

LEYS FARM JUNIOR SCHOOL
Year 4 – Autumn Term 2023 Medium Term Plan
Topic: The Stone Age – Cavemen and Creatures

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> • Safe adult list • Sign Home-School Planners • Class Charter (including 4 school rules/rights) • School Council • Subject Ambassadors • Curriculum Overview for parents. 	<ul style="list-style-type: none"> • Wednesday 13th September – Roald Dahl Day • Thursday 28th September – The Speed of Light • Friday 29th September – Macmillan Coffee Morning and reading session • October - Black History Month • Wednesday 4th October- Harvest Festival • Friday 20th October – Show a Red Card to Racism • Friday 10th November - World Science Day • Saturday 11th November – Remembrance • Monday 13th November – Anti-Bullying week • Thursday 16th November – Road Safety Week • Friday 17th November – Children in Need • Thursday 7th December - Silent Disco • Lower KS (Key Stage) Christmas Concert. 	<ul style="list-style-type: none"> • Class Story –The One and Only Ivan • A selection of picture books. • Homework – given on a Monday • Active Brain Breaks- Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers • Science – Explorify • TT Rockstars battles.
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <ul style="list-style-type: none"> • Can I apply my knowledge of root words, prefixes and suffixes to read unfamiliar words? • Can I read further exception words? • Can I read a range of books structured in different ways? 	<p><u>Focus:</u> The following writing objectives are taken from the National Curriculum and will be taught throughout writing lessons and applied across the curriculum:</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I use diagonal and horizontal strokes needed to join letters? • Can I understand which letters are best left unjoined? 	<p><u>Focus:</u> The following grammar objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Spelling List coverage:</u></p> <ul style="list-style-type: none"> • Words that are homophones • Words with the prefix 'in-' meaning 'not' • Words with the prefixes 'il-', 'im-' and 'ir-'

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- Can I use dictionaries to check the meaning of words that they have read?
- Can I identify themes and conventions in a wide range of books?
- Can I discuss words and phrases that capture the reader's interest and imagination?
- Can I ask questions to improve my understanding of a text?
- Can I draw inferences?
- Can I predict what might happen from details stated and implied?
- Can I identify main ideas, drawn from more than 1 paragraph and summarise these?
- Can I retrieve and record information?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- Can I listen and respond appropriately to adults and their peers?
- Can I ask relevant questions to extend my understanding?
- Can I use relevant strategies to build my vocabulary?
- Can I speak audibly and fluently with an increasing command of Standard English?
- Can I participate in discussions, presentations, performances, role play/improvisations and debates?

- Can I increase the legibility, consistency and quality of my handwriting?

Writing

Autumn 1

Narrative 1 - familiar tale (Three Little Pigs) [English | The Three Little Pigs | World Stories](#)

- Can I understand the story of The Three Little Pigs? (L1/2)
- Can I act out the key plot points of the story? (L1/2)
- Can I write a 2A sentence? (expanded noun phrase) (L3)
- Can I characterise speech? (L4)
- Can I write 2 pair sentences? (L5)
- Can I sequence the plot points of the story? (L6)
- Modelling- shared write (I write/you write) of each plot point:
- Plot Point 1 - Can I write a character description? (L7)
- Plot Point 2 - Conversation with mum (L8)
- Plot Point 3 – Building of the houses (L9) Teach 3ed sentences within this plot point (modelling)
- Plot Point 4 – Meeting Wolf – description (L10)
- Plot Point 5 – Blowing houses down (L11)
- Plot Point 6 – Pigs tricking wolf into pot (L12)
- Can I edit and up level my writing? (L13)

Stone Age Boy

- Reading** - VIPERS discussion guide – 7 sessions.
- Can I make predictions based on what is implied? *Front Page*

- Words with the prefix 'sub-' meaning 'below' or further divided
- Words with the prefix 'inter-' meaning 'between or among'
- Challenge Words
- Words ending in '-ation'
- Words ending in '-ation'
- Words ending '-ly'
- Words ending '-lly'
- Words where 'ch' makes a /sh/ sound
- Challenge Words
- Words ending in '-sion'
- Words ending in '-ous'

Phonics:

Phase 5 Rapid Catch Up.

