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|  | **Elton Primary and Nursery School**  **Medium Term Overview** | | Year Group: 4  Term: Autumn 1  Week Beg: Sept 3rd | | | Topic Title: Europe/Should you keep a gorilla in a zoo? | | | |  |
|  | Week 1 | | Week 2 | Week 3 | Week 4 | | Week 5 | Week 6 | Week 7 | Week 8 |
| Enrichment |  | |  |  |  | |  |  |  |  |
| S+L opps | Talk about holiday | | Hot seat | Role Play of Bible | E-safety debate | | Asking questions - reading | Discuss E safety | Interview a believer |  |
| English  Pathways to write | Recap Y3 skills, consolidate learning from Y3. | | **Pathways to Write**  **Gorilla by Antony Browne**  -inferring characters’ feelings  - role on the wall including character description  - setting description | **Pathways to Write**  **Gorilla by Antony Browne**  - introduce note taking.  - fact file  - introduce fronted adverbials | **Pathways to Write**  **Gorilla by Antony Browne**  - plan diary entry  - Write diary entry  - introduction to inverted commas and punctuation | | **Pathways to Write**  **Gorilla by Antony Browne**  - introduce more sophisticated speech ‘’speech sandwich’’  - Short book review | **Pathways to Write**  **Gorilla by Antony Browne**  - Plan story  Independent writing  - Write story | **Pathways to Write**  **Gorilla by Antony Browne**  - Continue writing story and re-draft  -Reflect on mastery keys | **Pathways to Write**  **Gorilla by Antony Browne**  - Continue writing story and re-draft  -Reflect on mastery keys |
| Reading  Pathways to read | Recap Y3 skills, consolidate learning from Y3. | | **Pathways to Read**  **A World Full of Animal Stories**  **50 Folktales and Legends**  by Angela McAllister  Ask questions to improve understanding | **Pathways to Read**  **A World Full of Animal Stories**  **50 Folktales and Legends**  by Angela McAllister  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | **Pathways to Read**  **A World Full of Animal Stories**  **50 Folktales and Legends**  by Angela McAllister  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | | **Pathways to Read**  **A World Full of Animal Stories**  **50 Folktales and Legends**  by Angela McAllister  Ask questions to improve understanding   Draw inferences (inferring characters’ feelings, thoughts and motives and motives from their actions); justify with evidence | **Pathways to Read**  **A World Full of Animal Stories**  **50 Folktales and Legends**  by Angela McAllister  Ask questions to improve understanding   Draw inferences (inferring characters’ feelings, thoughts and motives and motives from their actions); justify with evidence | **Pathways to Read**  **A World Full of Animal Stories**  **50 Folktales and Legends**  by Angela McAllister | **Pathways to Read**  **A World Full of Animal Stories**  **50 Folktales and Legends**  by Angela McAllister |
| Maths  White Rose  Maths | **White Rose SOL**  **Place Value**  Represent numbers to 1,000  Partition numbers to 1000  Number line to 1000 | | **White Rose SOL**  **Place Value**  Thousands  represent numbers to 10,000  partition numbers to 10,000  Flexible partitioning of numbers to 10,000 | **White Rose SOL**  **Place Value**  Find 1, 10, 100, 1000 less or more  number line to 10,000  estimate on a number line to 10,000  compare numbers to 10,000 | **White Rose SOL**  **Place Value**  order numbers  Roman numerals  round to nearest 10 an 100 | | **White Rose SOL**  **Place Value**  Round to nearest 1000  Round to nearest 10, 100 and 1000.  **Addition and Subtraction**  Add and subtract 1, 10s,1 00s and 1000s  add up to 2 4 digit numbers | **White Rose SOL**  **Addition and Subtraction**  Add up to 2 4 digit numbers – no exchange  Add up to 2 4 digit numbers – one exchange  Add up to 2 4 digit numbers – more than one exchange | **White Rose SOL**  **Addition and Subtraction**  Subtract 2 4 digit numbers – no exchange  Subtract 2 4 digit numbers – one exchange | **White Rose SOL**  **Addition and Subtraction**  Subtract 2 4 digit numbers – more than one exchange  Efficient subtraction  Estimate answers  Checking strategies |
| Science  My rising stars | **Inset** | | My rising stars Animals including humans  Tooth decay experiment lesson | My rising stars Animals including humans  Identify the different types of teeth in humans and their simple functions | My rising stars Animals including humans  Describe the simple functions of the basic parts of the digestive system in humans  Can I label the digestive system?  . | | My rising stars Animals including humans  Describe the simple functions of the basic parts of the digestive system in humans  Can I identify the functions of the digestive system?  . | My rising stars Animals including humans  . Describe the simple functions of the basic parts of the digestive system in humans  .  Let’s make a digestive system | My rising stars Animals including humans  Construct and interpret a variety of food chains, identifying producers, predators and prey  A chain reaction | My rising stars Animals including humans  Construct and interpret a variety of food chains, identifying producers, predators and prey  Predator and prey |
|  | **National Curriculum - pupils should be taught to:**  ♣ 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, identifying producers, predators and prey | | | | | | | | |  |
