





Manor Park First School

[Year 4 Medium Term Plan : Autumn](#)

	1.9.25	8.9.25	15.9.25	22.9.25	29.9.25	6.10.25	13.10.25	20.10.25 (2 Days)
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
ENGLISH 	<u>Non-Fiction:</u> Children to read up to chapter 5. <u>Writing outcome:</u> Write a non-chronological report about Mesopotamian cats	<u>Non-Fiction:</u> Children read up to chapter 7 and use it as an inspiration to write. <u>Writing Outcome:</u> Explanation text. Write an explanation of how to look after a Mesopotamian Blue	<u>Fiction:</u> Look at the description of the city and where Jalal lives. How does the author create the difference? <u>Writing Outcome:</u> Write a setting description based on the author's techniques.	<u>Fiction:</u> Study different setting descriptions and use their understanding to create their own part of the story of Varjak Paw <u>Writing Outcome:</u> Write part of the story including significant interaction				
Grammar	I am starting to write a clear introduction, followed by logical points, drawing to a defined conclusion.  I use a range of cohesive devices between sentences within paragraphs and	In non-fiction: I am starting to write a clear introduction, followed by logical points, drawing to a defined conclusion.  I use a range of cohesive devices between sentences within paragraphs and across paragraphs to guide the reader through the text. (not always effectively)	Develop ideas with some imaginative detail.  Expanded noun phrases with prepositional phrases. Start to use simile, personification, metaphors and alliteration effectively. 	Develop ideas with some imaginative detail.  Expanded noun phrases with prepositional phrases. Start to use simile, personification, metaphors and alliteration effectively.   Use the four senses to describe a setting. Use and punctuate direct speech.				

	<p>across paragraphs to guide the reader through the text.</p> <p>(not always effectively)</p> 	 <p>Use the TARR structure</p> <p>- Time - Action - Reason - Result</p>	<p>Use the four senses to describe a setting.</p>	<p>My writing is starting to suggest insight into character development through describing how characters look, react, talk or behave (focus on effective dialogue).</p>  	
Maths	<p>Number and place value:</p> <ul style="list-style-type: none"> count in multiples of 1000 find 1000 more or less than a given number recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers. 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	<p><u>Measurement:</u></p> <p><u>Money</u></p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>Multiplication and division:</p> <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as n 	

						objects are connected to m objects.		
RE How does believing Jesus is their saviour inspire Christians to save and serve others?	To engage with the idea and meanings of the words saviour, save and salvation.	To enquire into what it means when Christians call Jesus their 'saviour.'	To explore the Christian belief that Jesus brings salvation through Biblical narrative.	To explore the Christian belief that Jesus brings salvation through Church Practice.	To explore the Christian belief that Jesus brings salvation through Christian living.	To be able to evaluate our learning about Jesus being a saviour and how he inspires others.	To be able to express our learning and sharing it with others.	
Science: Electricity and Sound	<p>LO: To explore and create sound and how it is made.</p> <p>LO: to identify how sound travels</p> <p>LO: To explore pitch and volume of sounds</p> <p>LO: I can investigate how distance affects sound.</p>	<p>LO: To be able to identify common appliances that run on electricity</p> <p>LO: To be able to construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p>LO: Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>LO: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>LO: Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>LO: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>				
History The Romans				<p>What do we know about early Rome & how do we know this?</p> <p>Who was in charge of the Roman Empire?</p>	<p>How powerful was the Roman army?</p> <p>What events led up to Emperor Claudius invading Britain?</p>	<p>How did the Roman settlements compare to the Celtic villages?</p> <p>Who was</p>	<p>How did the Romans protect their land and do we know</p>	

						Boudicca and why did she take revenge on the Romans?	this? What happened in the final years of the Roman Empire?	
D.T. Roman Purse								
PHSE My Happy Mind – MEET YOUR BRAIN		The different parts of our brains	What is real and perceived danger. What triggers our Amygdala.	How to calm your Amygdala.	What Neurons and Neural Pathways are.	How to look after our brains		
PE	Fitness: To recognise different areas of fitness and explore what your body can do. Football: To develop the attacking skill of dribbling.	Fitness: To develop speed and strength Football: .To develop changing direction and speed when dribbling.	Fitness: To develop co-ordination. Football: .To develop passing and begin to recognise when to use different skills.	Fitness: To develop agility. Football: .To apply attacking skills to move towards a goal.	Fitness: To develop balance. Football: .To use defending skills to delay an opponent and gain possession.	Fitness: To develop stamina. Football: .To apply skills and knowledge to compete in a tournament.	Fitness: Football: .	Fitness:
Computing	Digital citizenship Your rings of responsibility	The internet Connecting networks	The internet What is the internet made of?	The internet Sharing information	The internet What is a website?	The internet Who owns the web?	The internet Can I believe what I read?	

French	To remember key language of the classroom and basic greetings.	To revise numbers 1-12 and days of the week ii.To learn numbers 13 - 31.	To consolidate numbers 1-31 ii.To learn the months of the year.	To ask and answer 'What date is it today?'	To learn the names of the seasons ii. To join in with a French song	To learn how to ask for and say your birthday ii. To sing Happy Birthday in French	To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)	
Music	<ul style="list-style-type: none"> • Explore Body Percussion sounds • Clap the rhythm with me • Boom Snap Clap 	<ul style="list-style-type: none"> • Boom Snap Clap • Mambo cup rhythm (syncopated rhythm) • Give me one 	<ul style="list-style-type: none"> • Mambo cup rhythm • Pat click clap groove • Musical challenge 	<ul style="list-style-type: none"> • Give me one • Pat click clap groove • Musical challenge – reading body percussion symbols • Bim bum biddy 	<ul style="list-style-type: none"> • Using the composing model, all pupils compose their own body percussion piece using an 8 beat grid. • Give me one • Bim bum biddy • I think I heard you call to me • Reading body percussion symbols 	<ul style="list-style-type: none"> • Using the composing model, all pupils compose their own body percussion piece with A and B sections. • Give me one • I think I heard you call to me • Composing 		