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Narrative 2 (Short story based on Stone Age Boy – linked to Little Red Riding Hood story line. No ending. Just 3 plot points – focusing on building suspense)

- Can I sequence the events of *The Stone Age Boy*? (L1)
- Can I identify the key features of *The Stone Age boy*? (L2) - Boxing up type lesson.
- Can I use coordinating conjunctions? (BOYS) (L4)
- Can I use subordinating conjunctions? (L5)
- Can I use a range of devices which create tension in a story? (L6)
- Can I plan my writing? (L7)
- Can I write an introduction to a story? (Plot point 1 – setting description – falling into the Stone Age period) (L8/9)
- Can I characterise speech? (Plot point 2 – Meeting Om, hunting reindeer and making reindeer soup for grandma) (L9/10)
- Can I write a buildup using tension? (Plot Point 3– entering the bear cave instead of grandma’s cave) (L11/12)

Application **

- Can I plan an alternative ending? (L13)
- Can I write an alternative ending? (L14)

****Children to rewrite Plot Point 3 again, using a ‘problem’ of their choice that would fit the story. Ensuring tension is built. E.g. Chased by a sabre tooth**

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tiger, mob of angry cavemen, something scary in the darkness that turned out to be a friendly Woolly Mammoth etc...

Autumn 2

Playscripts

- Can I identify the features of a playscript?(L1) - Colour coding lesson
- Can I act out a short scene from a playscript?
- Can I plan a playscript? Plot point 1 – stone age boy (L3)
- Can I rewrite plot point 1 from The Stone Age Boy as a playscript? - (Shared Write) (L4/5)

- Can I punctuate direct speech correctly? (L6)
- Can I change the place of the reporting clause? (L7)
- Can I write a short conversation following the rules of speech? (New Line, new speaker) (L8)

- Can I rewrite a scene from a playscript as direct speech? (L9) - Shared write
- Can I rewrite a scene from a playscript as direct speech? (Independent) (L10)

Non Chronological Reports (History)

- Can I explore a wide range of examples of non-chronological reports? (Reading Lessons VIPERS)
- Can I identify the features of a non-chronological report? (L1) - Colour coding lesson.

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- Can I imitate and perform a non-chronological report? (L2/3) (T4W)
 - Can I use paragraphs? (Skills lesson for writing paragraphs) (L4)
 - Can I understand the difference between formal and informal language? (L5)
 - Can I plan a non-chronological report? - making a fire and making tools – Stone Age Boy pages to support (Shared Write). (L6)
 - Can I write a non-chronological report? (Making a fire and making tools) (Shared Write). (L7/8)
- ** Through teacher modelling, recap, revise and highlight: co-ordinating conjunctions, subordinating conjunctions, commas for lists, formal language, past tense.**
- Can I plan a non-chronological report? (Preparing and using animal skins, preparing and cooking food – Stone Age Boy pages to support) (Independent) (L9)
 - Can I write a non-chronological report? (Independent) (Preparing and using animal skins, preparing and cooking food) (L10/11)
 - Can I edit and up level my writing? (L12)

Poetry – revolting rhymes.

Can I read and discuss a narrative poem? (explore a range of poems from Revolting Rhymes) - Reading Lessons.

Can I explore the features of a narrative poem? Colour coding lesson (L1)

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Can I use figurative language (similes)? (L2)
 Can use figurative language (metaphors)? (L3)
 Can I plan my own revolting rhyme? (shared write) (L4)
 Can I write my own revolting rhyme? (Shared write) (L5/6)
 Can I edit and up level my writing? (L7)
 Can I plan my own revolting rhyme? (Independent) (L8)
 Can I write my own revolting rhyme? (Shared Write) (L9/10)
 Can I edit and up level my writing? (L11)
 Can I perform my revolting rhyme? (performance poetry) L12/13

Maths

Focus:

- Ruler Lines
- Setting out/Presentation

Place Value

Cold Task – Place Value (Version A)

Can I represent numbers to 1000?
 Can I partition numbers to 1000?
 Can I explore number lines to 1000?
 Can I explore thousands?
 Can I represent numbers to 10,000?
 Can I partition numbers to 10,000?
 Can I flexibly partition numbers to 10,000?
 Can I find 1, 10, 100 and 1000 more or less?
 Can I explore number lines to 10,000?

Can I add two 4 digit numbers with one exchange?
 Can I add two 4 digit numbers with more than one exchange?
 Can I subtract two 4 digit numbers with no exchange?
 Can I subtract two 4 digit numbers with one exchange?
 Can I subtract two 4 digit numbers with more than one exchange?
 Can I explore efficient subtraction?
 Can I estimate answers?
 Can I use strategies to check my answers?
Hot Task – Addition & Subtraction (Version A)

Area

Cold Task – Area
 Can I explore what area is?

