



Year 4 Autumn 1 Medium Term Plan

Science Content	What are solids liquids and gases made of?	What happens when a substance is heated or cooled?	What happens when a substance is heated or cooled?	What happens when a substance is heated or cooled?	What changes can we observe in materials?	What did we find out about materials?	What other investigations could we carry out?
How does the mass of a block of ice affect how long it takes to melt?							
Skill	To use a science model to describe.	To use a science model to describe.	To design a fair test.	To write a scientific prediction.	To collect data from an investigation.	To collate results and draw a bar graph to show our results.	To create a scientific prediction.
History	To describe and recall historical events.	To understand the significance of the Tudor Rose.	To create own Tudor Rose. <i>Art</i>	To carry out primary research using artefacts.	To sequence historical events in chronological order.	To gather information about King Henry VIII.	
What kind of King was Henry VIII?							
Geography				To name and locate the world's continents and oceans		To find and locate points of interest on a UK map using an atlas <i>History</i>	
How can maps be used to find out information?							
Art	To use a sketchbook to use line to create texture and depth, experimenting with different grade pencils to create lines and marks to draw the human eye.		To weave materials to create own Tudor Rose. <i>History</i>	To create lines and marks to create a self portrait.	To apply taught skills to draw a portrait of Henry VIII or one of his wives.	Experiment making dark and light with chalk and pastels to create skin tones.	To use previous taught skills (collage) to add detail to portrait.
What skills can be used							



to create a portrait?	To begin to show awareness of objects having a third dimension.						
DT					Use seasonal food where possible; develop understanding of seasonality and how ingredients are grown Work safely and hygienically <i>(Food Fortnight)</i>		
RE How do Sikhs express their beliefs?	To understand the Sikh belief in one God	To understand the importance of the Ik Onker	To understand Sikh beliefs of Sewa and Kirat Karna	To know that Sikhs believe they should work hard and earn an honest living	To write a Sikh prayer		
PHSE How can I manage my money effectively?	SUMO: To recognise how we can sometimes respond as a victim through low self-esteem To understand that our response to an event affects the final outcome. To recognise the way in which personal qualities, attitudes and skills can affect confidence, self-	To understand what a worry is. To identify things which may cause us to worry. To know strategies which I can use to help deal with my worries.	Assessment for learning – what do pupils already know about the topics covered in this module? Revision of past learning, where money comes from, spending and saving. I know why I might need money in the future.	I have experience of how to make informed choices What might influence my choices To recognise that I may experience conflicting emotions	I know about a range of different savings accounts and can explain how I might use financial institutions to make the most of my money. I am beginning to understand that managing money is complex and if I need help, there are people who can help me.	I know that if you don't have enough money you can borrow but you have to pay it back. I understand you can pay for things without having enough money, and this has consequences.	I know what charities are for and how they can help others.



	esteem and achievement.						
Computing Can I use a program to create music?	<p>I understand how to use the internet safely and know what to do when there is a problem. I can create my own music, including a rhythm and melody, using a computer program. I can upload and edit music and sound, including combining different samples.</p>						
Music Can I appraise and explore the development of music?	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>						
PE Can I assess my own skills and act on advice from others?	<p>I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. I have begun to challenge myself. I try several times if at first I don't succeed. I ask for help when appropriate.</p>						
French Where in the world is French spoken?	<p>Where is French spoken? – a cultural response to the language. Become more aware of the diverse world that we live in. Recap topics from Y3 (colours and classroom instructions)</p>						
Spelling	treasure measure leisure enclosure	bubble kettle battle paddle	here hear heard herd	invents invented inventing explores	buy bought wind wound	exceptional sensational February anniversary	



	pleasure closure picture mixture adventure creature	bottle skittle tunnel brittle scribble wiggle drizzle	through threw their there they're morning mourning knight night	explored exploring marries married marrying shows showed showing touching carrying	teach taught catch caught break broke sweep swept	traditional necessary metallic epidemic supersonic dictionary	
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