

 Downview Primary School Medium Term Planner Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: Collaboration, Communication, Co-operation, Creativity, Independence, and Resilience. Together we live by the motto that “At Downview we grow and learn together every day.” At Downview Primary our behaviour mantra is that we are "kind, respectful and safe."					End of Unit Assessment Activity: Star reading assessment – Week 2 Star maths assessment – Week 2 Wow moments: Welcoming children to Year 4			
Year Group: 4 Term: Autumn 1		Curriculum focus: From Darkness to the Light						
Autumn Term 1								
	Week 1 – w/b 31/8/26 (2 days)	Week 2 – w/b 7/9/26	Week 3 – w/b 14/9/26	Week 4 – w/b 21/9/26	Week 5 – w/b 28/9/26	Week 6 – w/b 5/10/26	Week 7 – w/b 12/10/26	Week 8 – w/b 19/10/26 (4 days)
English	Introduction to English – expectations in English book	Can I identify and write complete sentences? Can I use basic punctuation correctly in sentences? Can I choose a suitable conjunction to join two sentences? Can I use prepositions to describe where something is? Can I use adverbs to describe verbs?	Can I use ‘a’ and ‘an’ correctly before nouns? Can I begin to use inverted commas to punctuate direct speech? Can I use the present perfect form of verbs instead of the simple past? Can I use time prepositions? Can I use adverbs to express time?	The Crown To ask questions and infer from evidence To write comparison sentences To write a descriptive label To use conjunctions to infer about a character To write a diary entry in role	The Crown To use figurative language To write a descriptive poem x2	The Crown To record speech To use speech punctuation To research information for an information text x3	To plan an information text To begin writing an information text x3 To edit an explanation text	To publish a section of my information text x4
Spelling		answer appear arrive believe bicycle Spelling Pattern: Can I write and correctly spell the days of the week in order?	build centre certain circle disappear Spelling Pattern: Can I spell words correctly when I add a suffix? Suffix beginning with a vowel letter + word ending with a consonant which is doubled.	describe different difficult early earth Spelling Pattern: Can I spell words correctly when I add a suffix? Suffix beginning with a vowel letter + word ending with a consonant which is doubled.	eight extreme famous February forwards Spelling Pattern: Can I spell words correctly when I add a suffix? Suffix beginning with a vowel letter + word ending in a consonant letter which is not doubled.	fruit group heard height history Spelling Pattern: Can I spell words correctly when I add a suffix? Suffix beginning with a vowel letter + word ending in a consonant letter which is not doubled.	interest learn length library minute Spelling Pattern: Can I spell words which have ‘I’ sound spelt ‘y’ elsewhere than at the end of the word?	natural notice perhaps popular possible Spelling Pattern: Can I spell words which have ‘u’ sound spelt ‘ou’ within them?
Reading	Can I complete my STAR Reading Assessment? Can I start my reading journey with the right levelled book?	Guided Reading Can I answer simple questions about an extract of text? Individual Reading Can I read my levelled reading book and complete a quiz about what I have read?	Guided Reading Can I describe a character from an extract of text? Individual Reading Can I read my levelled reading book and complete a quiz about what I have read?	Guided Reading Can I draw inferences about characters feelings? Individual Reading Can I read my levelled reading book and complete a quiz about what I have read?	Guided Reading Can I discuss the impact of vocabulary on the reader? Individual Reading Can I read my levelled reading book and complete a quiz about what I have read?	Guided Reading Can I write a review of a text? Individual Reading Can I read my levelled reading book and complete a quiz about what I have read?	Guided Reading Can I complete an acerated reader quiz on a text? Individual Reading Can I read my levelled reading book and complete a quiz about what I have read?	Guided Reading Can I identify my favourite part of a text? Individual Reading Can I read my levelled reading book and complete a quiz about what I have read?

