

## Medium Term Plan – Year 4 Autumn 2

<b>Computing</b>	<p><b>Coding:</b> Code Studio (PPA cover – BN)</p> <p><b>E-safety:</b> I know how to create a strong password and why this is important to keep me safe online.</p> <p><b>Microsoft Word:</b> I can use word processing skills to write a letter. I can add borders, change fonts and insert pictures to a document and open and save a document.</p>
<b>Design and Technology</b>	<p><b>Moving Monsters</b></p> <ol style="list-style-type: none"> <li>1. I can investigate a variety of familiar objects that use air to make them work.</li> <li>2. I can investigate techniques to make simple pneumatic systems.</li> <li>3. I can gather ideas for creating moving monsters.</li> <li>4. I can design a monster including a moving pneumatic system.</li> <li>5. I can make a monster with a moving pneumatic part.</li> <li>6. I can evaluate a finished product.</li> </ol>
<b>History</b>	<p><b>Egyptians (AT1 and AT2)</b></p> <ol style="list-style-type: none"> <li>1. I can write a diary entry about the pharaoh Tutankhamun using secondary sources. (English)</li> <li>2. I can write a set of instructions to mummify a body. (English)</li> <li>3. I can use hieroglyphics to read and write messages and compare it to modern day messaging.</li> <li>4. I know how the Ancient Egyptian civilisation ended and the reasons why this happened.</li> </ol>
<b>Art</b>	<p><b>Drawing and Painting (light and shade)</b></p> <ol style="list-style-type: none"> <li>1. I can explore and paint the colour spectrum.</li> <li>2. I can name primary and secondary colours.</li> <li>3. I can use different amounts of water to make water colours lighter or darker.</li> <li>4. I can use pressure to make a pencil crayon lighter or darker.</li> </ol> <p>I can use at pencils to create shade and tone</p>
<b>PE</b>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. I can respond in the correct manner to commands</li> <li>2. I can repeat some simple sequences of movements relating to a stimulus</li> <li>3. I can repeat some simple sequences of movements relating to a stimulus</li> <li>4. I can create some simple sequences of movements relating to a stimulus</li> <li>5. I can create some simple sequences of movements relating to a stimulus</li> </ol>
<b>PSHE</b>	<p><b>Being Me in My World</b></p> <ol style="list-style-type: none"> <li>1. I can take on a role in a group and contribute to the overall outcome.</li> <li>2. I can explain how democracy and having a voice benefits the school community.</li> <li>3. I understand that, sometimes, we make assumptions based on what people look like</li> </ol>
<b>RE</b>	<p><b>Christmas</b></p> <ol style="list-style-type: none"> <li>1. I can understand the symbolism in the Christmas story</li> <li>2. I know the importance of Christingle</li> <li>3. I understand the most significant part of the Nativity to Christians</li> <li>4. I can share what Christmas means to me</li> </ol>
<b>Science</b>	<p><b>States of Matter</b></p> <ol style="list-style-type: none"> <li>1. I can collect, present and interpret data about melting ice (maths).</li> <li>2. I can define melting and freezing.</li> <li>3. I can explain observations of air using scientific knowledge about materials.</li> <li>4. I can collect data to answer a question about drying washing and investigate evaporation.</li> <li>5. I can describe and explain findings from an evaporation experiment.</li> <li>6. I can identify different materials from their boiling point.</li> </ol> <p><b>Electricity</b></p> <ol style="list-style-type: none"> <li>1.</li> </ol>

<b>A Sense of Enterprise</b>	<b>Homework Project</b>	<b>Ideas for Display</b>
	Design a Sarcophagus and death mask.	
<b>Learning outside the classroom</b>	<b>RRSA</b>	<b>Local cultural links including trips and visits</b>