Year 4, Autumn 2- Medium Term Plan

Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Recall of Core Times Tables: Secure rapid recall of 2, 3, 4, 5, 8, and 10 multiplication tables and their corresponding division facts. Multiplicative Structures & Array Representations: Experience with arrays to show equal groups, sharing, and grouping. Understanding that one array can express up to 6 related facts (multiplication, division, and fractional parts). Commutativity and Inverse Operations: Knowing that multiplication can be done in any order (a×b=b×a) whereas division cannot, and using inverse operations to derive division facts from multiplication facts. Multiplying/Dividing 2-Digit Numbers by Single Digits: Basic experience multiplying 2-digit numbers by 2, 3, 4, and 5 using mental partitioning and informal methods. Place Value Scaling by 10 and 100: Understanding that numbers become 10 or 100 times larger/smaller, moving digits across place value columns (Ones, Tens, Hundreds).	Pre-Unit Diagnostic Quiz Formative Checkpoints: Post-Unit Assessment / End-of-Unit Quiz	Describing Derived Facts & Place Value Explaining the Distributive Law: Explaining Short Multiplication & Division: Explaining Short Multiplication & Division Problem-Solving Justifications	L1: How can I use place value, known facts, and derived facts to multiply mentally? L2: How can I use place value, known facts, and derived facts to divide mentally? L3: How do I calculate multiplication facts using the distributive law? L4: How do I apply the distributive law to multiply a 2-digit number by a 1-digit number? L5: How do I explore multiplying three 1-digit numbers together?(L6 is dedicated as a consolidation and review lesson before introducing written methods). L7: How do I use short multiplication to multiply numbers? (Part 1) L8: How do I use short multiplication to multiply numbers? (Part 2) L9: How do I apply and choose efficient multiplication strategies? L10: What mental strategies can I use to divide numbers? L11: How do I explore division using known and derived facts? L12: How do I use the short division method to divide numbers? (Part 1) L13: How do I use the short division method to divide numbers? (Part 2) L14–L15: How can I apply multiplication and division strategies to solve multi-step problems? (e.g., in real-world contexts like planning a trip).	**Multiplicand** **Multiplier** **Product** **Dividend** **Divisor** **Quotient** **Remainder** **Distributive law** **Commutativity** **Associative law** **Inverse operations** **Known facts** **Derived facts** **Scaling**	**Resilience**
Writing	- Knowledge of conjunctions within sentences - Knowledge of subjects and verbs - Knowledge of simple and complex sentences - Knowledge of correct use of relevant SPAG - To use a range of skills to write coherently for a purpose and for the reader. - To know that we use a range of vocabulary to set the scene and create characters within a narrative. - Knowledge of a range of conjunctions - Knowledge of a range of prepositions.	Cold/hot writes Assessment of new knowledge (linked to punctuation progression of skills)	Discuss and make predictions about The Road. Drama re The Road. Boxing-up grids/explaining storymaps. Peer feedback discussions during editing and assessment stages.	LQ: What is a coordinating conjunction? LQ: What is a subordinating conjunction? LQ: How do I use a comma in a list? LQ: How do I use apostrophes for contractions? LQ: How do I use apostrophes for singular and plural possession? LQ: How do I use punctuation to shpw direct speech? LQ: What are semi-colons used for? LQ: How do I write to show suspense? (Linked to the text, The Road) LQ: What are the features of a balanced arguement?	**Punctuation** **Suspense** **Balanced argument** **Conjunctions** **Apostrophes** **Commas** **Semi-colons**	Creativity
Reading	Inference, Prediction, Explaining, Retrieval, Sequence/Summarise)	Weekly VIPERS questioning and unseen reading comprehension	Discussion about text - what can the front cover tell us about the text? What can the illustartions tell us about the text? Do you know any other texts by this author or with a similar theme? Weekly discussions about the VIPERS questions	LQ: Can I predict the title? LQ: Can I explain the purpose of a blurb? LQ: How can I use a dictionary to find the definition of new vocabulary? LQ: Can I retrieve information I have read? LQ: Can I summarise information I have read? LQ: Can I sequence information I have read? LQ: Can I use my retrieval and explaining skills? LQ: Can I use my retrieval skills to compare the small and large intestine? LQ: Can I explain how meaning is enhanced by choice of language? LQ: Can I retrieve information and justify my opinion? LQ: Can I use the text to sequence information? LQ: Can I write a review of Gut Garden? LQ: Can I write a review of Gut Garden? LQ: How can I explore suspenseful vocabulary? LQ: Can I identify and understand new vocabulary? LQ: Can I answer inference questions?		Collaboration

