


Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 4 Theme: The Great Outdoors Term: Autumn 1		British Value:		Root of Learning: Daring to be different		Outdoor Learning Opportunities: session 1 land use survey see gro geography lesson 3 session 2 closely observe features of animals.	
Week	1	2	3	4	5	6	7
	4th September	11th September	18th September	25th September	2nd October	9th October	16th October
Important Dates			22.9.23- Big Walk pm		Ingleborough Hall Residential	12.10.23 School Photographs - individual and family groups	
English Text: Amy Wild Amazon Summer Text type: Fiction – Setting Description Key Vocabulary <ul style="list-style-type: none"> - foliage - cascade - ebb learning wall content	Transition Poem about what I didn't do this summer. Phase 1: Immersion 1. L.O: To make predictions Look at the items in your bag. Hook – old cameras, broken phone, cherry aid, hair band etc What do you think the book will be about? who do you think the main character will be prediction post its and photos READ CHAPTER 1 2. Roll on the wall READ CHAPTER 2 Inside: What have you inferred about the character of Amy? Outside: What facts do you know about Amy? copy of a Rotw 3. design a toptumps card for amy READ CHAPTER 3 copy of WAGOLL top trump card 4. postcard/ email to friends- use email pp46-8 as WAGOLL	Phase 2: Reading like a Writer - WAGOLL 5 AND 6 L.O: To read the description of the jungle and discuss the meanings of words. Look at this setting and listen to the sound clips before reading it aloud. Fill in the table of vocabulary. <ul style="list-style-type: none"> • Impenetrable • Descended • Tepid • Foliage 2) L.O: To identify key features of a setting description. Complete the grid. What things can you see, hear, feel and smell? 3) L.O: To identify grammar and punctuation used in a setting description. <ul style="list-style-type: none"> • Conjunctions • Expanded noun phrases 	Phase 3: Writing like a reader - GPS GPS- Clauses Expanding Sentences using Conjunctions- when if because although	Application - Shared Write Looking at the scene of a settlement , write a description using a range of simple, compound and complex sentences. Children to highlight the different types of sentences in 3 colours.	Diary entries	Phase 4: Hot task 1) L.O: Guided Write/ Shared Write Description of a cave 2) L.O: To plan a setting description of our woodland <ul style="list-style-type: none"> • What can be seen? • What can be heard? • What can be felt? • What can be smelt? 3) L.O: To draft a setting description using previously taught GPS from Year 3 and newly taught GPS.	Phase 5 - Hotter task 1) L.O: To edit the description of the IH activity <ul style="list-style-type: none"> • Focus: Punctuation • Focus: Spelling








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	read chapter 4 intro LW feeling graph	<ul style="list-style-type: none"> Paragraphs around a theme 					
Spiral Starters	word classes -noun -adjectives -verbs	word classes -noun -adjectives -verbs	determiners	determiners		Clauses	Clauses
Speaking and Listening Opportunities	Performing Poetry Making predictions- use dialogic teaching stems	explain in geo human and physical; features	what was baildon first settled- discussion	<u>shared writing</u>	rural or urban, nucleated or linear or dispersed- explanations problem solving- land use	comparing ne delhi to clapham and baildon- explanation and comparison stems retelling of events	comparing ne delhi to clapham and baildon- explanation and comparison stems
Spelling	<u>Autumn 1 CEW words</u> accident believe strange reign interest various possible grammar	<u>Autumn 1 CEW words</u> accident believe strange reign interest various possible grammar	<u>Adding a suffix to words of one syllable ending in a single consonant letter after a single vowel letter</u> Rule: CVC with a short vowel, double the c add the suffix. Examples pat - patted drop - dropping run - runner sad - saddest	<u>Adding a suffix to words of one syllable ending in two vowels and a consonant</u> Rule: VVC just add the suffix Example ring - ringing play - played		<u>Words ending /ure/</u> treasure measure pleasure enclosure closure leisure exposure pressure composure fissure	<u>Homophones</u> peace/piece main/ mane fair/fare there/their/they're where/were/we're
Reading VIPERS texts		Fiction text - Amy Wild Vocabulary Retrieval / explanation Retrieval / explanation Prediction	Non-fiction text - David Hockney Vocabulary Retrieval Inference Summarise	Poetry - A Sensory Stroll Vocabulary Retrieval / explanation Retrieval / explanation Summarise		Non-fiction text - Living things and their habitats Vocabulary Retrieval / explanation Retrieval / explanation Summarise	Poetry - A Trillion Tropical Leaves Vocabulary Inference Inference Prediction
