

Year 4 Medium Term Planning Autumn 2020

Foundation Subjects

	Science	Computing	History and Geography	Art and DT	Music and Languages	PSHRE
W1	<p><u>States of Matter and Working Scientifically</u> LO: To compare and group materials together, according to whether they are solids, liquids or gases. LO: To ask and answer relevant questions using scientific enquiries.</p>	<p><u>Unit 4.1 We are Year 4 rule writers – Online Safety Unit</u> LO: To consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. LO: To consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult. LO: To review and edit their online safety guidelines. LO: To develop their online safety rules so they are easily understood and appropriate for Year 4 pupils</p>	<p><u>Introduction to the Romans</u> To learn about the legend of the founding of Rome and place events and objects into the correct periods of time. Romulus and Remus story</p>	<p><u>DT: Making volcanoes</u> To research volcanoes around the world To research how volcanoes erupt.</p>		<p><u>Being Me in My World</u> <u>Becoming a class team</u> I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.</p>
W2	<p>LO: To compare and group materials together, according to whether they are solids, liquids or gases.</p>	<p><u>4.2 We are Toy Designers</u> This unit will enable the children to: LO: To design and make an on-screen prototype of a computer-controlled toy. LO: To understand different forms of input and output (such as sensors, switches, motors, lights and speakers).</p>	<p><u>Introduction to the Romans</u> To learn about the legend of the founding of Rome and place events and objects into the correct periods of time. Romulus and Remus story</p>	<p><u>DT: Making volcanoes</u> To select from a wide range of materials and tools. To develop a design criteria for a working volcano. (experimenting with different materials that 'explode')</p>		<p><u>Being Me in My World</u> <u>Being a School Citizen</u> I understand who is in my school community, the roles they play and how I fit in.</p>
W3	<p>LO: To set up simple practical enquiries, comparative and fair tests. LO: To make systematic and careful observations and take accurate measurements using standard units and a range of equipment. LO: To gather, record, classify and present data in a variety of ways. LO: To record findings using simple scientific language,</p>	<p>LO: To design, write and debug the control and monitoring program for their toy.</p>	<p><u>Roman invasion</u> To understand how the Roman Empire emerged and expanded in the three centuries before the Common Era. To design and paint a Roman shield using inspiration from Roman designs.</p>	<p><u>DT: Making volcanoes</u> To generate and communicate their ideas through discussion and annotated sketches. To select from a wide range of construction materials, according to their functional properties and aesthetic</p>		<p><u>Being Me in My World</u> <u>Rights, Responsibilities and Democracy.</u> I understand how democracy works through the School Council.</p>

	drawings, labeled diagrams, keys, bar charts, and tables.			qualities (design volcanoes- annotating with materials/colour/ what materials are appropriate for a volcano?)		
W4	LO: To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).	LO: To design, write and debug the control and monitoring program for their toy.	<u>Roman invasion</u> To explore the reasons for the Romans' successful growing empire in two centuries before the birth of Christ and learn about life in the Roman army. To write short paragraphs or annotations that explain (why the Roman army was so successful) using a range of technical vocabulary.	<u>DT: Making volcanoes</u> To use a wide range of tools, equipment and materials To understand how to strengthen, stiffen and reinforce structures (making volcano structure)		<u>Being Me in My World</u> <u>Rewards and Consequences</u> I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
W5	LO: To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). LO: To identify differences, similarities or changes related to simple scientific ideas and processes. LO: To use straightforward scientific evidence to answer questions or to support their findings.	LO: To design, write and debug the control and monitoring program for their toy.	<u>Roman invasion</u> To begin to understand why the Romans wanted to invade Britain. To use a piece of music to create atmosphere and to discuss its effect on the listener.	<u>DT: Making volcanoes</u> To use a wide range of tools, equipment and materials To understand how to strengthen, stiffen and reinforce structures (making/ painting volcano structure)		<u>Being Me in My World</u> <u>Our Learning Charter</u> I understand how groups come together to make decisions.
W6	LO: To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. LO: To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. LO: To use results to draw simple conclusions, make predictions, suggest	LO: To share, review and evaluate their toy designs. Complete self-evaluation and reflection sheets.	<u>Roman invasion</u> To understand the reasons why Julius Caesar invaded Britain in 55 BCE. To explore the invasion of Britain and gain a deeper understanding of its impact on the people who were there.	<u>DT: Making volcanoes</u> To use a wide range of tools, equipment and materials (erupting volcano)		<u>Being Me in My World</u> <u>Owning Our Learning Charter</u> I understand how democracy and having a vice benefits the school community.