Can I explore the 9 times table and division facts?
 Can I explore the 3, 6 and 9 times tables?
 Can I multiply and divide by 7?
 Can I explore the 7 times tables and division facts?
 Can I explore the 11 times tables and division facts?
 Can I explore the 12 times tables and division facts?
 Can I multiply by 1 and 0?
 Can I divide a number by 1 and itself?
 Can I multiply 3 numbers?
Hot Task - Multiplication & Division (Version A)
Consolidation – Revisit key areas needed.

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<p>Can I estimate on a number line to 10,000? Can I compare numbers to 10,000? Can I order numbers to 10,000? Can I investigate Roman numerals? Can I round to the nearest 10? Can I round to the nearest 1000? Can I round to the nearest 10, 100 or 1000? Hot Task – Place Value (Version A)</p> <p><u>Addition & Subtraction</u> Cold Task – Addition & Subtraction (Version A) Can I add and subtract 1s, 10s, 100s and 1000s? Can I add up to two 4 digit numbers with no exchange?</p>	<p>Can I count squares? Can I make shapes? Can I compare areas? Hot Task – Area</p> <p><u>Multiplication & Division</u> Cold Task – Multiplication & Division (Version A) Can I find multiple of 3? Can I multiply and divide by 6? Can I explore the 6 times table and division facts? Can I multiply and divide by 9?</p>	<p><u>Additional Maths Teaching</u> Daily: € Counting stick € Fluent – Fluent in Five € Assessment for Learning € Problem-Solving and Reasoning</p> <p>Weekly: • Times tables practice • Arithmetic practice • Times Tables grids/written questions test • Rapid recall boards/fact family.</p>
<p><u>Art</u></p>	<p><u>Design and Technology, Cooking and Nutrition, including STEM (Science Technology, Engineering and Maths)</u></p>	<p><u>Science including STEM</u></p>

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Prior Learning/Knowledge:

In KS1 (Key Stage 1) children use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; look at the work of a range of artists, craft makers and designers.

Cave Art:

Can I use a range of media to complete cave style art including pastel, chalk, and charcoal?

- Can I research Keith Haring?
- Can I draw simple line drawings of Stone-Age animals?
- Can I use shading to show light and dark tones?
- Can I use pastels to explore the tone on animals?
- Can I draw my designs on a larger scale using a range of media?
- Can I develop a painting from a drawing? (onto rocks)
- Can I create a sculpture of a Stone-Age animal? (Giacometti)
- Can I evaluate mine and others designs?

Collage:

- Can I research the artist Banksy and understand his work?
- Can I explore how shadows create silhouettes? (outdoor learning)
- Can I draw silhouettes?

Prior Learning/Knowledge:

Have an awareness of designing linked to past topics including the photo frames. Be able to make simple joins using glue. Have an understanding of how to strengthen some materials. Know some properties of materials.

Focus:

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Vocabulary:

Pneumatic, design, plan, develop, analyse, evaluate, graphic, font, moving, mechanism, lever, linkage

Storybooks

- Can I investigate and evaluate products with lever and linkage systems?
- Can I experiment with a range of techniques to create moving mechanisms?
- Can I explore and experiment with a range of different fonts and graphic techniques?
- Can I plan and design a storybook?
- Can I make a storybook with moving mechanisms using a design?

Prior Learning/Knowledge:

Biology: Animals including Humans

In years 1 and 2, children will have learnt to identify and name common animals that are carnivores, omnivores and herbivores. They will be able to compare animals such as birds, fish, reptiles, amphibians and mammals. They will have learnt to identify and name basic parts of the body and say which part is associated with each sense. They will have learnt that most living things live in habitats and be able to construct simple food chains.

Chemistry: States of Matter

Children will have learnt to compare and group materials on the basis of their properties. They will have explored how to change the shape of solids by bending, twisting, squashing and stretching.

Focus:

Biology – Animals including Humans

KQ: What happens to the food we eat?

1. Can I name the basic parts of the digestive system and describe their functions?
2. Can I identify the different teeth and describe their functions?
3. Can I plan and carry out an investigation, then communicate my results? (Tooth Decay)
4. Can I construct and interpret a variety of food chains?

