

KS2 – Year Four

Year 4 Amber and Citrine	Term 1 Autumn 1	Enquiry Theme	It's All Greek To Me!
		Enquiry Engagement Question	What is the legacy of/ what have we learnt from the Greeks?
Role play	Inside	Greek Temple	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- whole class text	Charlotte's Web by EB White						
Reading To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books.	Refer to authorial style, overall themes (e.g. triumph of good over evil) and features. Discuss vocabulary used to capture readers' interest and imagination.	Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	Justify predictions from details stated and implied.	Refer to authorial style, overall themes (e.g. triumph of good over evil) and features. Discuss vocabulary used to capture readers' interest and imagination.	Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	Justify predictions from details stated and implied.	Refer to authorial style, overall themes (e.g. triumph of good over evil) and features. Discuss vocabulary used to capture readers' interest and imagination.
English- writing Composition To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	Genre: Narrative: Myths Text(s): Variety of Greek myths from Literacy Shed Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis. Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking. Year 4 ambitious vocabulary used			Genre Instructions Text(s): The Untameables- Clare Pollard A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice, e.g. Be careful not to over whisk, as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg. Variation in sentence structures, e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often, e.g. additionally, frequently, rarely.		Recount Text(s): <i>Real life experiences</i> Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses. Variation in sentence structures, e.g. While we watched the sea lion show... Use embedded/relative clauses, e.g. Penguins, which are very agile. Include adverbs to show how often, e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use	

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	Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually			Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense		emotive language to show personal response, e.g. the fabulous showcase inspired me. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense.	
English- phonics Phase ... Little Wandle Letters and Sounds	Little Wandle Letters and Sounds – for those children working withing this- below age-related						
English- spelling	Spelling Book						
English- vocabulary, grammar and punctuation	Year 4 ambitious vocabulary used Nouns Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech			Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to... Avoid Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives.. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.		Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about... Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	
English- handwriting 1 Introducing diagonal join from p and b to ascender: ph, pl, bl 2 Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe 3 Introducing diagonal join from p and b to an anticlockwise letter: pa, po, pu, ba, bo, bu 4 Revising parallel ascenders and descenders: bb, pp 5 Break letters: x, z 6 Spacing in common exception words	1 Introducing diagonal join from p and b to ascender: ph, pl, bl	1 Introducing diagonal join from p and b to ascender: ph, pl, bl	2 Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe	2 Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe	3 Introducing diagonal join from p and b to an anticlockwise letter: pa, po, pu, ba, bo, bu	3 Introducing diagonal join from p and b to an anticlockwise letter: pa, po, pu, ba, bo, bu	4 Revising parallel ascenders and descenders: bb, pp

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7 Consistent size of letters 8 Relative size of capitals 9 Speed and fluency							
Writing Foundational Skills/ Knowledge	Distinguish between a main clause and a subordinate clause.	Distinguish between a main clause and a subordinate clause.	Identify and write the subordinating conjunction 'because'.	Identify and write the subordinating conjunction 'when'.	Identify and write the subordinating conjunction 'although'.	Identify and write the subordinating conjunctions 'because', 'when' and 'although'.	
Maths Number: Place Value Addition and Subtraction	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction
Maths- Foundational Facts	Read and write numbers to 10,000	Count forwards and backwards beyond 1000 in various steps	Find 10/100/1000 more or fewer than a given number	Round to the nearest 10	Round to the nearest 100	Round to the nearest 1000	
Science Living Things Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Recognise that living things can be grouped in different ways Begin grouping based on observable features.	Explore and use classification keys to help group, identify and name a variety of living things. Use systematic yes/no questions to identify living things.	Understand that animals can be grouped in a variety of ways. Make careful observations of features that suit animals to habitats.	Understand that animals can be grouped in a variety of ways. Research and record observations systematically.	Know that plants can be grouped in a variety of ways. Make systematic and careful observations to record accurately.	Explore and use classification keys to help group, identify and name a variety of living things. Use collected data to create and test a classification key.	
History Ancient Greece a study of Greek life and achievements and their influence on the western world	Understand who the ancient Greeks were.	Understand what the culture was like in Ancient Greece.	Understand the comparison between the lives of Athenians and Spartans.	Understand how the Olympic Games began.	Understand democracy and philosophy and its role in today's society	Know about the Gods and Goddesses of Ancient Greece	
Geography							
Art and design Interior Designers (Printing) William Morris/ Cath Kidston	Understand elements of interior design.	Understand the process of block printing	Noting and sketching of examples of print designs	Understand how colour and negative space can be used to produce an image/ design	Produce a design inspired by William Morris	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	