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Science	· Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) · Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) · Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) · Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)	Assessment of skills: I can identify differences, similarities or changes related to scientific ideas or processes. Greater depth: I can suggest why similarities or differences exist. I can use straightforward scientific evidence to answer questions. Greater depth: I can suggest what other evidence might be needed to help answer a question. I can ask different types of relevant questions, e.g. to make comparisons; or to ask about causes. Greater depth: I can suggest how a question might be best answered, e.g. through proposing a method for a controlled experiment.	Class discussion Opportunities to explain thinking to others in Kagan activities Presentation opportunities	LQ: Can I begin to classify living things? LQ: Can I research vertebrate and invertebrate groups? LQ: Can I research and classify vertebrates and invertebrates? LQ: What do all living organisms need for life? LQ: How can I use my knowledge of predators and prey to create a food chain? LQ: Can I recognise that environments can change and that this can pose dangers to living things?	industrial waste Pollution Deforestation Insects Invertebrates flowering plants	
Geography	Prior Learning I know that buildings can be built in different ways and using a variety of materials. Where are the sites for building? Land use and types of land	Additional information added to title page as the unit progresses All children will be able to name and locate counties and the main cities of the United Kingdom. All children will be able to identify geographical regions (specifically their local city of Manchester) and their distinctive human and physical characteristics. Children will know the difference between villages and cities and how landscapes have changed over time. All children will be able to understand the geographical pros and cons of living in Manchester. All children will be able to use maps, atlases and aerial photographs to locate and discuss key features of Manchester. All children will carry out a survey to discover features of cities and villages. All children will be able to compare the results of the survey and showcase results. All children will be able to research and explore key aspects of Manchester's history. All children will consider the pros and cons of living in Manchester through the history of the city. All children will be able to understand and explore the effect of a global pandemic on a major city such as Manchester.	Class discussion Opportunities to explain thinking to others in Kagan activities Presentation opportunities talking expressing ideas during the trip to Macclesfield Forest	LQ: How will using a compass help me locate different cities around the UK and plot them on a map? LQ: How can I use maps, atlases to locate the countries and seas of the UK? LQ: How will I use compass points to help locate different local locations and to draw an aerial view map? LQ: What features are the same on an aerial photograph as on a map? LQ: How can I use a 4 figure grid reference to locate an area or landmark? LQ: What are the physical features of the UK and how have they changed? LQ: What are the main geographical features of a city and why would people choose to live there? How does this link with Global Goals - sustainable cities / climate action? LQ: What are the main features of a village and why would people choose to live there? LQ: How can I plan my geographical model to show the difference between an urban and rural area? LQ: How can I create a geographical model to show the difference between an urban and rural area? LQ: Where would you choose to go on holiday in the UK and why? LQ: How can I collect, analyse and communicate data about where people in Beaver Road would prefer to go on holiday in the UK.	Aerial view, compass points Rural, urban hills, mountains, coast, Lakes and wetlands Parks, Rivers, Motorways, Landmarks, Landlocked, High Population, Transport	
History						
DT						



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Art	Drawing and painting using paints, crayons, pens	Assess application of a taught techniques. Use of subject specific vocab.	using taught subject specific vocabularly to talk about their own work and the work of others.	LQ: What is still life? LQ: How can I explore tone and mark making like Cezanne? LQ: How can I explore tone with gradient shading? LQ: see three shapes LQ: What is composition?	form tone outline ink wash shadow composition still life	
Computing				What is a podcast?	podcast audio	
RE	Religious traditions linked to Chrsitmas, Diwali, Hanukka and Eid.	Children will be able to think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this Children will be able to consider the meanings of the stories behind key religious festivals, e.g Christmas in Christianity, Diwali in Hinduism, Hanukka in Judaism, Eid in Islam. Children will be able to describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. Notice and think about similarities and differences between the way festival are celebrated Study key elements of festival: shared values, story, beliefs, hopes and commitments	Drama, exploratory talk	" Which times are special to religious groups and why? How and why do we celebrate special and sacred times? How can we make links between the story of Rama and Sita, Lakshi and Diwali? Find out about the story of Christmas and what it means to Christians? Find links between Christmas and key Christian beliefs? How and why do Jewish people celebrate Hanuka? Why do Muslims celebrate Ramadan. How do Ramadan and Eid show a commitment to Allah. "	disciple festival religious and non-religious Diwali, Easter, Ramadan, Pesach	Fairness
PSHE						
Music	Children have used body and tuned percussions to explore monophonic and polyphonic textures, melody and sound loops.	Children will practise for and give performances of a hand jive, a walking bass line and a rock and roll piece of music	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary; Using musical vocabulary to discuss the purpose of a piece of music; Using musical vocabulary when discussing improvements to their own and others' work; Recognising, naming and explaining the effect of the interrelated dimensions of music; Explaining their preferences for a piece of music using musical vocabulary.	Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.	bass line, beat chorus, dynamics flat notes, hand jivein-time in-tune, notation originate, pitch rhythm, rhythmic patterns rock and roll, sections sequence, style sharp notes, tempo untuned percussion, verse vocals, walking bass line	
PE	All children should have a good understanding of how to play the game and be able to demonstrate. In addition, they should know the basic rules when attacking and defending	"Pre Assessment Game Post Assessment Game " Ongoing formative assessment	Oral feedback during and after lessons	LQ: When throwing/ catching what should we always do? LQ: What should the ball carrier have at all times during a game? LQ: After you have stopped dribbling, what can you do next? LQ: When attacking how do we create opportunities to score? LQ: When defending what can we do to gain possession of the ball? LQ: What should we do as a team in order to create chances to shoot at the goal?	Dribbling/ Shooting/ Passing/ Attacking/ Defending/Control/agility, balance, coordination and precision	Resilience
Spanish	Where I live (Year 3)	End of unit assessment to complete for Reading, Writing, Speaking and Listening	Speaking and listening activities for the children to complete. Interactive games to practice speaking activities in every lesson. Lots of opportunities to listen to 1st language speakers	How do I read and understand classroom commands? How do I give classroom instructions? How can I say and recognise places in a town? How can I say 'where is' and classify nouns? What are the shop names in Spanish? How can I write my own list for Santa in Spanish?	Where is? Donde esta Here is.. Aqui esta Nouns for shop names and places around the town.	Collaboration