

PICKHURST ACADEMY

YEAR 4 AUTUMN 1 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy





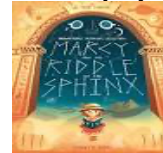
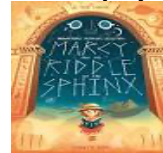
INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
 - Take advantage of opportunities and responsibilities of later life
 - Be good communicators and to be resilient
- Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MATHS	Place Value <ul style="list-style-type: none"> To represent numbers to 1,000. To partition numbers to 1,000. To explore numbers on a number line to 10,000. 	Baseline Assessment Week	Place Value <ul style="list-style-type: none"> To explore thousands. To represent numbers to 10,000. To partition numbers to 10,000. To find 1, 10, 100, 1,000 more or less. 	Place Value <ul style="list-style-type: none"> To estimate on a number line to 10,000. To compare numbers to 10,000. To order numbers to 10,000. To explore Roman numerals. 	Place Value <ul style="list-style-type: none"> To round to the nearest 10 To round to the nearest 100. To round to the nearest 1,000. To add and subtract 1s, 10s, 100s and 1,000s. 	Addition & Subtraction <ul style="list-style-type: none"> To add up to two 4-digit numbers – no exchange. To add two 4-digit numbers – one exchange. To add two 4-digit numbers – more than one exchange. To subtract two 4-digit numbers – no exchange.
ENGLISH	Baseline Assessment Marcy and the Riddle of the Sphinx  <p>Learning Intention:</p> <ul style="list-style-type: none"> To enjoy a story and discuss its meanings To develop positive attitudes to reading by listening to and discussing a wide range of fiction <p>Taught Reading Skill - Vocabulary</p> <ul style="list-style-type: none"> To discuss vocabulary used to capture readers' interest and imagination. To find the meaning of new words using the context of the 	Marcy and the Riddle of the Sphinx  <p>Learning Intention:</p> <ul style="list-style-type: none"> To explore narrative plot, settings, characters and draw inferences to aid understanding To draw inferences and justify inferences with evidence <p>Taught Reading Skill - Inference</p> <ul style="list-style-type: none"> To infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of 	Marcy and the Riddle of the Sphinx  <p>Learning Intention:</p> <ul style="list-style-type: none"> To empathise with characters and explore their dilemmas To identify themes and conventions <p>Taught Reading Skill - Prediction</p> <ul style="list-style-type: none"> To use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on. 	Marcy and the Riddle of the Sphinx  <p>Learning Intention:</p> <ul style="list-style-type: none"> To write recounts in role, based on fictional experiences To identify how language and structure contribute to meaning <p>Taught Reading Skill - Explain</p> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning To recognize the author's use of language affects the readers 	Marcy and the Riddle of the Sphinx  <p>Learning Intention:</p> <ul style="list-style-type: none"> To write newspaper reports based on the narrative To ask questions to improve understanding of the text <p>Taught Reading Skill - Retrieval</p> <ul style="list-style-type: none"> To confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. 	Marcy and the Riddle of the Sphinx  <p>Learning Intention:</p> <ul style="list-style-type: none"> To compose a narrative written from another character's point of view To increase familiarity with a range of books <p>Taught Reading Skill - Summary</p> <ul style="list-style-type: none"> To be able to write a brief summary of main points, identifying and using important information.