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	Understand the Arts and Crafts movement. Know about William Morris	Evaluate prints created by William Morris and use artistic vocabulary to articulate critical responses.	Reflect on designs using artistic vocabulary	Use feedback to edit designs			
Design and Technology On a Roll (Cooking and Nutrition) Nadiya Hussain	Understand where flour comes from Recall facts about Nadiya Hussain Identify different types of bread	Identify how different types of bread are made Compare breads across different cultures.	Plan what type of bread to make considering, costs, alternatives and profit to be made	Experiment making soda bread with a range of flavours/ flours	Present the manufacturing process	Know how to improve a bread product Make their own product Evaluate their product, with comparisons to products made by Nadiya	
Music Rock and Roll Learning about the origin and features of rock and roll music. Learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.	Understand the history of rock and roll music	Be able to perform with a sense of style	Play a walking bass line on tuned percussion	Be able to play a rock and roll bass line		Be able to play a rock and roll piece of music	
Computing The internet (4.1) Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Describe how networks physically connect to other networks	Recognise how networked devices make up the internet	Outline how websites can be shared via the World Wide Web (WWW)	Describe how content can be added and accessed on the World Wide Web (WWW)	Recognise how the content of the WWW is created by people	Evaluate the consequences of unreliable content	
PE Hockey Dance	Hockey Perform a push pass with accuracy	Hockey Perform a straight dribble to maintain possession	Hockey Use reverse stick to control a ball on the far side of our body	Hockey Use a slap pass to send the ball over longer distances	Hockey Turn to keep the ball under control and move into space	Hockey Develop new skills in competitive situations and look to improve	Hockey
	Dance Unit 2 Communicate the themes of a snake through our dance actions	Dance Unit 2 Use dynamics and formations in our dance to help tell a story	Dance Unit 2 Use space, travel and floor patterns to enhance the dance	Dance Unit 2 Develop our choreography skills	Dance Unit 2 Work in a small group to create contact movements	Dance Unit 2 Use peer evaluation to improve each other's work	Dance Unit 2
RE Buddhism:	Understand what it means to be happy and	Retell key parts of the story of the Buddha	Retell the story of the Buddha and share a key	Retell the story of the Buddha and explain	Remember some key parts of the Buddha's	Say how it feels to be spoken to politely and I	

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Buddha's Teachings Is it possible for everyone to be happy?	can talk about the feelings that happiness brings.		message from the story about how many Buddhists believe people should live	which I think is the most important part	life and talk about them	understand that what people say is important	
PSHE and Citizenship Being Me Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Know how individual attitudes and actions make a difference to a class	Know their place in the school community Know about the different roles in the school community	Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community	Know that their own actions affect themselves and others	Our Learning Charter	Know how to work out the steps they need to take to achieve a goal	
MfL Fruits	Recognise, recall and spell five different fruits with the singular indefinite article/determiner	Recognise, recall and spell five different fruits with the singular indefinite article/determiner	Learn how to say the ten fruits in plural form	Formulate and express an opinion using the positive structure 'I like...'	Formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like...'		
Visits/ visitors	Visit from a Buddha from Kadampa Buddhist Centre						
REAch2 11 before 11 Promises							