele-</p>	<p><b>Revision of Year 1</b></p> <p>Alternative spellings</p> <p>/c/</p> <p>(c, k, ck, qu, ch)</p> <p>/oo/</p> <p>(oo, u, oul)</p> <p>Compound words</p> <p><b>Revision of Year 2:</b></p> <p>Rare GPCs (/i/ sound)</p> <p>Double consonants</p> <p>Apostrophes for contractions</p> <p><b>Year 3/4:</b></p> <p>The /g/ sound spelt gu</p> <p>Prefixes sub- and tele-</p>

<p><b>MATHS</b> Times table check mirrors the year 4 test.  <a href="https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check">https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</a>  <u>Mental Maths:</u>  Year 3:  Count from 0 in multiples of 4, 8, 50 and 100  Year 4: Count in multiples of 25 and 1000  Time:  Year 2 recap: hour, half past, quarter past, quarter to, to the nearest 5 minute (analogue)  Year 3: estimate and read time with increasing accuracy to the nearest minute  Year 4: read, write and convert time between analogue and digital 12 and 24-hour clocks</p>	<p><u>Number and Place value.</u>  I can identify, represent and estimate numbers using different representations.</p>	<p><u>Addition and Subtraction.</u>  I can add using mental strategies.  I can find the difference.</p>	<p><u>Addition and Subtraction.</u>  I can estimate and use inverse operations to check answers to a calculation</p>	<p><u>Addition and Subtraction.</u>  I can solve comparison sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p><u>Numbers and Place Value</u>  I can 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.</p>	<p><u>Multiplication and Division.</u>  I can recall and use multiplication and division facts for multiplication tables up to 12 x 12.</p>	<p><u>Multiplication and Division.</u>  I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1;</p>
<p><b>SCIENCE</b>  <b>Electricity</b>  <b>Planning</b>  I can set up simple practical enquiries, comparative and fair tests  I can recognise when a simple fair test is necessary and help to set it up  <b>Obtaining and presenting evidence</b>  I can record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables  <b>Considering evidence and evaluating</b>  I can use relevant simple scientific language to discuss my ideas  <b>Electricity vocabulary:</b>  appliance, battery power, main power, circuit, series, cell, battery, wire, bulb, switch, break in circuit, conductor, insulator</p>	<p>I can identify common appliances that run on electricity.  <b>Challenge</b>  I can explain why cautions are necessary for working safely with electricity.</p>	<p>I can construct a simple series electric circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  I can investigate:  Bob says the circuits do not work. Identify what is wrong and make it work.</p>	<p>I can 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.  <b>Challenge</b>  I can explain how a bulb might get lighter.</p>	<p>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>I can recognise some common conductors and insulators and associate metals with being good conductors</p>		
<p><b>GEOGRAPHY</b>  <b>Map work.</b>  <b>Map work vocabulary:</b>  Distance, direction, scale, 4 digit grid reference satellite, aerial photograph, grid square, key, latitude, longitude,</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p>I can identify the 8 point compass directions; North; North East; East; South East; South; South</p>	<p>I can use four-figure grid references to locate features on a map.</p>	<p>I can draw an accurate map of a short route using OS symbols.</p>	

map, OS Ordinance Survey, symbol, plan,	describe features studied	studied	and describe features studied	West; West; North West to follow and give directions to build up knowledge of UK and the wider world			
<b>HISTORY N/A</b>							
<p><b>DESIGN TECHNOLOGY</b>  <b>Electrical Circuits. Designing, making and evaluating a night light for a brother, sister or friend</b></p> <p><b>Circuit</b> - path through which electricity passes.  <b>Conductor</b> - a material which allows an electric current to pass through it.  <b>Insulator</b> - a material which does not easily allow electric current to pass through it.  <b>Prototype</b> - a model made to test whether a design will work.  <b>Push-to-break switch</b> - a switch turned off by pressing it.  <b>Push-to-make switch</b> - a switch turned on by pressing it.  <b>Reed switch</b> - a switch operated by a magnet.  <b>Toggle switch</b> - a switch operated when a lever is pressed.  <b>System</b> - a set of related parts or components that together achieve a desired outcome.  <b>Output devices</b> - components that produce an outcome e.g. bulbs and buzzers.  <b>Input devices</b> - components that are used to control an electrical circuit e.g. switches.</p>	<p>What sort of night light shall I make and who will it be for?  What parts will it have?  How will it appeal to the user?  I can discuss ideas, drawing annotated sketches, cross sectional and exploded diagrams, generating design criteria</p>	<p>What switch will work best for my night light?  I can discuss ideas, modelling possible electrical circuits  I can link scientific knowledge by using light, switches.  I can electrical systems to enhance the quality of the product.</p>	<p>How will I make the base, casing and shade?  I can discuss, explore and trial materials</p>	<p>Who will I work with?  How long will it take?  What order will I work in?  I can negotiate, develop and agree a plan of action.  I can make a prototype to see if they work.  I can measure accurately.</p>	<p>I can assemble, test, and modify.  I can appraise, reflect, and refine.</p>	<p>I can assemble, test, and modify.  I can appraise, reflect, and refine.</p>	<p>Will the night light meet the needs of the user and achieve its purpose?  I can evaluating the nightlight with the intended user and against design criteria</p>
<p><b>COMPUTING</b>  <b>We are toy designers 4.2</b></p>	<p><b>Step 1: Finding out about inputs and outputs</b>  I can understand different forms of input and output (such as sensors, switches, motors, lights and speakers)</p>	<p><b>Step 2: Designing a toy/character</b>  I can design and make an on-screen prototype of a computer-controlled toy</p>	<p><b>Step 3: Designing the toy/character in Scratch</b>  I can design and make an on-screen prototype of a computer-controlled toy</p>	<p><b>Step 4: Programming the toy/character simulation</b>  I can design, write and debug the control and monitoring program for the toy.</p>	<p><b>Step 5: Testing and improving the toy/character simulation</b>  I can design, write and debug the control and monitoring program for the toy.</p>	<p><b>Step 6: Pitching the toy</b>  I can combine software to present information about my character.</p>	