Handwriting Nelson handwriting scheme	Practising joining from the letter e: ea Practising joining to and from the letter s: ask	Practising writing letters at the correct size and height: rie Practising writing double letters: tt	Practising consistency in spacing: sce	Practising using a diagonal join: un Practising the horizontal join: re		More practice joining to the letter y: ly Practising speedwriting	Practising speedwriting Practising the size and height of letters: ous

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Maths Fluency Varied Fluency Reasoning Problem solving (test style q’s)	<u>Place Value</u> To recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s). To be able to read and write number with up to 4-digits.	<ul style="list-style-type: none">To order and compare numbers beyond 1,000 To order and compare numbers beyond 1,000	<ul style="list-style-type: none">To find 1,000 more or less than a given numberIdentify, represent and estimate numbers using different representations	<u>Rounding</u> <ul style="list-style-type: none">Round any number to the nearest 10, 100 or 1,000	coordinates on maps?	<u>Roman Numerals</u> <ul style="list-style-type: none">Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value	<u>Negative numbers</u> <ul style="list-style-type: none">Count backwards through 0 to include negative numbers
Arithmetic Spiral Starters LBH	<u>LBH</u> Revisit 2, 5, 10 x tables <u>Arithmetic</u> Add numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s and 100s. <u>Spiral Starter</u> To count from 0 in multiples of 4 and 8.	<u>LBH</u> Revisit 2, 5, 10 x tables <u>Arithmetic</u> Add numbers with up to 3 digits, using formal written methods of columnar addition. <u>Spiral Starter</u> To count from 0 in multiples of 4 and 8.	<u>LBH</u> Revisit 3 X tables <u>Arithmetic</u> Subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s and 100s. <u>Spiral Starter</u> To count from 0 in multiples of 6 and 7.	<u>LBH</u> Revisit 3 X tables <u>Arithmetic</u> Subtract numbers with up to 3 digits, using formal written methods of columnar addition. <u>Spiral Starter</u> To count from 0 in multiples of 6 and 7.	chants and rhymes	<u>LBH</u> Revisit 4 X tables <u>Arithmetic</u> Estimate the answer to a calculation <u>Spiral Starter</u> To count from 0 in multiples of 25 and 1000.	<u>LBH</u> Revisit 4 X tables <u>Arithmetic</u> To use inverse operations to check answers. <u>Spiral Starter</u> To count from 0 in multiples of 25 and 1000.
Science Living thing and their habitats 1. Engage 2. Explore 3. Explain 4. Extend 5. Evaluate		<u>LO: To recognise that living things can be grouped in a variety of ways.</u> Starter: What are the 7 life processes ? Main Activity: Group a range of things into living, non-living and never living. 	<u>LO: To closely observe features of animals.</u> 1. Discuss invertebrates and vertebrates as a group. 2. Identify the characteristics of mammals, amphibians, reptiles, fish, birds, mollusks and arthropoda. 3. Identify examples of animals, amphibians, reptiles, fish, birds, mollusks and arthropoda.	<u>LO: Explore and use classification keys to help groups.</u> 1. Show the three images and ask everyone to come up with as many similarities and differences as they can. If they get stuck, prompt them to think about: <ul style="list-style-type: none">appearancewhat they dowhere they might be found 2. Then, everyone needs to decide which one is the odd one out and why. Encourage a reason for every answer and there is no wrong answer! Whole class key: Playground, ask the children to suggest a way of dividing the class into two sub groups or categories- think of a question with a yes no answer	<u>environmental changes and impact</u> erosion local animal life and characteristics	<u>LO: recognise that environments can change and that this can sometimes pose dangers to living things</u> <ul style="list-style-type: none">Draw bar charts, tables, keys and labelled diagrams to record observations/dataExplain observations/results using cause and effects and scientific facts and ideasTalk about how to improve their own work <u>starter activities</u> https://explorify.wellcome.ac.uk/en/activities/what-if/we-did-not-plant-trees 1. In pairs, discuss what might be a Plus, Minus and Interesting way to think about the question. Stuck for ideas? They could think about: <ul style="list-style-type: none">How would you get paper if there were not trees?Where would tree-dwelling animals live if they lost their home?Trees produce oxygen, what would happen if there was less oxygen in the air? 2. Ask the children to share their partner's ideas then encourage a broader discussion as a class, remember there is no wrong or right answer! Children to write a scientific report on a environmental change using the success criteria. - bar charts - tables	