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- Can I create a collage background considering how colours are connected to seasons?
- Can I use my skills to create a calendar?

Vocabulary:

Collage:

Dying, Quilting, Paper and plastic trappings, Textiles, Stitch, Cut, Join, Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Collect, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate.

Printing:

Monotype, printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure, Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.

5. Can I understand what producers, predators and prey are?

Chemistry – Changing States

KQ: Can materials change state?

1. Can I identify solids, liquids and gases?
2. Can I make careful observations and communicate my results?
3. Can I take accurate measurements using thermometers?
4. Can I observe that some materials change state when they are heated or cooled?
5. Can I identify the part played by evaporation and condensation in the water cycle?
6. Can I plan and carry out a fair tests?
7. Can I associate the rate of evaporation with temperature?

Vocabulary:

Animals incl Humans: canines, carnivore, digestion, herbivore, incisor, large intestines, molars, esophagus, omnivore, peristalsis, predator, prey, producer, saliva, small intestines, stomach.

Changing of State: change, collection, condensation, evaporation, freeze, gas, heat, liquid, precipitation, property, solid, temperature, thermometer.

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<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Prior Learning/Knowledge:</u> Children will use their basic pronunciation and French alphabet and number knowledge to support their learning.</p> <p><u>Focus:</u> <u>Phonetics Lesson 1&2</u></p> <p><u>I am learning</u></p> <ul style="list-style-type: none"> • I will learn more about the Francophone world. • I will learn how to use basic greetings in French. • I will learn how to ask and answer the question ‘Comment tu t’appelles?’ in French. • I will learn the numbers 1-10 in French. • I will learn 10 colours and how to say which is my favourite colour in French. <p><u>Seasons</u></p> <ul style="list-style-type: none"> • Can I say the 4 seasons in French with their determiner? • Can I say a short phrase about winter weather in French? • Can I say a short phrase about spring weather in French? • Can I say a short phrase about summer weather in French? • Can I say a short phrase about autumn weather in French? • Can I express which is my favourite season in French? <p><u>Vocabulary:</u></p>	<p><u>Prior Learning/Knowledge:</u> Year 2: Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.</p> <p><u>Vocabulary:</u> Ice-age, geologist, explore, enquire.</p> <p><u>Lesson Focus:</u></p> <ul style="list-style-type: none"> • Can I explain what an ice-age is and how Geologists know about them? 	<p><u>Prior Learning/Knowledge:</u></p> <p><u>Focus:</u></p> <p><u>Vocabulary:</u> Hunter-gatherer, nomadic, tribe, prehistory, Paleolithic, Mesolithic, Neolithic, Neanderthal, homoserines.</p> <p><u>Key Questions:</u> How do we know about prehistory? What were people’s lives like in the Stone Age and how did this change? What was ‘new’ about the New Stone Age? Which was better, Bronze or Iron? If you were Julius Caesar would you have invaded Britain in 55BC? When do you think it was better to live, Stone Age, Bronze Age or Iron Age?</p> <ul style="list-style-type: none"> • Can I put events in chronological order to understand how the period fits into history? • Can I find out how hunter-gatherers lived in Stone Age Britain? • Can I examine non-written primary sources of evidence about the Stone Age? • Can I research the history of Skara Brae to explore how people lived in the Neolithic period?