	improvements and raise further questions.					
W7	<p>LO: To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>LO: To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>LO: To use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</p>	<p><u>4.2 We are Toy Designers</u> This unit will enable the children to: LO: To design and make an on-screen prototype of a computer-controlled toy.</p> <p>LO: To understand different forms of input and output (such as sensors, switches, motors, lights and speakers).</p>	<p><u>Roman invasion</u></p> <p>To understand the events leading up to the Roman conquest of Britain by Emperor Claudius in 43 CE.</p> <p>To explore to issues of the Roman conquest of Britain through role-play and discussion.</p>	<p><u>DT: Making volcanoes</u></p> <p>To evaluate ideas and products against their own design criteria and consider the views of others to improve their work</p>		
W1	<p><u>Working Scientifically</u> LO: To ask relevant questions. LO: To gather, record, classify and present data in a variety of ways. LO: To record findings using simple scientific language, drawings, labels, diagrams, keys, bar charts, and tables. LO: To report on findings. LO: To use results to draw simple conclusions and make predictions. LO: To identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p><u>Online Safety - 4.2 We are standing up to peer pressure - Dealing positively with peer pressure</u> LO: To understand that peer pressure can be a positive and negative influence. LO To understand that access to the internet is not the same for everyone. LO: To recall ways to report concerns and inappropriate behaviour.</p>	<p><u>Roman legacy</u></p> <p><u>What have the Romans done for us?</u></p> <p>To develop an understanding of the Roman legacy.</p> <p>To understand how Roman ideas still impact our lives today</p>	<p><u>Famous buildings- Roman architecture</u></p> <p>To explore and examine buildings in a range of architectural styles.</p>	<p><u>Celebrating Difference</u></p> <p><u>Judging by Appearances</u></p> <p>I understand that, sometimes, we make assumptions based on what people look like.</p>	
W2	<p><u>Working Scientifically</u> LO: To ask relevant questions. LO: To gather, record, classify and present data in a variety of ways. LO: To record findings using</p>	<p><u>Computing Unit 4.4 We are HTML Editors.</u></p> <p>LO: To understand some technical aspects of how the internet makes the web possible using HTML tags for</p>	<p><u>Language and the calendar</u></p> <p>To consider the origin of some words we use today.</p>	<p><u>Famous buildings- Roman architecture</u></p> <p>To explore the architecture of Sir Christopher Wren.</p>	<p><u>Celebrating Difference</u></p> <p><u>Understanding influences</u></p> <p>I understand what influences me to make assumptions</p>	

	<p>simple scientific language, drawings, labels, diagrams, keys, bar charts, and tables. LO: To report on findings. LO: To use results to draw simple conclusions and make predictions. LO: To identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>elementary mark-up. LO: To edit HTML code to see the effect changes have on the web page. LO: To research information for their web pages.</p>	<p>To know the origins of our calendar and understand the origin of some of the names</p>			
W3	<p><u>Working Scientifically</u> LO: To ask relevant questions. LO: To gather, record, classify and present data in a variety of ways. LO: To record findings using simple scientific language, drawings, labels, diagrams, keys, bar charts, and tables. LO: To report on findings. LO: To use results to draw simple conclusions and make predictions. LO: To identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>LO: To edit HTML code to see the effect changes have on the web page. LO: To research information for their web pages. LO: To write and edit HTML code to produce a web page.</p>	<p><u>Roman numerals</u> To learn about the history of mathematics and to use Roman numerals. To study and use the Roman numeral system.</p>	<p><u>Famous buildings- Roman architecture</u> To explore colour and pattern in the design of a building in Pompeii. To become familiar with Roman architectural style and recognise some famous Roman buildings and remains.</p>		<u>Celebrating Difference</u>
W4	<p><u>Working Scientifically</u> LO: To ask relevant questions. LO: To gather, record, classify and present data in a variety of ways. LO: To record findings using simple scientific language, drawings, labels, diagrams, keys, bar charts, and tables. LO: To report on findings. LO: To use results to draw simple conclusions and make predictions. LO: To identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>LO: To edit HTML code to see the effect changes have on the web page. LO: To research information for their web pages. LO: To write and edit HTML code to produce a web page.</p>	<p><u>Law and order</u> To begin to understand the role of law and the justice system in our society. To understand that our system of law and order is based on that created by the Romans.</p>	<p><u>Famous buildings- Roman architecture</u> To become familiar with Roman architectural style and in particular the use of columns.</p>		<u>Celebrating Difference</u>

W5	<p>Working Scientifically LO: To ask relevant questions. LO: To gather, record, classify and present data in a variety of ways. LO: To record findings using simple scientific language, drawings, labels, diagrams, keys, bar charts, and tables. LO: To report on findings. LO: To use results to draw simple conclusions and make predictions. LO: To identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>LO: To edit HTML code to see the effect changes have on the web page. LO: To research information for their web pages. LO: To write and edit HTML code to produce a web page.</p>	<p><u>Roads and towns</u> To name and locate Roman towns and cities in the UK and to consider why they were chosen as settlement sites. To consider why the Romans chose certain locations for their towns and cities</p>	<p><u>Famous buildings- Roman architecture</u> To explore the design features of Roman arches. To understand how arches were used in construction and why they are so strong.</p>		<u>Celebrating Difference</u>
W6	<p>Working Scientifically LO: To ask relevant questions. LO: To gather, record, classify and present data in a variety of ways. LO: To record findings using simple scientific language, drawings, labels, diagrams, keys, bar charts, and tables. LO: To report on findings. LO: To use results to draw simple conclusions and make predictions. LO: To identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>LO: To edit HTML code to see the effect changes have on the web page. LO: To research information for their web pages. LO: To write and edit HTML code to produce a web page.</p>	<p><u>The Roman legacy</u> To research and present information about the Roman legacy. To show an understanding of the impact of the Roman empire on our lives today.</p>	<p><u>Famous buildings- Roman architecture</u> To examine the architecture of the Coliseum.</p>		<u>Celebrating Difference</u>
W7		<p>LO: To share, review and evaluate their HTML code for their web pages.. Complete self-evaluation and reflection sheets.</p>	<p><u>The Roman legacy</u> To research and present information about the Roman legacy. To show an understanding of the impact of the Roman empire on our lives today.</p>	<p><u>Famous buildings- Roman architecture</u> To be able to design a building for a particular purpose.</p>		