

Year 4 Medium Term Planning

Term	Week	Unit and 'I can' statements	
Autumn 1	1 and 2	Changing World Science: States of matter – The children will compare and group materials according to whether they are solids, liquids or gases and they will learn that changes in state will happen through heating and cooling. <ul style="list-style-type: none"> • I can group materials based on their state of matter (solid, liquid, gas). • I can describe how some materials can change state. • I can explore how materials change state. • I can measure the temperature at which materials change state. • I can describe the water cycle. • I can explain the part played by the evaporation and condensation in the water cycle. 	PSHE – Being me in my world. <ul style="list-style-type: none"> • I can understand and explain the school's code of conduct. • I can develop an understanding of rights and responsibilities • I can make my own choices • I can understand that actions have consequences.
	3	Music: Mamma Mia – Essex scheme <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other songs. 	RE – How special is the relationship Jews have with God? <ul style="list-style-type: none"> • I can give examples of agreements and contracts and explain how I would feel if one was broken. • I can tell you an affirmation/ promise I would like to make • I can start to explain what makes Jewish people believe they have a special relationship with God • I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.
	4 - 6	Geography and History: Trade links <ul style="list-style-type: none"> • I can explain how an event in the past has shaped our life today. • I can describe and understand key aspects of human geography including land use, economic activity including trade links and the distribution of natural resources • I can use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. 	Tag Rugby <ul style="list-style-type: none"> • I can throw and catch accurately. • I can keep possession of the ball • I can use varying tactics and skills depending on what is happening in the game. French – All aboard! <ul style="list-style-type: none"> • I can listen attentively to spoken language and show understanding by joining in and responding. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
Half Term			

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Autumn 2	1	<p>Invaders and Settlers</p> <p><i>Invictus Games unit – see separate planning English, maths. Geography, PSHE and PE.</i></p> <p>School trip-Layer Marney Castle</p>	<p>PSHE – Celebrating Difference</p> <ul style="list-style-type: none"> • I can tell you a time when my first impression of someone changed as I got to know them. • I can explain why it is good to accept people for who they are <p>RE – Is possible for everyone to be happy?</p> <ul style="list-style-type: none"> • I can start to show an understanding of why people think it is difficult to be happy all the time. • I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. • I can begin to show an understanding of what being happy means to Buddhists. <p>PE - Basketball</p> <ul style="list-style-type: none"> • I can keep possession of the ball. • I can throw and catch accurately • I can use varying tactics and skills depending on what is happening in the game. <p>French– Tell me a story</p> <ul style="list-style-type: none"> • I can listen attentively to spoken language and show understanding by joining in and responding. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
	2 - 4	<p>History: Viking, Scots and Saxons</p> <ul style="list-style-type: none"> • I know about Britain's settlement of the Anglo Saxons and Scots. • I understand the struggle between the Vikings and Anglo Saxons for the kingdom of England. • I can plot events on a timeline. • I can explain how the lives of wealthier people were different to those of the poor. • I can explain how an event from the past has shaped our lives today. • I can research what it was like for children in a given period of history. 	
	5	<p>Art and DT: Sculpture – Henri Matisse figurines.</p> <ul style="list-style-type: none"> • I can sculpt clay and other mouldable materials. • I can show reflections in my art. • I can use ideas from other people when I am designing. 	
	6 and 7	<p><i>Christmas unit – see separate planning</i></p>	
Christmas Holiday			

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Spring 1		<p>Listen Carefully Essex Outdoors - Danbury</p> <p>1 Computing: Programming</p> <ul style="list-style-type: none"> • I can experiment with variables to control models. • I can give an on-screen robot specific instructions that take them from A to B. • I can make an accurate prediction and explain why I believe something will happen (linked to programming). • I can de-bug a programme. <p>2 and 3 Science: Sound – The children will learn how sounds are made and travel. They will also learn about volume and pitch.</p> <ul style="list-style-type: none"> • I can describe how sound is made. • I can explain how sound travels from a source to our ears. • I can explain the place of vibration in hearing. • I can explore the correlation between pitch and the object making the sound. • I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. • I can describe what happens to a sound as it travels away from a source. • I can ask relevant scientific questions. • I can use observations and knowledge to explore a scientific question. <p>4 Music – Glockenspiel stage 2 – Essex scheme</p> <ul style="list-style-type: none"> • I can read notated music. • I can understand that the language of music is important. • I can play the glockenspiel. <p>5 and 6 Geography – Outdoor and adventurous / Map work</p> <ul style="list-style-type: none"> • I can take part in outdoor and adventurous activity challenges both individually and within a team. • I can use the 8 points of a compass. • I understand and can use six-figure grid references, symbols and keys. • I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 	<p>PSHE – Dreams and Goals</p> <ul style="list-style-type: none"> • I know how to make a new plan and set new goals even if I have been disappointed. • I know what it means to be resilient and to have a positive attitude. <p>RE How important is it for Jewish people to do what God asks?</p> <ul style="list-style-type: none"> • I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. • I can describe some of the things Jews do to show respect to God. • I can start to identify how it would feel to keep Kashrut. <p>Hockey</p> <ul style="list-style-type: none"> • I can hit a ball accurately. • I can control a ball. • I can keep possession of a ball. • I can play competitive sports and vary tactics depending on what is happening in the game. <p>French– What’s the weather like?</p> <ul style="list-style-type: none"> • I can listen attentively to spoken language and show understanding by joining in and responding. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
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Year 4 Medium Term Planning

