

## Curriculum Medium Term Plan – Autumn 1 2019 – Year 4

### Core Text: *Bill's New Frock*

### Topic: Road Trip USA

	Week 1 2 days	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Text Type	PSHE focus	Bill's New Frock Letter of complaint (Bill complaining about being treated differently)		First person Diary – Bill's day as a girl		Recount of Think Tank trip	Narrative (alternative ending) – alternative ending to Bill's New Frock	
T4W Stage		Imitation Innovation	Invention	Imitation Innovation	Invention	Innovation Invention	Imitation Innovation	Invention
Grammar and Punctuation (Active English)		Formal language Paragraphs	Verb inflections (Standard English) Tense	Adverbs of possibility	Expanded noun phrases	Fronted adverbials with use of comma	Use of pronouns and nouns	Use of pronouns and nouns
Spelling		/aw/ sound spelt 'augh' and 'au'	Adding prefix in- (meaning not or into)	Adding prefix im- (before a root word beginning with 'm' or 'p')	Adding prefix il- (before root word starting with 'l') ir- (before root word starting with 'r')	Homophones and near homophones	Words with /shun/ endings spelt 'sion' (if root word ends in 'se', 'de' or 'd')	Review week of spelling strategies and Yr3/4 spelling list
Terminology (technical vocabulary)		Formal, informal, tone, complaint.	Formal, tense, tone, complaint.	Tense, personal, complaint, 1 <sup>st</sup> person.	Tense, personal, complaint, 1 <sup>st</sup> person.	Tense, personal, complaint, 1 <sup>st</sup> person. Formal writing	Plot, ending, character, setting, paragraph, dialogue	Plot, ending, character, setting, paragraph, dialogue



Greater Depth SC		I can extend sentences using subordinating conjunctions.	I can use the correct verb inflection to reflect the character.	I can use adverbs of possibility to improve persuasion.	I can use expanded noun phrases by adding prepositions.	I can use adverbials to express time.	I can use adverbials to express time.	I can reflect the author's writing style.
SEND SC		I can construct a sentence accurately with the correct punctuation.	I can construct a sentence accurately with the correct punctuation.	I can write consistently in the 1 <sup>st</sup> person.	I can organise my letter correctly.	I can use expanded noun phrases.	I can write in a consistent tense.	I can link my sentences according to the ideas.
Handwriting		Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.						
Cross-curricular Writing Opportunities								
	<b>Week 1 2 days</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
Science objectives	<p><b>Electricity week 6</b>            F1 I can identify common appliances that run on electricity            F2 I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers            F3 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            F4 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><b>Electricity week 8</b>  <b>Review – F1, F2, F3, F4</b>            F5 I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>							

History objectives	<p><b>Native Americans Week 2</b></p> <p>A1 I can describe and compare different periods from the past. Making links to periods studied in previous years</p> <p>A3 I can describe the main changes in a period of history e.g. Anglo-Saxons, changes in communication</p> <p>B1 I can make connections between local, regional, national and international history e.g. Native Americans, Anglo-Saxons</p> <p>C1 I can understand that aspects of the past have been represented and interpreted in different ways</p>
Geography objectives	<p><b>United States</b></p> <p>C6 I can locate the Tropic of Cancer and the Tropic of Capricorn.</p> <p>D1 I am aware that different places may have both similar and different characteristics</p> <p>B5 I can name the mountain regions of North and South America.</p>
Religious Education objectives	Buddhism
Art Objectives	<p><b>Dreamcatchers Week 4</b></p> <p>E2 I can explain some of the features of art from historical periods.</p>
Design and Technology Objectives	<p><b>Totem Poles Week 5</b></p> <p>A2 I know the difference between food that is grown and food that is processed</p> <p>A3 I can describe seasonality in food production</p> <p>B1 I can produce a plan to show how my product features will be appealing to myself and others</p> <p>B2 I can recognise if I need to make my product more appealing by changing features e.g. musical instruments and submarines</p> <p>B3 I can create fit for purpose products by researching the needs of my user e.g. totem poles, potion bottles, musical instruments and submarines</p>
PSHE Objectives	<p><b>New Beginnings Week 1</b></p> <p>I know how it feels to make someone feel welcomed and valued at school.</p> <p>I can use the problem - solving process to solve a problem.</p> <p>I understand my rights and responsibilities in the school.</p> <p>I know how to make someone feel welcomed and valued at school.</p> <p>I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is <b>not</b> OK for other people to make it unsafe or unfair.</p>

Computing objectives		<p><b>E Safety – A1</b> To use technology safely, respectfully and responsibly</p> <p><b>A2</b> To recognise acceptable/unacceptable behaviour</p>	<p><b>E Safety – A3</b> To identify a range of ways to report concerns about content and contact</p>	<p><b>E Safety – A3</b> To identify a range of ways to report concerns about content and contact</p>	<p><b>E Safety – A4</b> To understand that the Internet contains fact, fiction and opinions and begin to distinguish between them</p>	<p><b>E Safety – A4</b> To understand that the Internet contains fact, fiction and opinions and begin to distinguish between them</p>	<p><b>E Safety – A5</b> To understand what personal information should be kept private.</p> <p><b>A6</b> To know that passwords keep information secure and that they should be kept private</p>	<p><b>E Safety – A5</b> To understand what personal information should be kept private.</p> <p><b>A6</b> To know that passwords keep information secure and that they should be kept private</p>
Music objectives		<p><b>Recreate Native American Music B2</b> I can listen and identify elements of pitch, rhythm and mood within different traditions of music and from great composers and musicians</p>	<p><b>Recreate Native American Music A2</b> I can create my own music with others in response to a stimulus using a beginning, middle and ending.</p>	<p><b>Recreate Native American Music A2</b> I can create my own music with others in response to a stimulus using a beginning, middle and ending.</p>	<p><b>Recreate Native American Music A2</b> I can create my own music with others in response to a stimulus using a beginning, middle and ending.</p>	<p><b>Recreate Native American Music A2</b> I can create my own music with others in response to a stimulus using a beginning, middle and ending.</p>	<p><b>Recreate Native American Music C2</b> I can maintain my own part within a group performance</p>	<p><b>Recreate Native American Music C2</b> I can maintain my own part within a group performance</p>
French Objectives	<p>To introduce French as a subject and France as a country. Introduce the numbers 1-10. Enable pupils to ask and answer questions on how they are. To learn how to say your name and ask somebody their name in French. To consolidate numbers 1-10 and introduce numbers 11-20. To revise and consolidate numbers 1-20 with a listening activity and practice further their role play with the introduction of the new target question <i>quel âge as tu?</i> To revise numbers 1-20 and practice further their role play and introduce a new question <i>où habites-tu?</i> and answer with <i>j'habite...</i> Revising all previous knowledge including the language regarding nationality in French in preparation for ID card activity To revise all language covered so far and complete assessment for the unit.</p>							