



**Burnt Oak Junior School Medium Term Plan**

	<b>Year: 4</b>					
	<b>Term: Autumn 1</b>		<b>IPC Topic: Temples, Tombs and Treasures</b>			
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Phonics/ Spelling</b>	Homophones Revisited  Etymology 'Div' as in division, divide, divert – meaning separate.	Homophones Revisited  Etymology 'Div' as in division, divide, divert – meaning separate.	The suffix 'ly' to turn an adjective into an adverb.  Etymology 'Mono' as in monologue, monotone - meaning single or one.	The suffix 'ly' to turn an adjective into an adverb.  Etymology 'Mono' as in monologue, monotone - meaning single or one.	Statutory words  Etymology 'Pol' as in polygon – meaning many.	Statutory words  Etymology 'Pol' as in polygon – meaning many.
<b>Reading</b>	<b>The Queen's Nose</b> To reason about the accuracy of a summary. To retrieve key details from a text. To give an Initial response to the text. To identify themes and respond to characters.	<b>The Queen's Nose</b> To infer a character's feelings. To explain what is different and similar between two texts on the same theme. To infer whether something is fact or opinion. To infer about a character's misunderstanding	<b>The Queen's Nose</b> To give reasons for predictions. To sequence events. To skim read for information. To explore connections between texts. To explain word choices.	<b>The Queen's Nose</b> To compare characters. To use evidence to infer a character's views. To infer about characters from what they say. To empathise with characters.	<b>The Girl Who Stole an Elephant</b> To distinguish significant information from supplementary details. To identify key words and phrases. To scan to find key information. To comment on author's choice of language.	<b>The Girl who stole an Elephant</b> To identify contrasts in language and tone. To find specific words in the text to validate an inference. Can use context to infer meaning. Can explore common themes from a range of texts.
<b>English</b>	<b>Poems which explore Form</b> Explore the forms of haiku and cinquain. Count syllables. Understand rhythm. Respond to and create images for effect. Understand imagery and poetic devices.	<b>Persuasive Writing – Adverts</b> Understand how superlatives are used for exaggeration. Respond to and understand the function of slogans. Understand the purpose of rhetorical questions,	<b>Persuasive Writing – Adverts</b> Use the features of persuasive writing, including powerful vocabulary, to create an effective advert.	<b>First Person Diary Entry</b> Identify the features of a diary entry – informal tone/ first person perspective/emotive language. Use of conjunctions and prepositions to	<b>First Person Diary Entry</b> Create a diary entry including emotive language, informal tone and first person perspective.	<b>Flexible Block</b> Revisit/revise/extend prior learning as needed.

				join ideas and clauses within a sentence.		
<b>Maths – White Rose Maths</b>	<p>7 times table</p> <p>L1: practical and display- clock circles counting in 7's to create a shape</p> <p>L2: multiplication- look at the pattern and practice</p> <p>L3: Computer lesson- times table rock stars</p> <p>L4: division with 7x tables</p>	<p>White rose</p> <p>L1- Represent numbers to 1,000</p> <p>L2- Partition numbers to 1,000</p> <p>L3- Number line to 1,000</p> <p>L4- Thousands and represent numbers to 10,000</p> <p>L5- Partition numbers to 10,000</p>	<p>White rose</p> <p>L1- Flexible partitioning of numbers to 10,000</p> <p>L2- Find 1, 10, 100, 1,000 more or less</p> <p>L3- Number line to 10,000</p> <p>L4- Estimate on a number line to 10,000</p> <p>L5- Compare numbers to 10,000 and Order numbers to 10,000</p>	<p>White Rose</p> <p>L1- Roman numerals</p> <p>L2- Round to the nearest 10</p> <p>L3- Round to the nearest 100</p> <p>L4- Step 16 Round to the nearest 1,000</p> <p>L5- Round to the nearest 10, 100 or 1,000</p>	<p>White Rose</p> <p>L1- Add and subtract 1s, 10s, 100s and 1,000s</p> <p>L2- Add up to two 4-digit numbers - no exchange</p> <p>L3- add two 4-digit numbers - one exchange</p> <p>L4- Add two 4-digit numbers - more than one exchange</p> <p>L5- Extra practice lesson, go over exchange in more detail.</p>	<p>White Rose</p> <p>L1- Subtract two 4-digit numbers - no exchange</p> <p>L2- Subtract two 4-digit numbers - one exchange</p> <p>L3- Subtract two 4-digit numbers - more than one exchange</p> <p>L4- Efficient subtraction</p> <p>L5- Estimate answers and checking strategies</p>
<b>RE – Bexley syllabus</b>	<p>What does the word 'inspiring' mean? Who is inspiring?</p>	<p>What do we know about Jesus' life story? Is his story inspiring for some people?</p>	<p>Was Jesus inspiring because of his actions?</p>	<p>What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?</p>	<p>Did Jesus' teachings inspire people? How and why?</p>	<p>Who did Jesus say he was? Why is he so important to Christians?</p>
<b>PSHE – Cambridge Scheme – Family and Friends</b>	<p>L1 - To recognise the qualities of a good friend and to be able to reflect on their own friendship skills.</p> <p>What are the qualities of a good friend?</p>	<p>L2 - To develop strategies for managing friendship problems and to be able to support their friends</p> <p>How can we manage friendship problems?</p>	<p>L3 - To understand about and be able to cope with changes in friendship patterns and situations.</p> <p>How can we cope with changes in friendship patterns and situations?</p>	<p>L4 - To be able to identify and value similarities and differences between themselves and their classmates.</p> <p>What similarities and differences do we have?</p>	<p>L5 - To be able to see things from another point of view, and to use this in resolving conflict.</p> <p>How can we learn to see things from different points of view?</p>	<p>L6 - To identify people who are special to them and to recognise how they affect each other.</p> <p>What people are special to us and how do they affect us?</p>
<b>IPC (3 CT sessions)</b>						