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			 <p>Hi I'm Oscar the observing octopus!</p>	<p>Eg are you a boy girl? Agree the question and write it on the ground in chalk with arrows. Continue the process until there is one child at the end of each arrow. Each child to write their name on a WB and place it down. Pull the class together and ask them to imagine that they are a newly discovered species demonstrate how we can look at observable characteristics and use a key to sort them easily (take images for big books)</p> <p>Explain how pupils have made a classification key. Review what they did.</p> <p>Activity: Produce a classification key with plants or animal discovered in the local environment.</p> <p>LA: have cards that can be organised.</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>		 <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>- labelled diagrams and images - explain using cause and effects and scientific facts and ideas</p>	
<p>Geography</p> <p><u>Vocab</u> agricultural land commercial land dispersed linear nucleated recreational land residential land settlement transportation</p>	<p>Lesson 1:</p> <p><u>Spiral</u>- cities in the UK What are the requirements for early settlers?</p> <p><u>Key learning - What is a settlement?</u> To describe different types of settlements. land use in cities</p> <p>activity 1 - defines urban v rural- vote with your feet</p> <p>activity 2 - Linear, nucleated and dispersed sort and defines</p> <p><u>wrapping up</u> Why might people want to live in an urban area? Why might people want to live in a rural area?</p>	<p>Lesson 2:</p> <p><u>spiral</u> - counties on a map <u>Key learning - How is land used in my local area?</u> To identify the human and physical features in the local area.</p> <p>activity 1 -create a colour key for land use in local area activity 2 - human and physical features of local area ch- cardinal points application</p> <p><u>wrapping up</u> google earth explore</p>  <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p>	<p>Lesson 3: outdoor learning</p> <p><u>spiral</u> - what are human and physical features ? <u>key learning -Can I explain the location of features in my local area?</u> To discuss why physical and human features are in particular locations. activity 1 Divide the class into pre-prepared groups of 5-7 provide each group with an OS map section of west lane/ local area Children to mark on maps human and physical and photograph features</p>  <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.- discuss not using images of other chn in feature pics. <u>wrapping up</u>What human and physical features did you see? Were there any patterns in the location of</p>	<p>Lesson 4:</p> <p><u>spiral</u> <u>Key learning -How has my local area changed over time?</u> To describe how land use in the local area has changed.</p> <p>activity 1 - compare and contrast maps of baildon Ordnance Survey Aerial 1950s 1890s (digimaps https://digimapforschools.edin.ac.uk/roam/map/schools)</p>  <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). activity 2- create a whole class three way venn for LW</p> <p><u>wrapping up</u></p>	<p>ingleborough Geo</p> <p><u>key learning -Can I explain the location of features in my local area?</u> To discuss why physical and human features are in particular locations. activity 1 use a map of clapham with sketch gaps to id physical and human features id if linear, nucleated or dispersed Rural or urban activity 2 field skill - sketch map grounds activity 3 ingle borough hall then and now activity 4 Reading map for lollipop walk identify key features in situ</p>	<p>Lesson 5:</p> <p><u>spiral</u> How to use an atlas <u>Key learning -How is land used in New Delhi?</u> To identify land use in New Delhi.</p> <p>activity 1 -use google earth to explore the key human and physical features</p>  <p>I can describe how to find out information about others by searching online.</p> <p><u>wrapping up</u> identify vertical features and land use and expansion patterns</p>	<p>Lesson 6:</p> <p><u>spiral</u> on which continents is India? Where is India ? Where is New Delhi?</p> <p><u>Key learning -How does land use in New Delhi compare with my local area?</u> To compare land use in two different locations.</p> <p>activity 1 - activity 2-</p> <p><u>wrapping up</u></p>

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			<div>residential or commercial buildings? Did you see any recognisable landmarks? Were there any green spaces or places of worship? Why do you think they are located where they are?</div> <div></div>	Has our local area grown? How? Which features are still here?Which features have changed? Why do you think this is? Has land use changed in any areas?--- explore some of the oldest sites and evidence of settlement in Baildon			
History							