	<p>sentence. They also link new words to other words they already know.</p> <p>Speaking & Listening:</p> <ul style="list-style-type: none"> To maintain attention and participate actively in collaborative conversations, responding to comments To ask relevant questions to extend their understanding and build vocabulary and knowledge <p>Writing Skills:</p> <ul style="list-style-type: none"> To use previous taught punctuation in Year 3 correctly including: full stops, capital letters, exclamation marks, question marks, apostrophes, direct speech <p>Spelling Focus:</p> <ul style="list-style-type: none"> To spell words with /aw/ spelt with 'augh' and 'au'. <p>Writing Outcomes:</p> <ul style="list-style-type: none"> To write a character description. 	<p>setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text</p> <p>Speaking & Listening:</p> <ul style="list-style-type: none"> To listen and respond appropriately to adults and peers To articulate and justify answers and opinions <p>Writing Skills:</p> <ul style="list-style-type: none"> To use fronted adverbials to build complex sentence structures <p>Spelling Focus:</p> <ul style="list-style-type: none"> To spell words which add the prefix 'in-' (meaning 'not or into') <p>Writing Outcomes:</p> <ul style="list-style-type: none"> To write a setting description. 	<p>Speaking & Listening:</p> <ul style="list-style-type: none"> To use spoken language to develop understanding through speculating, imagining and exploring ideas <p>Writing Skills:</p> <ul style="list-style-type: none"> To express time, place and cause using conjunctions, adverbs and prepositions <p>Spelling Focus:</p> <ul style="list-style-type: none"> To spell words which add the prefix 'im-' (before a root word starting with m or p) <p>Writing Outcomes:</p> <ul style="list-style-type: none"> To write a persuasive piece. 	<p>understanding of character, setting, and mood. They can identify changes in mood across a text. Children can recognise structure and purpose and explain why a text is arranged in a particular way.</p> <p>Speaking & Listening:</p> <ul style="list-style-type: none"> To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Writing Skills:</p> <ul style="list-style-type: none"> To use different forms of verb tenses (including present and perfect tense) <p>Spelling Focus:</p> <ul style="list-style-type: none"> To spell words which add the prefix 'il-' (before a root word starting with l) and prefix 'ir-' (before a root word starting with r) <p>Writing Outcomes:</p> <ul style="list-style-type: none"> To write a formal letter. 	<p>Speaking & Listening:</p> <ul style="list-style-type: none"> To consider and evaluate different viewpoints, attending to the contributions of others <p>Writing Skills:</p> <ul style="list-style-type: none"> To use pronouns to avoid repetition + Determiners to clarify meaning <p>Spelling Focus:</p> <ul style="list-style-type: none"> To spell homophones and near homophones. <p>Writing Outcomes:</p> <ul style="list-style-type: none"> To write a narrative adaptation of the story (plan and begin writing) 	<p>Speaking & Listening:</p> <ul style="list-style-type: none"> To use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama <p>Writing Skills:</p> <ul style="list-style-type: none"> To review of building complex sentences with correct punctuation <p>Spelling Focus:</p> <ul style="list-style-type: none"> To spell words with /shun/ endings spelt with '-sion' (if root word ends in se de or d) <p>Writing Outcomes:</p> <ul style="list-style-type: none"> To continue writing a narrative adaptation of the story (re-draft, edit and publish)
SCIENCE	<p>Good Vibrations (Sound)</p> <ul style="list-style-type: none"> To describe what I know about sounds. 	<p>Good Vibrations (Sound)</p> <ul style="list-style-type: none"> To investigate how sound travels. 	<p>Good Vibrations (Sound)</p> <ul style="list-style-type: none"> To explore how to make sound louder or quieter. 	<p>Good Vibrations (Sound)</p> <ul style="list-style-type: none"> To investigate how sound changes over various 	<p>Good Vibrations (Sound)</p> <ul style="list-style-type: none"> To explore how the pitch of a sound can be changed. 	<p>Good Vibrations (Sound)</p> <ul style="list-style-type: none"> To develop a hypothesis using a scientific theory and

				distances.		conduct a fair test.
HISTORY	Ancient Egyptians - How much did the Ancient Egyptians achieve? <ul style="list-style-type: none"> To identify reasons why the Ancient Egyptians are considered a successful civilisation. 	Ancient Egyptians - How much did the Ancient Egyptians achieve? <ul style="list-style-type: none"> To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life. 	Ancient Egyptians - How much did the Ancient Egyptians achieve? <ul style="list-style-type: none"> To understand how different groups of people contributed to Ancient Egyptian achievements. 	Ancient Egyptians - How much did the Ancient Egyptians achieve? <ul style="list-style-type: none"> To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids. 	Ancient Egyptians - How much did the Ancient Egyptians achieve? <ul style="list-style-type: none"> To understand Ancient Egyptians beliefs about creation and the afterlife. 	Ancient Egyptians - How much did the Ancient Egyptians achieve? <ul style="list-style-type: none"> To be able to identify the most important achievements of the Ancient Egyptians.
MFL	Introductions, Telling the time, Using a French dictionary <ul style="list-style-type: none"> To introduce myself and others in French. 	Introductions, Telling the time, Using a French dictionary <ul style="list-style-type: none"> To introduce people in French. 	Introductions, Telling the time, Using a French dictionary <ul style="list-style-type: none"> To tell the time in French. 	Introductions, Telling the time, Using a French dictionary <ul style="list-style-type: none"> To discuss activities and times we do each activity. 	Introductions, Telling the time, Using a French dictionary <ul style="list-style-type: none"> To share activities I participate in. 	Introductions, Telling the time, Using a French dictionary <ul style="list-style-type: none"> To converse with a friend in French.
RE	How do we know what is right or wrong? <ul style="list-style-type: none"> To demonstrate my knowledge and understanding of the religions of the world. 	How do we know what is right or wrong? <ul style="list-style-type: none"> To explore how Christians follow the 10 commandments to decide between right and wrong. 	How do we know what is right or wrong? <ul style="list-style-type: none"> To reflect on the Torah's teachings of Morality. 	How do we know what is right or wrong? <ul style="list-style-type: none"> To explore the 613 Mitzvot within Judaism. 	How do we know what is right or wrong? <ul style="list-style-type: none"> To reflect on good and bad choices. 	How do we know what is right or wrong? <ul style="list-style-type: none"> To explore the importance of the Torah within Judaism.
PSHE	Me and My Relationships <ul style="list-style-type: none"> To describe good and not so good feelings. 	Me and My Relationships <ul style="list-style-type: none"> To explain what we mean by a positive, healthy relationship. 	Me and My Relationships <ul style="list-style-type: none"> To recognise and describe appropriate assertive strategies. 	Me and My Relationships <ul style="list-style-type: none"> To demonstrate strategies for working on a collaborative task. 	Me and My Relationships <ul style="list-style-type: none"> To identify a wide range of feelings. 	Me and My Relationships <ul style="list-style-type: none"> To demonstrate that feelings might change towards.
COMPUTING	Online Safety <ul style="list-style-type: none"> To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. 	Collaborative Learning <ul style="list-style-type: none"> To understand that software can be used collaboratively online to work as a team. 	Collaborative Learning <ul style="list-style-type: none"> To understand how to contribute to someone else's work effectively. 	Collaborative Learning <ul style="list-style-type: none"> To understand how to create effective presentations. 	Collaborative Learning <ul style="list-style-type: none"> To understand how to create and share Google Forms. 	Collaborative Learning <ul style="list-style-type: none"> To understand how to use a shared spreadsheet to explore data.
ART	Sculpture <ul style="list-style-type: none"> To explore the use of materials when 	Sculpture <ul style="list-style-type: none"> To consider the effect of adding 	Sculpture <ul style="list-style-type: none"> To apply knowledge of an 	Sculpture <ul style="list-style-type: none"> To develop understanding of 	Sculpture <ul style="list-style-type: none"> To develop understanding of EI 	Sculpture <ul style="list-style-type: none"> To demonstrate understanding of