<p><b>MUSIC</b> Writing lyrics linked to a theme</p> <p>Week 1: Stop! - Grime</p> <p>Week 2: Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</p> <p>Week 3: Radetzky March by Strauss (Classical)</p> <p>Week 4: Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence)</p> <p>Week 5: Libertango by Astor Piazzolla (Tango)</p> <p>Week 6: Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</p>	<p>I know five songs from memory and who sang them or wrote them. I know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Some of the style indicators of that song (musical characteristics that give the song its style). I understand the lyrics: what the song is about.</li> <li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> </ul> <p>Identify the main sections of the song (introduction, verse, chorus etc).</p> <ul style="list-style-type: none"> <li>• Name some of the instruments they heard in the song.</li> </ul> <p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> </ul> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm and pitch work together</li> <li>• Pulse: Finding the pulse - the heartbeat of the music</li> <li>• Rhythm: the long and short patterns over the pulse</li> <li>• Know the difference between pulse and rhythm</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>• Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> </ul>
<p><b>PHYSICAL EDUCATION</b></p> <p>Weekly</p> <p>Gymnastics and Athletics</p>	<p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>• I can devise, perform and repeat sequences that include travel, body shapes and balances.</li> <li>• I can help others change their sequences.</li> <li>• I can work with a partner.</li> <li>• I can adapt my sequences to include apparatus and to suit a partner or small groups.</li> <li>• I can compare and contrast similar performances.</li> </ul> <p>I can suggest ways to improve the quality of my sequence.</p> <p><b>ATHLETICS</b></p> <ul style="list-style-type: none"> <li>• I can run for short distances and times, and for longer distances and times.</li> <li>• I can keep a steady pace when running.</li> <li>• I can practise 5 basic jumps e.g hop, step and jump.</li> <li>• I can combine basic actions and form simple jump combinations.</li> <li>• I can throw into a target using slinging, pushing and pulling actions.</li> </ul> <p>I can describe and evaluate the effectiveness of performance and recognise aspects that need improving.</p>

<p><b>PSHE</b>  <b>Me and My Relationships.</b>  <b>Valuing Difference. Includes British Values focus.</b></p>	<p><b>Bullying.</b>  I can say what I could do if someone was upsetting me or if I was being bullied.</p>	<p><b>Bullying.</b>  I can say what I could do if someone was upsetting me or if I was being bullied.</p>	<p><b>Assertive skills.</b>  I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p><b>Assertive skills.</b>  I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p><b>Recognising and celebrating difference</b>  (including religions and cultural difference).  I can say a lot of ways that people are different, including religious or cultural differences.</p>	<p><b>Recognising and celebrating difference</b>  (including religions and cultural difference).  I can say a lot of ways that people are different, including religious or cultural differences.</p>	<p><b>Recognising and celebrating difference</b>  (including religions and cultural difference).  I can say a lot of ways that people are different, including religious or cultural differences.</p>
<p><b>Spanish</b></p>	<p>Speaking &amp; Listening  I can use appropriate greetings (including Hello/Good morning/Good afternoon/ Happy Birthday/Happy Christmas)  <i>I can use my knowledge of grammar to speak correctly</i></p>	<p>Speaking &amp; Listening  I can use appropriate greetings (including Hello/Good morning/Good afternoon/ Happy Birthday/Happy Christmas)  <i>I can use my knowledge of grammar to speak correctly</i></p>	<p>Speaking &amp; Listening  I can start to use a full sentence to answer questions such as how old I am or when my birthday is   <i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></p>	<p>Speaking &amp; Listening  I can start to use a full sentence to answer questions such as how old I am or when my birthday is  <i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></p>	<p>Listening and Writing:  I can write words and phrases from memory</p>	<p>Listening and Writing:  I can write words and phrases from memory</p>	
<p><b>R.E Day Holy (Mary Mother of God)</b></p>	<p><b>COMMUNICATE</b>  I can describe and give reasons for my experiences of Holy.  <b>APPLY</b>  I can describe examples of how my responses are, or can be, applied in my own life and the lives of others.  <b>ENQUIRE</b>  I can describe key concepts that are common to all people, as well as those, that are common to the lives of many living a religious life  <b>CONTEXTUALISE</b>  I can describe and give reasons for the ways in which these concepts are expressed by people living within specific religions.  <b>EVALUATE</b>  I can evaluate the human experience of the concept by describing their value to people and through discussing with others can recognise, identify and describe some issues raised.</p>						