Art	<div>LO: What is pop art?</div> <div>Show children some images of pop art on the whiteboard. Children record what they think pop art is.</div> <div>Talk to children about the three main influences of pop art; David Hockney, Andy Warhol and Roy Lichtenstein. Discuss their own style and how it is different from the others.</div> <div>Children to be given some pictures from these artists and some pictures which are not pop art. Children to sort these pictures into a table .</div>	<div>LO: Colour Wheel</div> <div>Investigate mixing the primary colours together to create the secondary colours.</div> <div>Investigate mixing the secondary colours with a primary colour to create a tertiary colour.</div> <div>Children use water colours and insert them into the correct place on the colour wheel.</div>	<div>LO: Shades and Tints</div> <div>Discuss with the children how we can add white or black to a colour to create a different shade or tint.</div> <div>Children experiment what will happen when they gradually add white to colour.</div> <div>Children experiment what will happen when they gradually add black to colour.</div>	<div>LO: David Hockney</div> <div>Children draw a landscape drawing following a video. Using colours they have mixed together, they will paint the landscape so it demonstrates a pop art style. Children concentrate on the mixing of paint at this point.</div>		<div>LO: Landscape Painting</div> <div>Children to draw their own landscape drawing of Baildon Moor. They will add detail to these to create a realistic scene.</div> <div>Children to paint their landscape so it demonstrates a pop art style.</div>	
Design Technology							

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Spanish		Lesson 1: Greetings <ul style="list-style-type: none"> To ask and respond to ¿Como te llamas? To ask and respond to ¿Que tal? To recall basic greetings. Core language Sí (Yes) No (No) ¿Cómo te llamas?/ Me llamo... (What is your name?/My name is...?) ¿Qué tal? (How are you) Estoy bien/mal (I am good/bad) ni fu ni fa (I'm ok) Gracias (Thank you)	Lesson 2: Numbers up to 20 LO: To rapidly recall and do basic calculations with numbers up to 20. Core language Uno is used for the number one Un or Una is used when you are talking about one thing 'cu' is pronounced 'qu' 'ci/ce' the c is pronounced with a 'th' sound e.g. 'cinco = thinfo' 'zero = thereo' 'z' is also pronounced with a 'th' 'diez = dieth' 'ci/ce' the c is pronounced with a 'th' sound e.g. 'doce = doth-ey' 'qu' is pronounced 'k' 'v' is pronounced 'b' e.g. 'veinte = ben-tey'	Lesson 3: Dates and numbers to 31 with birthday LO: To be able to say any date in Spanish including day, number and month. LO: To recall numbers up to 31 LO: To ask and respond to when is your birthday? In Spanish.		Lesson 5: Classroom commands LO: To begin to understand some basic classroom commands. LO: To respond to classroom commands. LO: To pronounce 'ci' 'ce' correctly. To begin to understand the vosotros (plural you) conjugation of the imperative form. Core language ¡Escuchad! (Listen) ¡Escribid! (Write) ¡Repetid! (repeat) ¡Silencio! (silence) ¡Abrid los libros/ la puerta! (open your books/the door) ¡Cerrad los libros/la puerta! (close your books/the door) ¡Piensad! (Think) ¡Leed! (read) ¡Mirad! (look)	Lesson 6:
P.E							
Dance							
P.E	Introduction to bridges	Application of bridge learning onto apparatus	Developing sequence ideas with bridges	Sequence formation		Sequence completion	Performance
bridges							
Music	Body and tuned percussion <u>L.O: to discover the theme: Rainforests</u> A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer	Pitter patter raindrops <u>L.O: To identify structure and texture</u> 1) Listen to the body percussion piece 'Rain Sound' 2) Children are introduced to the terms 'structure' and 'texture'. 3) Identify these features within the music they hear.	Rainforest body percussion <u>L.O: To use body percussion.</u> 1) Children work in pairs to practice the 'Boom, Snap, Clap' rhythm using body percussion. 2) Personalise their sequence with the introduction of a 'stamp'	The rhythm of the forest floor <u>L.O: To create musical rhythms using body percussion</u> 1) Children begin their rainforest compositions with the forest floor and understory layers. 2) Create body percussion rhythms to suit the movement of the		The loopy Rainforest <u>L.O: To create simple tunes</u> 1) Moving onto tuned percussion instruments, children create 'repeated melodies' or 'loops' for the canopy and emergent layers of the rainforest. 2) Encourage children to take into consideration pitch and tempo.	Sounds of the rainforest <u>L.O: To build and improve a composition</u> 1) Children to combine the four sections of their compositions, building structure through combining rhythms and

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				animals within each of the two layers.			melodies and adding dynamics and tempo.
