Windmill L.E.A.D Academy
Lead · Empower · Achieve · Drive

Medium Term Plan – Autumn 2 – Year 4

Core Text: *George's Marvellous Medicine*

Topic: Potions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths Teaching and Learning	Estimate, compare and calculate different measures, including money in pounds and pence.	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places.	Count in multiples of 6, 7, 9, 25 and 1000. 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.	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	Recognise and use factor pairs and commutativity in mental calculations.
Text Type	Character comparison			Narrative			
Reading Learning Objectives	To understand how to predict what might happen using details from the text. (2e)	To develop the skill of explaining the meanings of words in context. (2a)	To understand how to use evidence from the text to support your predictions. (2e)	To develop the skill of retrieving key information from a text. (2b)	To develop the skill of using dictionaries to clarify the meanings of words. (2a) To develop the skill of retrieving key	To develop the skill of retrieving key information from a text. (2b) To develop the skill of comparing themes	Key domains identified from NFER tests.

To develop the skill of retrieving key information from a text. (2b) To develop the skill of making inferences about a character's feelings, thoughts and motives. (2d)	To develop the skill of locating key information. (2b) To understand how to justify inferences with evidence. (2d)	To develop the skill of making inferences about character's motives. (2d) To develop the skill of discussing words that capture your interest. (2g)	To develop the skill of summarising the key events from more than paragraph. (2c) To understand how to justify inferences about a character's feelings with evidence. (2d)	information from fiction. (2b) To know how to infer a character's thoughts and feelings using evidence from the text. (2d)	and characters across fiction. (2h) To know how to explain the effect of words on the reader's perception of a character. (2f)	

T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation/Invention	Innovation/Invention	Invention
Grammar and Punctuation (Active English)	Adjectives	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Conjunctive adverbs	Fronted adverbials	Nouns and pronouns	Expressing time, place and cause using conjunctions, adverbs or prepositions	Apostrophes to mark plural possession
Spelling	Unit 4			Unit 5		Unit 6	Unit 7
Terminology (technical vocabulary)	Comparison Character Text Feelings Motives			Plot Narrative Structure Characterisation Setting Dialogue			
Greater Depth SC	Use conjunctive adverbs to create cohesion. Expand upon noun phrases using prepositional phrases.			Use a variety of sentence openers e.g. dialogue, subordinate clauses and fronted adverbials. Organise writing into paragraphs.			
SEND SC	Construct simple sentences using noun phrases.			Innovate model text by changing key characters and setting. Expand noun phrases using adjectives.			

Handwriting	Linked to weekly spelling unit.						
Rainbow Grammar (where appropriate)				Fronted adverbials			
Cross-curricular Writing Opportunities	**History: writing potion recipes.** **History: diary entry from the perspective of a medical student supporting Dr Liston during surgery before anaesthetic.** **Science: write from the perspective of a droplet of water in the water cycle.**						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Science objectives ***States of matter*** D1, D2, D3 ***Working scientifically*** A1, A2, A3, A4, A5, A6, A7			To know how to group and compare solids and liquids. D1, A2, A4, A6, A7 To understand the properties of gases. D1, A1, A2, A4, A5, A6 To understand factors which affect the rate of evaporation. D3, A1, A2, A3, A4, A5, A6 To understand the role of evaporation and condensation in the water cycle. D3, A4	To understand how changes in temperature affect state. D2, A1, A2, A3, A4, A5, A6			

| History objectives **Chronological Awareness** A3 **Knowledge and Understanding** B1, B2 **Organise, Evaluate and Communicate Information** C2 **Historical Enquiry** E1 | To know how to ask questions and use sources to form a picture of the past. E1

To know how to share information about historical potions through writing. C2 | To develop the skill of making connections between national and international history. B1
To develop the skill of describing and explaining the main changes in a period of history. A3, B2 | | | | | |
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| Geography objectives | | | | | | | |
| Religious Education objectives **Personal Resonance** A2 **Knowledge and Understanding** B2 **Evaluation and Critical Thinking** C2 | | | | | | . | To understand the significance of Christmas to me. A2

To understand what Christmas symbols teach Christians about Jesus. B2

To develop the skill of comparing my own beliefs about Christmas |

							to Christian beliefs. C2 Christmas around the world/different cultures.
Art objectives ***2D Art (Drawing and Painting)*** A5 ***3D Art*** C1 ***Exploring and Developing Ideas*** F1, F2					To develop the skill of observational drawing. A5, F1, F2 (Link to DT) C1 Elisabeth Kley – designs inspired by Islamic art and the Byzantine Empire.		
Design and Technology objectives ***Design*** B1, B2, B3 ***Evaluate*** D1, D3 ***Make*** C1						To develop the skill of designing a product. B1, B2, B3 To develop the skill of creating a functional product. C1 To know how to evaluate the design and build process. D1, D3 Designs inspired by Elisabeth Kley (art)	
PSHE objectives	**Race**	**British Values – Tolerance** To know some of the ways in	**Bullying** To understand the role of the bystander.	**Safeguarding** To know potential consequences	**Safeguarding** To understand the right to protect our body space.	**Healthy Living** To understand that exercise and sleep are important.	**Medicine** To know that medicines are drugs.

		which people are different to each other. [Last Stop On Market Street book](#)		of aggressive behaviour.		
Computing objectives ***Communication and Collaboration (Internet)*** D1, D2 ***E-Safety*** A1, A2, A3, A5, A6	To understand computer networks including the internet. D1		To understand how the Internet allows us to communicate. D2, A1, A3, A2, A5, A6		To know how to determine between fact and fiction on the Internet. A4		
Music objectives	**Violins** (delivered by music specialist)					
Poetry Musical focus: A2, A3, A4, A5, D2, D3. Performance	To understand how to look at music notation with reference to metre and accent. A2	To know how to build an extended performance piece from a poem. A3	To understand how to use canon and ostinato accompaniments. A4	To know how to use beatbox techniques to imitate the sound of a drum kit. D2	To know how to perform a poem with rhythmic accuracy. D3	To know how to devise a rhythmic accompaniment based on repeated text fragments. A5