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<p>I am learning; bonjour, salut, ca va, ca va bien, ca va mal, comme ci comme ca, comment tu ta'appelles, je t'appelles, a plus tard, au revoir.</p> <p>Seasons; l'hiver, le printemps, l'ete, l'automne, il neige, il fait froid, les fleurs poussent, les oiseaux chantant, il y a du soleil, il fait chaud, les arbres perdent leurs feuilles</p>		<ul style="list-style-type: none"> • Can I explore different theories surrounding Stonehenge? • Can I explain how the Bronze Age was different to the Stone Age? • Can I understand how grave goods can give us information about the past? • Can I understand how line in Britain changed in the Iron Age?
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u> Recognise and use accurately musical vocabulary, appraise and evaluate musical pieces from a variety of genres, name basic notes and rests, understand differences between tempo and beat, record a simple composition using musical notes.</p> <p><u>Focus:</u> In each unit, children are asked a question, intended as an entry point for exploring one of six broad Social Themes. These six themes are overlapping. The exploration of each theme accompanies them on their musical journey throughout this Scheme, and hopefully beyond! As the learners grow, the questions and entry points for the Social Themes evolve. All the while, they are encouraged to be responsible and kind citizens of the world and constructive but critical thinkers. The unit question can be discussed throughout each unit up to and including the final unit performance.</p>	<p><u>Prior Learning/Knowledge:</u></p> <p><u>Focus:</u></p> <p><u>Dodgeball</u> Can I develop throwing and apply this to a target game? Can I develop dodging skills to avoid being hit? Can I develop catching and learn the rules of the skill within this game? Can I further develop catching and use the rules of the skill within this game? Can I begin to think tactically and apply this to a game? Can I apply skills and knowledge to compete in a tournament?</p> <p><u>Swimming</u> Can I swim competently, confidently and proficiently over a distance of at least 25 meters? Can I perform safe self-rescue in different water-based situations?</p>	<p><u>Prior Learning/Knowledge:</u> <i>Jigsaw Year 1, 2 and 3 Curriculum</i></p> <p><u>Focus:</u></p> <p><u>Jigsaw Piece: Being Me in my World</u> <i>a) PSHE</i> <i>b) Social and Emotional Development Learning</i></p> <ol style="list-style-type: none"> 1. <i>Becoming a Class 'Team'</i> <ol style="list-style-type: none"> a. <i>I know my attitudes and actions make a difference to the class team.</i> b. <i>I know how it feels to be included and excluded and how to make people feel welcome and valued</i> 2. <i>Being a School Citizen</i> <ol style="list-style-type: none"> a. <i>I understand who is in my school community, the roles they play and how I fit in.</i> b. <i>I can take on a role in a group and contribute to the overall outcome.</i>

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Prior Learning/Knowledge:

Focus:

Charanga

- Can I sing a song?
- Can I sing a song and play instrumental parts within the song?
- Can I sing a song and improvise using voices and/or instruments within the song?
- Can I sing a song and perform compositions within the song?
- Can I prepare a piece for performance?
- Can I perform a composition to an audience?

Vocabulary:

Introduction, chorus, verse, bass, drums, electric guitar, keyboard, organ, male, backing vocals, dance, clap, sway, march, notes

Can I use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

Gymnastics

Can I develop individual and partner balances on and off apparatus?

Can I develop control in performing and landing rotation jumps on and off apparatus?

Can I develop and assess the straight, barrel, forward and straddle roll?

Can I link actions that flow using the rolls I have learnt?

Can I link actions that flow in a partner sequence using the rolls I have learnt?

Can I develop strength in inverted movements?

Can I create a great partner sequence to include the skills I have learnt and apparatus?

Handball

Can I begin to throw and catch while on the move?

Can I move towards goal or away from a defender?

Can I move towards goal to create shooting opportunities?

Can I use defending skills to delay an opponent and gain possession?

Can I use a change of direction and speed to lose a defender and move into space?

Can I apply skills and knowledge to compete in game situations?

Vocabulary:

3. *Rights, Responsibilities and Democracy*
 - a. *I understand how democracy works through the school council.*
 - b. *I can recognise my contribution to making a Learning Charter for the whole school.*
4. *Rewards and Consequences.*
 - a. *I understand that my actions affect myself and others.*
 - b. *I understand how rewards and consequences motivate people's behaviour.*
5. *Our learning charter.*
 - a. *I understand how groups come together to make decisions.*
 - b. *I can take on a role in a group and contribute to the overall outcome.*
6. *Owning our learning charter.*
 - a. *I understand how democracy and having a voice benefits the school community.*
 - b. *I understand why our school community benefits from a Learning Charter and can help others to follow it.*

Vocabulary:

Role, voting, included, democracy, excluded, authority, community, contribution, observer, democratic, voting, decisions, rewards, consequences.

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Dodgeball

Power, possession, technique, opponent, block, personal best, accurate.

Gymnastics

Bridge, fluidly, inverted, momentum, Perform, shoulder stand, stability, wrist grip, rotation, tension.

