



### Year 4 Autumn 2 Medium Term Plan

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| Science Content                                    | What changes can we observe in materials?  | What will happen to different types of chocolate when heated?                                   | To name and explain the stages of the water cycle.           | Plant project in KS1 outdoor learning area                              |   |   |  |
| How does the mass of an ice cube change over time? |  |   |  |   |   |   |  |
| Skill  | To carry out an investigation.   | To begin to use science to explain results.   | To add science labels to diagrams.                           |   |   |   |  |
| History  | To write a character description of King Henry VIII.   | To make inferences using objects from the past.   | To debate whether Henry VIII should be set free or executed. | To persuade the Queen to send Henry VIII for execution or set him free. | To identify the features of Tudor houses. | To design, make and evaluate my own Tudor house.<br><i>DT</i> |  |
| What kind of King was Henry VIII?                  |  |   |  |   |   |   |  |
| Geography  | To investigate maps of our school and use a compass to orientate a map.  | To study maps to create a map of my school.   |  |   |   |   |  |
| How can maps be used to find out information?      |  |   |  |   |   |   |  |
| Art  | Use poster paint in primary and mix secondary colours<br>Experiment with different effects and textures e.g. washes, thickened | Explore the use of colour through a range of media e.g. ICT, Crayons, pencils, paper and fabric |  | Develop skills in stitching, cutting and joining                        |   |   |  |
| How can a range of different colours be made?      |  |   |  |   |   |   |  |



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|  | paint, textural effects   |   |   |  |  |   |  |
| DT<br>Can I use a range of materials and skills to plan, build and evaluate a Tudor house? |   |   |   |  | To design a Tudor house.<br><i>History</i>   | Choose tools and equipment which are appropriate for the task. Combine a number of components together in different ways. Use glue guns (with close supervision). Work in a safe way.<br><i>History</i> | To evaluate my design of my Tudor house.<br><i>History</i> |
| RE<br>Why do Christians call Jesus the light of the world?                                 | To understand charity in the Sikh community   | To know how beliefs of Sikhs affect their actions in naming ceremonies. | To understand how and why Jesus is depicted as light of the world.  | To identify the symbols of the Advent ring.  | Does the world today need messages of light?   |   |  |
| PHSE<br>How can I be a responsible citizen?  | SUMO: To realise that it is acceptable to have Hippo Time<br>To be aware that managing our emotions take time. Hippo Time | Anti-bullying week  | I have a greater understanding of the “environment” and see how this applies to both local and global communities | I am beginning to understand that resources are allocated in different ways and that economic choices affect the | I am aware of a range of different environment concerns, both locally and globally<br>I am able to research, discuss and debate issues | I am able to research and discuss recommendations for improving the environment<br>I am able to look at alternatives and  |  |



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|  | will vary in length and content depending on the situation and the individual.<br>To recognise that emotional awareness is a skill to be learned.  |  | I know a range of factors that improve or harm the natural environment<br>I am aware of a variety of institutions that support the environment | sustainability of the environment. | related to the environment. | explain my choices. |  |
| Computing<br>Can I use a program to create music?                                | I understand how to use the internet safely and know what to do when there is a problem.<br>I can create my own music, including a rhythm and melody, using a computer program.<br>I can upload and edit music and sound, including combining different samples.                       |  |  |                                    |                             |                     |  |
| Music<br>Can I sing a range of songs?  | Sing with a developing understanding of expression and dynamics.<br>Perform simple rhythmic and melodic patterns on a variety of percussion instruments.<br>Sing rounds (canons) and partner songs, maintaining own part with some support.<br>Sing songs with a simple ostinato part. |  |  |                                    |                             |                     |  |
| PE<br>Can I create a routine using a range of actions, body shapes and balances? | To choose actions, body shapes and balances from a wider range of themes and ideas.<br>To use basic set criteria to make simple judgements about performance and suggest ways they could be improved   |  |  |                                    |                             |                     |  |
| French   | <b>Numbers up to 50</b> –recall and utilise numbers to 50 in a range of activities.  |  |  |                                    |                             |                     |  |



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| Can I count to 50 in French? |   |   |   |  |  |  |  |
| Spelling                     | enjoyment<br>employment<br>membership<br>partnership<br>fairness<br>document<br>kindness<br>movement<br>environment<br>knighthood | pollen<br>pollinate<br>medicine<br>medicate<br>apology<br>apologise<br>dead<br>deaden<br>educate<br>education | calves<br>half<br>halves<br>shelf<br>shelves<br>knife<br>knives<br>scarf<br>scarves | height<br>bright<br>sight<br>fright<br>light<br>night<br>right | action<br>reaction<br>subtraction<br>fraction<br>correction<br>education<br>question | Christmas<br>Santa<br>tinsel<br>reindeer<br>Rudolph<br>mistletoe<br>sleigh<br>decorations<br>stocking<br>manger<br>Jesus |  |