<p><b>Science/ Health and Wellbeing</b></p>	<p><b>Topic - Brainwave – metacognition</b></p> <p>How does mind set affect learning? (Task 1)</p> <p>How can you help yourself when you are struggling with a task? (Task 2)</p> <p>How can we make new learning stick? (Task 3)</p>	<p>How do emotions affect learning? (Task 4)</p> <p>How can we manage negative situations (Task 5)</p> <p>How can we make connections when we learn? (Task 6)</p>	<p>How does what we put into our bodies affect learning? (Task 7)</p>			
<p><b>Geography</b></p>						
<p><b>History</b></p>			<p><b>New Unit – Temples, Tombs and Treasures.</b></p> <p>Entry point/knowledge harvest – session 1</p> <p>How can we present historical information for others to understand? (Task 1)</p>	<p>Why was the Nile important to Ancient Egyptians and Egyptians today? (Task 1 reflecting)</p> <p>How are artefacts used to make assumptions about how Ancient civilisations lived? (Task 2)</p> <p>What are the similarities and differences between our lives and those of ancient civilisations? (Task 3)</p>	<p>What would an artefact about my family or home look like and why? (Task 3)</p> <p>How did Egyptians and Ancient Sumerians communicate using writing (Task 4)</p> <p>What are the similarities and differences between Ancient Egyptian and Ancient Sumerian gods (Task 5)</p>	<p>What is a Pharaoh or Lugal (Task 6)</p> <p>What are the main chronological events of your Pharaoh or Lugal (Task 6)</p> <p>Why were pyramids a significant feature of Egypt? (Task 7)</p>
<p><b>Computing</b></p>	<p>E-safety</p> <p>How do we know if something we view is real or fake?</p> <p>Look at different images and see how they can be misleading and</p>	<p>Changing digital images</p> <p>Look at a picture to see if you think a photo has been edited. Think about how a picture has been edited.</p> <p>Explore rotation to edit an image.</p>	<p>Recolouring</p> <p>How can we edit and recolour an image?</p> <p>Look at a flower being cropped out of an image. Explore the crop tool and changing the image</p>	<p>Cloning</p> <p>What effect did the change in composition (clone) have? Using paint, explore the clone stamp tool to remove objects.</p>	<p>Combining</p> <p>Step by step of combining an image</p> <p>Select, copy, paste, adjust.</p> <p>Children to work with a selection tool.</p>	<p>Create and evaluate</p> <p>Create an image for a book cover or poster.</p> <p>Book cover: magical forest</p> <p>Poster: Visit Jardil</p> <p>Book/poster: Magibeasts</p>

	present false information too. How can we work this out? Photo editing task.	Children to edit their own photo by rotating the image. Using paint.net	colour. Think about what a photo makes you feel. Add colour and light effect to images provided.	Then, use the tool to add extra objects.		Plan and create image
<b>MFL</b>	How can we introduce ourselves?  Introduce the unit 'Je me présente'. Revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in French.	What is your name?  Ask and answer the question 'Comment tu t'appelles ?' (What is your name?) in French.	What are the numbers in French?  Numbers 1-10 and to introduce numbers 11-20 in French.	How old are you?  Consolidate knowledge of numbers 1-20 in French and to learn how to ask and answer the question 'Quel âge as-tu ?' (How old are you?).	Where do you live?  Ask and answer the question 'Où habites-tu ?' (Where do you live?), and to learn the basics of adjectival agreement in French.	Revise all language covered so far and to complete the end of unit assessment.
<b>PE</b>	<b>SPECIALIST TEACHING</b>					
<b>Music (IPC)</b>	<b>SPECIALIST TEACHING</b>					
<b>Art / DT (IPC)</b>	<b>SPECIALIST TEACHING</b>					