	creating a musical instrument.	detail on a musical instrument.	artist to create a collage.	Sokari Douglas Camp's work.	Anatsui's work.	sculptures.
PE	<p>Outdoor – Football</p> <ul style="list-style-type: none"> To develop controlling the ball and dribbling under pressure. <p>Indoor - Invasion Games – Fundamental Skills</p> <ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending the context of invasion games. To practise common skills needed for invasion games. 	<p>Outdoor – Football</p> <ul style="list-style-type: none"> To develop passing to a teammate. <p>Indoor - Invasion Games – Fundamental Skills</p> <ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance in the context of dribbling techniques used in invasion games. To use a range of techniques to move with the ball. 	<p>Outdoor – Football</p> <ul style="list-style-type: none"> To be able to control the ball with different parts of the body. <p>Indoor - Invasion Games – Fundamental Skills</p> <ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance in the context of passing technique in football. To pass and receive a football with increasing accuracy and success. 	<p>Outdoor Football</p> <ul style="list-style-type: none"> To develop changing direction with the ball using an inside and outside hook. <p>Indoor - Invasion Games – Fundamental Skills</p> <ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of attacking skills and strategies in invasion games. To use and understand attacking skills and strategies. 	<p>Outdoor Football</p> <ul style="list-style-type: none"> To be able to jockey / track an opponent. <p>Indoor - Invasion Games – Fundamental Skills</p> <ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance; to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of defending skills and strategies for invasion games. To use and understand defending skills and strategies. 	<p>Outdoor Football</p> <ul style="list-style-type: none"> To be able to apply the rules and tactics you have learnt to play in a football tournament. <p>Indoor - Invasion Games – Fundamental Skills</p> <ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance; to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of goalkeeping, attacking and defending in football. To use goalkeeping skills and strategies to protect a goal. To use attacking and defending skills in a game.
MUSIC	<p>Mamma Mia</p> <ul style="list-style-type: none"> To listen to and appraise Mamma Mia by Abba. To begin to recognise the basic indicators of Pop music. To begin learning Mamma Mia by Abba. 	<p>Mamma Mia</p> <ul style="list-style-type: none"> To listen to and appraise Dancing Queen by Abba. To begin to use musical vocabulary related to Pop music. To continue learning Mamma Mia by Abba. 	<p>Mamma Mia</p> <ul style="list-style-type: none"> To listen to and appraise The Winner Takes it All by Abba. To use musical vocabulary related to Pop music. To continue learning Mamma Mia by Abba, developing dance 	<p>Mamma Mia</p> <ul style="list-style-type: none"> To listen to and appraise Waterloo by Abba. To use musical vocabulary related to Pop music. To continue learning Mamma Mia by Abba, developing dance motifs. 	<p>Mamma Mia</p> <ul style="list-style-type: none"> To listen to and appraise Super Trooper by Abba. To use musical vocabulary related to Pop music. To polish performance Mamma Mia by Abba, rehearsing dance motifs. 	<p>Mamma Mia</p> <ul style="list-style-type: none"> To listen to and appraise Thank you for the Music by Abba. To use musical vocabulary related to Pop music. To perform Mamma Mia by Abba, using rehearsed dance motifs.

			motifs.			<ul style="list-style-type: none">To evaluate my performance to reflect on how I can improve.
Citizenship			Democracy <ul style="list-style-type: none">To start to understand the terms democracy and rule of law and why they are important.		Democracy <ul style="list-style-type: none">To explore ways we can express our opinions and campaign for democratic change.	
P4C	Lonesome George, the last tortoise	Fables		Not Now, Bernard		The Giving Tree