

Medium Term Plan – Year 4 Autumn 1

Computing	<p>Coding: Code Studio</p> <p>E-safety: I know how to create a strong password and why this is important to keep me safe online.</p> <p>Microsoft Word: 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>
Design and Technology	<p>Moving Monsters</p> <ol style="list-style-type: none"> 1. I can investigate a variety of familiar objects that use air to make them work. 2. I can investigate techniques to make simple pneumatic systems. 3. I can gather ideas for creating moving monsters. 4. I can design a monster including a moving pneumatic system. 5. I can make a monster with a moving pneumatic part. 6. I can evaluate a finished product.
History	<p>Egyptians (AT1 and AT2)</p> <ol style="list-style-type: none"> 1. I can compare and contrast farming on the Nile in the past and now using secondary sources. 2. I know and can explain the hierarchical ruling system of Ancient Egypt. [Describe the social, ethnic, cultural or religious diversity of past societies.] 3. I know who the Ancient Egyptians pharaohs were and can place them on a timeline using dates. 4. I know why and how the Pyramids were built. [TO BE CLARIFIED FROM SKILLS LADDERS] 5. I know who the key Egyptian gods were and why they were important to the Ancient Egyptians. [Describe the social, ethnic, cultural or religious diversity of past societies.] 6. I can write a diary entry about the pharaoh Tutankhamun using secondary sources. (English) 7. I can write a set of instructions to mummify a body. (English) 8. I can use hieroglyphics to read and write messages and compare it to modern day messaging. 9. I know how the Ancient Egyptian civilisation ended and the reasons why this happened.
Geography	<p>Egyptians</p> <ol style="list-style-type: none"> 1. I can use an atlas / digital mapping to identify where Egypt is in the world. 2. I can identify and describe physical geographical features of Egypt (the Nile). [Use range of resources to identify key physical / human features of Egypt]. 3. I can identify and ask questions about the human geographical features of Egypt (the Pyramids). [Use range of resources to identify key physical / human features of Egypt].
MFL	<p>Core Unit 1</p> <ol style="list-style-type: none"> 1. I can talk about different modes of transport. 2. I can name different names in a school. 3. I can name common stationery items. 4. I can name different times of the day. 5. I can write a full sentence. 6. I can enjoy a story in French.
Music	<p>Ancient Greece</p> <ol style="list-style-type: none"> 1. I can join in warm up Games – listening, following, call and response, echo, start/stop. 2. I can listen to and appraise a variety of music to evoke different feelings and atmosphere. 3. I can learn to sing, chant and perform actions to warm up songs 4. I can explore basic rhythm grids and read and perform using body percussion and basic class percussion if possible. 5. I can develop rhythm work using vocabulary associated with Greek gods - focus on crotchets, quavers, minims and rests. 6. I can show images of Greek Gods and discuss associated vocabulary. 7. I can explore how we can use body percussion and classroom percussion to represent different Greek gods. 8. I can compose individual ostinatos using images and descriptions of Greek Gods as a stimulus with an emphasis on an ostinato for each god – then develop these ideas in pairs and leading into small group compositions if possible. Record using basic body percussion and classroom percussion.
PE	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. I can understand what gymnastic balances are 2. I can hold a balance 3. I can travel in a variety of ways 4. I understand mirror/match, canon and unison balances 5. I can develop my mirror/match, canon and unison
PSHE	<p>Being Me in My World</p> <ol style="list-style-type: none"> 1. I know how my attitudes and actions make a difference to the class team. 2. I can identify and explain who is in my school community, the roles they play and how I fit in. 3. I know how democracy works through the school council. 4. I can understand how my actions affect myself and others; I can empathise about other people's feelings. 5. I can explain how groups come together to make decisions. 6. I can explain how democracy and having a voice benefits the school community.

RE	<u>Buddhism – Buddhist’s Teachings</u> <ol style="list-style-type: none"> 1. I can identify why the world is a wonderful place to me and why people might have a different view of the world to me. (L1) 2. I know who Buddha was and the story of Buddha. (L1) 3. I know the main beliefs of Buddhism. (L2) 4. I understand Dharma and the 4 Noble Truths in Buddhism. (L2) 5. I understand the 8 fold pathway.(L2) 6. I can identify how things change over time and how experiences affect the way we change as individuals. (L3) 7. I understand how greed and selfishness can cause suffering and how suffering can be stopped by following the Noble Eightfold Path. (L4) 8. I can recall one of the Buddha’s stories and explain what the Buddha was teaching through it. (L5) 9. I can identify where there is suffering in the world and explain what I can do to stop suffering and make the world a better place. (L6)
Science	<u>Our Changing World</u> <ol style="list-style-type: none"> 1. I can classify leaves 2. I can identify and classify deciduous trees in winter 3. I can classify plants by looking at their flowers <u>States of Matter</u> <ol style="list-style-type: none"> 1. I can classify materials into solids or liquids by observing their properties. 2. I can plan a fair test investigation to test ideas about melting ice. 3. I can collect, present and interpret data about melting ice (maths). 4. I can define melting and freezing. 5. I can explain observations of air using scientific knowledge about materials. 6. I can classify materials as solids, liquids and gases (2nd). 7. I can collect data to answer a question about drying washing and investigate evaporation. 8. I can describe and explain findings from an evaporation experiment. 9. I can identify different materials from their boiling point. 10. I can identify where condensation is happening. 11. I can label a diagram to answer the question where does rain come from. 12. I can create a concept map to present what I know about the changes of state. 13. I can compare the melting points of different types of chocolate to determine the best chocolate for a particular purpose (EL1). 14. I can describe the effect of adding salt to ice. (EL2) 15. I can explore how a thermometer works and use this information to measure temperature accurately (maths) (EL3). 16. I can present data on a graph with accuracy (EL4).

A Sense of Enterprise	Homework Project	Ideas for Display
Hi Impact Science Workshop: Tick Tock Potato Clock	Design a Sarcophagus and death mask.	
Learning outside the classroom	RRSA	Local cultural links including trips and visits
		Liverpool Museum for Egyptians?