PSHE Being me in my World	<u>Becoming a Class 'Team'</u> I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal. I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued.	<u>Being a School Citizen</u> I understand who is in my school community, the roles they play and how I fit. I can take on a role in a group and contribute to the overall outcome.	<u>Rights, Responsibilities and Democracy</u> I understand how democracy works through the school council. I can recognise my contribution to making a Learning Charter for the whole school.	<u>Rewards and Consequences</u> I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how rewards and consequences motivate people's behaviour.		<u>Our Learning Charter</u> I understand how groups come together to make decisions. I can take on a role in a group and contribute to the overall outcome.	<u>Owning our Learning Charter</u> I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and can help others to follow it.
Computing E-Safety and Coding	<u>L.O. To produce a piece of work about the holidays using text and pictures.</u> 1) To familiarise ourselves with the rules of the ICT suite. 2) Create a document telling me about something special to you. You can choose the best programme to use but I would like to see text. 3) Can you change the colour and size?	<u>L.O: To identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content.</u> 1) Have you ever seen this log before? PEGI 2) What does PEGI mean? 3) Can you pick one of the symbols and design a picture to represent it? Can you explain why it isn't suitable for some age groups? Log on to Purple Mash-2Publish extra-I have found out about.	<u>L.O: To identify age limits and PEGI ratings for games and understand the importance of only accessing age-appropriate content.</u> 1) Look at the BBC what happens when you lie about your age. Discuss how this relates to sites on the web and apps but that ages are there for a reason and you may see items that upset or frighten you.	<u>L.O: To explain the possible consequences of submitting personal information online To ensure information submitted online is only accessed by the people they trust.</u> 1) Watch the clip Hectors world welcome to the carnival and discuss. 2) Understand that many websites ask for personal information to set up an account and why this is often age restricted to 13. Know not to enter personal information online without the help of a trusted adult and question why the site needs their information and what they will do with it.		<u>L.O: To identify the similarities and differences of virtual and real world communication to develop an understanding of positive online communication.</u> <u>L.O: To use strong passwords for all online accounts and devices.</u>	<u>Coding</u> <u>L.O: Design and write a program that accomplishes a specific goal.</u> 1) Children can explain what Object, Action, Output, Control and Event are in computer programming. 2) Children can explain which commands they included in their program and what they achieve.
RE How are important events remembered?	<u>What events are important to you? How do you remember them? (e.g. namings, weddings, funerals and</u>	<u>How do Christians remember important events? (Eucharist/communion,</u>	<u>How do Christians remember important events? (Eucharist/communion, infant baptism/dedication</u>	<u>How do Sikhs remember important events? (Khalsa/Amrit initiation – include story of Panj Pyare)</u>		<u>How do Jews remember important events? (Rosh Hashanah, Yom Kippur, Hannukah and Purim)</u>	<u>How do Jews remember important events? (Rosh Hashanah, Yom</u>

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Investigate the beliefs and practices of religions and other world views; <i>Religious Studies</i> Investigate how religions and other world views address questions of meaning, purpose & value; <i>Philosophy</i> Investigate how religions and other world views influence morality, identity and diversity. <i>Ethics and Community</i>	<u>birthdays etc)</u> Compare and contrast how non-religious people mark key moments in people’s lives such as namings, weddings and funerals.	<u>infant baptism/dedication and believers baptism)</u> Explain the meaning of a variety of ceremonies and rituals including eucharist/communion, infant baptism/dedication and believer’s baptism.	<u>and believers baptism)</u> Explain the meaning of a variety of ceremonies and rituals including eucharist/communion, infant baptism/dedication and believer’s baptism.	Know that the tenth guru, Guru Gobind Singh, instigated the Khalsa (means ‘pure’), also known as Amrit, initiation in 1699. Summarise the story of the Panj Pyare. Explain why the story is very important to Sikhs, and remembered.		Describe and express ideas about festivals and commemorations, knowing why and how they are celebrated including: Rosh Hashanah, Yom Kippur, Hannukah and Purim.	<u>Kippur, Hannukah and Purim)</u> Describe and express ideas about festivals and commemorations, knowing why and how they are celebrated including: Rosh Hashanah, Yom Kippur, Hannukah and Purim.
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