Half Term		
Spring 2		Electric changes
	1	<p>Science: Living things and their habitats – The children will learn about how living things are grouped and how to use classification keys.</p> <ul style="list-style-type: none"> • I can group living things in different ways. • I can use classification to group, identify and name living things. • I can create classification keys to identify and name living things (for others to use). • I can describe how changes to the environment can endanger living things.
	2	World Book Day unit – see separate planning English and Drama.
	3-5	<p>Science: Electricity – The children will learn about how circuits work and the components needed for a series circuit.</p> <ul style="list-style-type: none"> • I can identify and name appliances that need electricity to function. • I can construct a series circuit. • I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). • I can draw a circuit diagram. • I can predict and test whether a lamp will light in a circuit. • I can describe the function of a switch in a circuit. • I can describe the difference between a conductor and insulators; giving examples of each.
	6	<p>The Arts: Sketching (Paul Cadden)</p> <ul style="list-style-type: none"> • I can show facial expressions and body language in sketches and paintings. • I can use marks and lines to show texture in my art. • I can use line, tone, shape and colour to represent figure and forms in movement.
Easter Holiday		

PSHE – Healthy Me

- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure.

RE - Could the Buddha's teachings make the world a better place?

- I can suggest why there may be problems in the world and how people could help solve them.
- I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
- I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place

Handball

- I can catch with one hand.
- I can throw and catch accurately.
- I can play competitive sports and vary tactics depending on what is happening in the game.

French– Our sporting lives

- I can listen attentively to spoken language and show understanding by joining in and responding.
- I can speak in sentences, using familiar vocabulary, phrases and basic language structures.
- I can engage in conversations; ask and answer questions; express opinions; and respond.
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Year 4 Medium Term Planning

Summer 1		<p>A Load Of Old Junk</p> <p>1 <i>Earth Week unit – see separate planning Geography, PSHE, DT, Science, Drama, Art and Computing.</i></p> <p>2 and 3 Science: Animals including humans – The children will learn about the digestive system, teeth and food chains.</p> <ul style="list-style-type: none"> • I can identify and name the parts of the human digestive system. • I can describe the functions of the organs in the human digestive system. • I can identify and describe the different types of teeth in humans. • I can describe the functions of different human teeth. • I can use food chains to identify producers, predators and prey. <p>I can construct food chains to identify producers, predators and prey.</p> <p>4 <i>Science and Maths unit – see separate planning</i></p> <p>5 Geography: Recycling</p> <ul style="list-style-type: none"> • I can explain the importance of recycling. • I understand what happens at a recycling. • I can describe the negative impacts of not recycling. <p>DT: Junk-modelling (Cross-curricular link to recycling)</p> <ul style="list-style-type: none"> • I can produce a plan and explain it. • I can evaluate and suggest improvements for my designs. • I can evaluate products for both their purpose and appearance. • I can measure accurately. • I can persevere and adapt my work when my original idea does not work. 	<p>PSHE – Relationships</p> <ul style="list-style-type: none"> • I can explain different points of view on an animal rights issue and express my own opinion and feelings on this <p>RE: Is forgiveness always possible for Christians?</p> <ul style="list-style-type: none"> • I can talk about what sort of help I might need to show forgiveness. • I can describe what a Christian might learn about forgiveness from a Biblical text. • I can show an understanding of how Christians believe God can help them show forgiveness. <p>Athletics (Running)</p> <ul style="list-style-type: none"> • I can run over a long distance. • I can sprint over a short distance. • I can throw in different ways. • I can hit a target. • I can jump in different ways <p>French– The carnival of the animals</p> <ul style="list-style-type: none"> • I can listen attentively to spoken language and show understanding by joining in and responding. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
Half Term			

Year 4 Medium Term Planning

Summer 2		<p style="color: #0070C0;">Uncover A Different Way Of Life</p> <p>Geography: Biomes</p> <ul style="list-style-type: none"> • I can explain and understand key aspects of physical geography. • I can describe climate zones, biomes and vegetation belts. • I can explain the water cycle and how it effects the above. <p>DT: Cooking – Linked to French unit (café food)</p> <ul style="list-style-type: none"> • I know how to be both hygienic and safe when using food. • I can describe how food and ingredients come together. • I can prepare and cook a variety of dishes using a range of techniques. • I know and understand seasonality and how and where ingredients are grown. • <p>Computing: Explore (French comic strips)</p> <ul style="list-style-type: none"> • I can create my own piece of work. • I can add pictures and text. • I can edit and improve my work. <p>Computing: Research (spoof websites)</p> <ul style="list-style-type: none"> • I can use the internet to collect information • I can choose which information is relevant • I am aware of bias and check the validity of information sourced on the internet. 	<p>PSHE –Changing Me</p> <ul style="list-style-type: none"> • I can identify what I am looking forward to when I am in Year 5. • I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this <p>RE – Do people need to go to church to show they are Christians?</p> <ul style="list-style-type: none"> • I can explain some of the feelings my special place gives me and suggest why that is. • I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. • I can start to understand the impact a Christian's special place has on him/her. <p>Sports Day Prep</p> <ul style="list-style-type: none"> • I can vary tactics and adapt skills depending on what is happening in a game. • I can use team skill tactics in hitting, kicking and throwing games • I can be aware of space and use it to support team mates and create problems for the opponent. <p>French–Pocket money</p> <ul style="list-style-type: none"> • I can listen attentively to spoken language and show understanding by joining in and responding. • I can speak in sentences, using familiar vocabulary, phrases and basic language structures. • I can engage in conversations; ask and answer questions; express opinions; and respond. • I can read carefully and show an understanding of words, phrases and simple writing. • I can write phrases from memory and use these to create sentences.
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