

Medium Term Plan: Year 4, Autumn 1

Subject	Overview of Learning	How can you help at home?
Maths	- Number and Place Value (numbers to at least 1000; counting in powers of ten; negative numbers; rounding; roman numerals). - Addition and Subtraction (mental and formal methods). Formal addition and subtraction of whole numbers with up to 4 digits.	Create your own place value chart at home and use straws / coins etc to practice exchanging when adding and subtracting. You can support your child by looking for opportunities to use maths in everyday life. Encourage them to read, compare and round numbers, count forwards and backwards in tens, hundreds and thousands, and spot Roman numerals when you are out and about. Practising mental addition and subtraction through quick-fire questions or real-life problems, such as working out totals and change when shopping, can also help build confidence and fluency.
Literacy	- Whole school text "The tree and the river" by Aaron Becker, writing poems inspired by a picture book. - Writing persuasive speeches, inspired by the book "The King Who Banned the Dark" by Emily Haworth-Booth	Read: Encourage your child to read independently on a daily basis. Sharing a book with them will also allow them to discuss the content at a greater depth. Talk about the story, what they liked and disliked. Talk about what you predict might happen next or how the story will end. Compare what they are reading to other books, films or experiences in your own life. Remember to read non-fiction books too to develop an understanding of the world. Writing: practice writing stories or by keeping a diary. Use conjunctions, fronted adverbials, write in paragraphs to organise ideas, use inverted commas to indicate direct speech. You can support your child by discussing different topics and encouraging them to share and justify their opinions. Ask questions such as, "What do you think and why?" or "How could you persuade someone to agree with you?" You could also encourage your child to listen to or watch speeches and adverts, identifying the persuasive language and techniques that are used.
Science	States of Matter (solids, liquids, gases, temperature, melting, boiling freezing, reversible and irreversible changes)	Encourage your child to notice the objects around them. Discuss what those objects are made out of? Can they predict if the state of the matter can change from solid to liquid or vice versa? You can support your child by talking about changes of state in everyday life, such as ice melting, water freezing or water boiling. Encourage them to explain what is happening and whether the change can be reversed. You could also carry out simple observations together, such as watching an ice cube melt, and ask questions such as, "What caused this change?" and "What do you think will happen next?"
RE	Beliefs and practices (Christianity and Hinduism)	Encourage them to think about the impact of celebratory events on their feelings. Why do they enjoy some more than the others? How does it make them feel? What other events or objects they feel connected to?
PSHE	Being me in my world	Talk to your child about their hopes for this academic year. What do they want to achieve? How will they meet their goal(s)? Discuss what rights and responsibilities we have as citizens of Great Britain and as a member of Two Waters. Talk to your child about events on the news, particularly stories involving people in this country whose lives are different to your child's.
PE	Gymnastics and Netball	You can support your child by encouraging them to be active and practise their balance, coordination and movement skills through activities such as hopping, jumping, throwing and catching. If you have access to a ball, playing simple passing and catching games together can help develop skills that will be useful in netball. Most importantly, encourage your child to be active, work as part of a team and enjoy being physically active.
Geography	We will be exploring locational and place knowledge about North America concentrating on its environmental regions, human and physical features, countries and major cities.	Visit your local library or look it up online with your child to find out more about North America. Research which countries are there and how they are similar and different from each other. Discuss the population, human and physical features of major countries in North America. Investigate major manmade landmarks and how they have an impact on the tourism in those countries.

Music	'Mamma Mia' and other songs by ABBA. Understanding and exploring how music is created, produced and communicated.	Listen to a variety of POP music from 70s and 80s. Encourage discussion about how the music from the past is different from the music of the 20 th century? What is better and what could be improved?
French	This term, we will be developing our French phonics skills and learning how different sounds are pronounced and written in French. We will gradually introduce four sets of phonemes: ch, ou, on, oi; i, in, ique, ille; eau, eux, e, é, è; and finally qu, gne, ç, en, an . We will practise recognising these sounds, saying them accurately and using them when reading and speaking French words.	You can support your child by practising the sounds together for a few minutes at a time. Encourage them to say the sounds aloud and spot them in French words. You could also ask your child to teach you the sounds they have learned and challenge you to pronounce them correctly! Listening to French songs, stories or short videos and repeating familiar words together can also help build confidence with French pronunciation.
Art	This term, we will be developing our drawing and sketching skills , with a particular focus on exploring tone, texture and proportion . We will experiment with different drawing techniques and materials to create light and dark tones, explore how different textures can be represented, and develop our understanding of proportion when drawing objects and people.	You can support your child by encouraging them to draw and sketch regularly, using everyday objects around the home as inspiration. Ask them to look carefully at light and shade, different textures and the size and position of objects . Providing opportunities to sketch with pencils of different grades, or even using simple household objects to create still-life drawings, can help build confidence and observation skills.