| ICT  Teach computing | Inset | | Teach computing  Lesson 1 – connecting networks | Teach computing  Lesson 2 – What is the internet made of? | Teach computing  Lesson – Sharing | | Teach computing  Lesson 4 – What is a website? | Teach computing  Lesson 5 – Who owns the web? | Teach computing  Lesson 6 – Can I believe what I’ve read? | E safety |
| **National curriculum links**   * Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information * Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | | | | | | | |
| History | **None this term** | | **None this term** | **None this term** | **None this term** | | **None this term** | **None this term** | **None this term** | **None this term** |
| Geography  Chris Trevor  Planning | Chris Trevor  Planning  **In depth study of Europe**  **Learning about continents**  **What do I already know about the countries of Europe?**  **European union** | | Chris Trevor  Planning  **In depth study of Europe**  **Labelling countries of Europe using an atlas**  **What and where are the capital cities of the countries of Eastern Europe?** | Chris Trevor  Planning  **In depth study of Europe**  **Labelling countries of Europe using an atlas**  **What and where are the capital cities of the countries of Southern Europe?** | Chris Trevor  Planning  **In depth study of Europe**    Identify the position and significance of latitude to the environmental region.  **How does latitude effect the environmental regions of Europe?**  <https://flexbooks.ck12.org/cbook/ck-12-middle-school-earth-science-flexbook-2.0/section/12.2/primary/lesson/effect-of-latitude-on-climate-ms-es/> | | Chris Trevor  Planning  **In depth study of Europe**    Understanding the physical geography of different environments  **Is Europe really a continent on contrasts?**  **Can I explore European environemnts?** | Chris Trevor  Planning  **In depth study of Europe**    Using precise geographical words to describe a mountain environment  **Are there any mountains in Europe?** | Chris Trevor  Planning  **In depth study of Europe**    Use precise geographical words to describe a river environment  **What are the key features of a country in Europe?**  Research lesson | Chris Trevor  Planning  **In depth study of Europe**    Explain the human and physical geography of a country  **What are the key features of a country in Europe?** |
|  |  | **National Curriculum - pupils should be taught to:**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.  Pupils should be taught to:  Locational knowledge  ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) | | | | | | | | | |
| Art  Kapow | Kapow  Lesson 1 – tints and shades | | Kapow  Lesson 2 – 3D |  | Kapow  Lesson 3 – Painting techniques | |  |  | Kapow  Lesson 4 – Composition | Kapow  Lesson 5 – Still life |
| DT | **None this term** | | **None this term** | **None this term** | **None this term** | | **None this term** | **None this term** | **None this term** | **None this term** |
| RE  CWAC |  | | **CWAC**  Introduction to Judaism | **CWAC**  What happens at a Synagogue? | **CWAC**  What happens at Pesach? | | **CWAC**  What is Sukkot? | **CWAC**  How do Jews remember the giving of the Torah? Shavuot | **CWAC**  What rules for Jews are there to follow in the Torah? | **CWAC**  What happens during the life journey of a Jew? |
| PE 1  **Complete PE** | **Complete PE**  Invasion games – tag rugby | | **Complete PE**  Invasion games – tag rugby | **Complete PE**  Invasion games – tag rugby | **Complete PE**  Invasion games – tag rugby | | **Complete PE**  Invasion games – tag rugby | **Complete PE**  Invasion games – tag rugby | **Complete PE**  Invasion games – tag rugby | **Complete PE**  Invasion games – tag rugby |
| PE 2  **Complete PE** | **Complete PE**  Invasion games -Football | | **Complete PE**  Invasion games -Football | **Complete PE**  Invasion games -Football | **Complete PE**  Invasion games -Football | | **Complete PE**  Invasion games -Football | **Complete PE**  Invasion games -Football | **Complete PE**  Invasion games -Football | **Complete PE**  Invasion games -Football |
| Music **Kapow** | **Kapow**Rock and rollLesson 1: Hand jive | | **Kapow**Rock and rollLesson 2: Rock around the clock | **Kapow**Rock and rollLesson 3:Walking bass line . | **Kapow**Rock and rollLesson 4: Performing the bass | | **Kapow**Rock and rollLesson 5: Rock and roll performance | **Kapow** Instrumental lessons | **Kapow** Instrumental lessons | **Kapow** Instrumental lessons |
| French  Primary Languages Network | **INSET**. | | **PLN – lesson 1 – Autumn 1**  I can remember how to greet friends and use familiar language to introduce myself. | **PLN – lesson 1 – Autumn 1**  I can remember and use familiar questions to find out about friends in class. | **PLN – lesson 1 – Autumn 1**  I can know and can use numbers between 0-31 to make simple sequences. | | **PLN – lesson 1 – Autumn 1**  I can remember and order months in calendar order sequences. | **PLN – lesson 1 – Autumn 1**  I can recognise and say classroom items nouns and recognise masculine and feminine nouns. | **PLN – lesson 1 – Autumn 1**  I know and can read the names of special areas and rooms in a French school. | **PLN – lesson 1 – Autumn 1**  I can write the date in French |
| P4C | DREAM Team | |  | Global dimensions |  | |  | Leisure |  |  |