



**Burnt Oak Junior School Medium Term Plan**

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	Year: 4		Term: Autumn 2			IPC Topic: Temples, Tombs and Treasures	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Phonics/ Spelling</b>	Suffixes revisited Etymology - sign	Suffixes revisited Etymology - sign	Statutory word list Etymology - nym	Statutory word list Etymology - nym	Words ending in -ture/sure as in pleasure/future Etymology – circ	Words ending in -ture/sure as in pleasure/future Etymology - cir	Words ending in -sion  Etymology - arch
<b>Reading</b>	<b>The girl who stole an Elephant Block 5</b> Sequencing the events in a story. Summarise the main events in a story. Can prove or disprove a statement using evidence from the text. Can skim and scan to retrieve information.	<b>The girl who stole an Elephant Block 5</b> Make a reasoned prediction using evidence. Make inferences from descriptions. Infer character’s motives from their actions. Can empathise with a character and predict how they might react.	<b>Assessment Week</b>	<b>The girl who stole an Elephant Block 6</b> Use organisational features to navigate a text. Retrieve evidence to make a point. Can consider the text form the author’s perspective.	<b>The girl who stole an Elephant Block 6</b> Can make comparisons between characters in a text. Infer meaning from what is implied within the text. Can empathise with characters. Can reflect on the moral or message within the story.	<b>The Raven Block 3</b> Can identify and comment on the impact of repetition, alliteration and rhyme. Distinguish between fact and opinion. Can paraphrase to summarise key information.	<b>The Raven Block 3</b> Can infer changes in a character. Can infer feelings within a character. Can relate their reading to their own experiences.
<b>English</b>	<b>Poetry Analysis</b> Using the language of analysis. Constructing PEE paragraphs. Using direct quotes as evidence.	<b>Poetry Analysis</b> Plan and write a critical analysis. Use the third person perspective in extended writing.	<b>Assessment Week</b>	<b>Third Person Narrative Adventure Stories</b> Understand the grammatical features of a third person narrative.	<b>Third Person Narrative Adventure Stories</b> Plan and use the conventions of a third person narrative.	<b>Third Person Narrative Adventure Stories</b> Edit and write an extended narrative written in third person narrative.	<b>News Reports</b> Identify and understand the features of a newspaper report.
<b>Maths – White Rose Maths</b>	What comes in 4s? (display)	<b>Area</b>  Make shapes.	<b>Assessment Week</b>	6 times table and division facts.	Multiply by 1 and 0.	Consolidation week –	Consolidation week

	4 times table and division facts.  What is area?  Count shapes.	Compare areas.  Multiples of 3.  Multiply and divide by 6.		Multiply and divide by 9.  9 times table and division facts.  The 3,6 and 9 times tables.	Divide a number by 1 and itself.  7 times table division and facts.	Rounding to the nearest 10, 100 and 1000.	Addition and subtraction with more than one exchange.
<b>RE – Bexley syllabus</b>	What is worth celebrating?	What do Hindus celebrate during Diwali?	What was the meaning of Jesus' last meal with his friends and why is this significant to Christians?	What is the significance of Pesach to the Jewish faith?	Why do Muslims celebrate at the end of Ramadan?	What do Christians celebrate at Christmas?	
<b>PSHE – Cambridge Scheme – RSE</b>	L1 – Can I recognise the main parts of the body?	L2 – Can I understand the physical differences between males and females?	L3 – How do we value our body?	L4 – How do I take care of my hygiene?	L5 – Who is responsible for my hygiene now and in the future?	L6 – How are illnesses and diseases spread and how can they be reduced	
<b>IPC (3 CT sessions)</b>							
<b>Science/ Health and Wellbeing</b>			<b>Entry point – Science Making Waves</b>  How are sounds made? (Task 1)  How do we see things? (Task 2)	How do vibrations affect sound? (Task 3 – plan and predict)  How do vibrations affect sound? (Task 3 – practical and evaluate)	How can we see around corners? (Task 5)  How can you plan a fair investigation, changing one variable? (Task 6 – plan and predict)	Investigation why do we need light? (Task 7)  conclude why do they need it - Why do we need light? (Task 7)	What are the similarities and differences in the way that light and sound travel? (Task 8)

				How do we measure sound? (Task 4)	How can you plan a fair investigation, changing one variable? (Task 6 – practical and evaluate)		
<b>Geography</b>							
<b>History</b>	<p>What are the similarities and differences between Ancient Egyptian and Ancient Sumerian gods? (Task 5)</p> <p>Why were pyramids a significant feature of Egypt? (Task 7)</p>	<p>What happened to Ancient Egyptians when they died? (Task 8)</p> <p>What happened to Ancient Egyptians when they died? (Task 9)</p> <p>Who was Howard Carter and why was he important? (Task 10)</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><b>Exit point - exhibition</b></p>				
<b>Computing</b>	E- safety lesson	Lesson 1- how will change digital images?	Lesson 2- How can we edit and recolour an image?	Lesson 3- How can cloning be used in photo editing?	Lesson 4- How can we combine photos?	Lesson 5- How can we combine photos to create a book cover/ poster	Lesson 6- How can we evaluate our changes to improve an image?
<b>MFL - Family (I)</b>	L1 What are the nouns for family members?	L2 How can I use the possessive pronoun 'my'?	L3 Can I ask 'do you have any brothers of sisters'?	L4 Can I introduce my family members?	L6 Can I recall numbers 1-70	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>	Design an Egyptian death mask.	Create an Egyptian death mask from own design.	Develop our own ideas through use of existing art work.	Create artwork using existing art as a stimulus.			