Handball

decision, cushion, react, pressure, momentum, accelerate

Jigsaw Piece: Celebrating Difference

a) PSHE

b) Social and Emotional Development Learning

1. *Judging by appearances*
 - a. *I understand that, sometimes we make assumptions based on what people look like.*
 - b. *I try to accept people for who they are.*
2. *Understanding influences*
 - a. *I understand what influences me to make assumptions based on how people look.*
 - b. *I can question why I think what I do about other people.*
3. *Understanding Bullying*
 - a. *I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.*
 - b. *I know how it might feel to be a witness to and a target of bullying.*
4. *Problem-Solving*
 - a. *I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.*
 - b. *I can problem-solve a bullying situation with others.*
5. *Special Me*

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- a. I can identify what is special about me and value the ways in which I am unique.
- b. I like and respect the unique features of my physical appearance.
- 6. Celebrating Difference: how we look.
 - a. I can tell you a time when my first impression of someone changed when I got to know them.
 - b. I can explain why it is good to accept people for who they are.

Vocabulary:

Assumption, accept, influence, bullying, witness, target, problem solve, special, unique, physical, appearance, impression

Religious Education

Computing

Meta-Cognition Session

Prior Learning/Knowledge:

Children should develop their knowledge and understanding of principal religions and worldviews. They learn to use subject-specific vocabulary, ask questions and begin to express their own views in response to what they're taught. They should use their knowledge of Hinduism from Spring to build upon.

Lincolnshire Syllabus – Being Human – Christianity

- Can I understand the key Christian beliefs?
- Can I understand the Christian creation stories?
- Can I make connections between Christian beliefs

Prior Learning/Knowledge:

Coding:
 Year 1: Block coding, objects and actions, events, executing a program, design view: Planning.
 Year 2: Algorithms, collision detection, timers, object types, buttons, debugging.
 Year 3: flowcharts, timers, repeat, code, test, debug process.

Online Safety:

Year 1: safe logins, concept of privacy, concept of ownership, the need to log out.

WINK-What I Now Know about...

Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.

Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

Use knowledge and understanding:

- Build a model
- Create artwork
- Collage
- Write a poem

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<p>about the origin and purpose of human beings and beliefs from other religions?</p> <ul style="list-style-type: none"> • Can I understand the ten commandments? • Can I understand the significance of the Beatitudes and compare this to other texts? • Can I understand the Greatest Commandment (e.g. Mark 12:30-31) and how this compares to similar teachings in other religions? • Can I understand the key beliefs and practices of Quaker Christianity? • Can I understand the key beliefs and practices of Anglican Christianity? • Can I understand the key beliefs and practices of Roman Catholic Christianity? • Can I summarise my understanding of how the Bible teach Christians to treat fellow human beings and what this looks like in practice? (Speaking and Listening – presentation) <p>Vocabulary: Commandments, Christianity, creation, beatitudes, comparison, beliefs, practices, Anglican Christianity, Roman Catholic, Quaker, teachings, Bible, Jesus, God, followers, Adam, Eve, New Testament, Genesis.</p>	<p>Year 2: share to display board, approval process, sharing online, email simulations, emotional impact of communications, digital footprint.</p> <p>Year 3: good passwords and password privacy, communication methods, shared blog, reliability of information and spoof websites, appropriate ratings, emotional effects, cyberbullying, reporting problems.</p> <p>Spreadsheets: Year 1: 2Calculate, spreadsheet navigation, adding images. Year 2: copying and pasting, totaling tools, addition, table layout, block graph. Year 3: pie charts and bar graphs, Boolean comparison tools (<=>) spin tool, advanced mode, cell references.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Can I stay safe online? (recap start of the term). <p>4.1 Coding</p> <ul style="list-style-type: none"> • Can I create a simple computer programme? • Can I understand how an IF statement works? • Can I understand how to use co-ordinates in computer programming? • Can I understand the 'IF/ELSE' and 'Repeat until' command? • Can I understand what a variable is and use a number variable? • Can I create a playable game using learnt concepts? 	<ul style="list-style-type: none"> • Create a map • Write a song • Design a poster • PowerPoint presentation <p>A Double Page Spread (A3) is to also be completed.</p>
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4.2 Online Safety

- Can I understand how information put on the internet leaves a digital footprint and how to protect myself from identity theft?
- Can I identify the risks and benefits of installing software including apps?
- Can I understand that copying work is called 'plagiarism' and identify appropriate behaviour when working collaboratively online?
- Can identify the positive and negative influences of technology on health and the environment?

4.3 Spreadsheets

- Can I explore how to enter numbers and formulae into a cell?
- Can I explore the use of a timer, random number and spin button tools?
- Can I use the line graphing tool with appropriate data?
- Can I use the currency formatting tool?
- Can I use the functions of allocation value to images?