Maths	Can I complete calculations using the four operations?	Can I complete times table maths challenges? Can I complete my STAR Maths Assessment? <u>White Rose – Place Value</u> Can I represent numbers to 1,000 Can I partition numbers to 1,000	<u>Mastering Number:</u> Can I develop my understanding of some key ideas involved in multiplicative reasoning – in particular, the concept that a number of ‘things’ can be described as a ‘unit’? <u>White Rose – Place Value</u> Can I label, identify and find missing values on number lines Can I count in 1,000 forwards and backwards Can I represent numbers to 10,000? Can I partition numbers to 10,000? Can I complete calculations using the four operations?	<u>Mastering Number:</u> Can I connect the concept of ‘unitising’ (seeing ‘many as one’) to ‘doubling’, and to understand that doubling always involves having two units of the same value? <u>White Rose – Place Value</u> Can I explore flexible partitioning of numbers up to 10,000? Can I find 1, 10, 100, and 1,000 more or less? Can I label, identify and find missing values on blank or partially completed number lines, up to 10,000? Can I estimate on a number line to 10,000? Can I complete calculations using the four operations?	<u>Mastering Number:</u> Can I build on my experience of doubling 1-digit numbers? <u>White Rose – Place Value</u> Can I compare numbers to 10,000? Can I order numbers to 1,000? Can I complete calculations using Roman numerals? Can I round to the nearest 10? Can I complete calculations using the four operations?	<u>Mastering Number:</u> Can I develop my understanding of the connections between the 5 times table and the 10 times table? <u>White Rose – Place Value</u> Can I round to the nearest 100? Can I round to the nearest 1,000? Can I round to the nearest 10, 100 or 1,000? End of block assessment Can I complete calculations using the four operations?	<u>Mastering Number:</u> Can I begin to learn the core multiplication facts (CMF) for square numbers? <u>White Rose -Addition and Subtraction</u> Can I add and subtract 1s, 10s, 100s and 1,000s? Can I add up to two 4-digit numbers – no exchange Can I add two 4-digit numbers – one exchange? Can I add two 4-digit numbers – more than one exchange? Can I subtract two 4-digit numbers – no exchange?	<u>Mastering Number:</u> Can I begin to learn the core multiplication facts (CMF) for square numbers? <u>White Rose -Addition and Subtraction</u> Can I subtract two 4-digit numbers – one exchange? Can I subtract two 4-digit numbers – more than one exchange? Can I use efficient subtraction? Can I estimate answers? End of block assessment
Science		Can I recognise that living things can be grouped in a variety of ways?	Can I recognise that living things live in habitats to which they are suited?	Can I explore and use classification keys to help group, identify and name a variety of living things in the local environment?	Can I recognise that environments can change and that this can sometimes pose dangers to living things?	Can I construct a food chain to identify, producers, consumers, predators and prey?	Can I construct a food chain from a food web using the correct terminology?	
Geography		Can I describe and given examples of a biome and find the location and features of the Amazon rainforest?	Can I describe the characteristics of each layer of the rainforest?	Can I understand the lives of indigenous peoples living in the Amazon rainforest?	Can I describe why tropical rainforests are important and understand the threats to the Amazon?	Can I understand how local woodland is used using a variety of data collection methods?	Can I analyse and present findings on how local woodland is used?	Can I review and respond to what I have learnt this half term?
French		Can I understand and respond to instructions in the classroom?	Can I name school bag objects and recognise if they are masculine or feminine?	Can I ask and answer a question about something you have or do not have?	Can I read and understand short sentences?	Can I prepare and present a short-spoken text?	Can I research a new noun in French and determine its gender?	Can I build sentences to describe where something lives or does not live?
Computing	Can I write our class Computing code of conduct?	Can I describe the internet as a network of networks? Can I demonstrate how information is shared across the internet? Can I discuss why a network needs protecting?	Can I describe networked devices and how they connect? Can I explain that the internet is used to provide many services? Can I recognise that the World Wide Web contains websites and web pages?	Can I explain the types of media that can be shared on the WWW? Can I describe where websites are stored when uploaded to the WWW? Can I describe how to access websites on the WWW?	Can I explain what media can be found on websites? Can I recognise that I can add content to the WWW? Can I explain that internet services can be used to create content online?	Can I explain that websites and their content are created by people? Can I suggest who owns the content on websites? Can I explain that there are rules to protect content?	Can I explain that not everything on the World Wide Web is true? Can I explain why some information I find online may not be honest, accurate, or legal? Can I explain why I need to think carefully before I share or re-share content?	Can I review code of conduct and ways of being safe on the internet? End of Unit Assessment
PSHE		Can I explain what PSHE is? Can I explain some things I learnt in PSHE in Year 3? Can I explain rules which can help everyone feel safe in PSHE lessons?	My Healthy Self: How can I make healthy choices? Can I explore the importance of having a balanced diet?	My Healthy Self: How can I make healthy choices? Can I investigate how physical activity affects the body?	My Healthy Self: How can I make healthy choices? Can I examine how daily habits and choices can affect our energy levels?	My Healthy Self: How can I make healthy choices? Can I recognise when someone may need support and how to seek help?	My Healthy Self: How can I make healthy choices? Can I understand how a growth mind-set helps us respond to challenges?	My Healthy Self: How can I make healthy choices? Can I understand That being kind can help me too?
PE	<u>Cog 1: Personal</u> Can I try several times if at first I don’t succeed?	<u>Indoor PE</u> <u>Real Dance</u> Can I explore body shapes, one of the basics of the	<u>Real Dance</u> Can I explore the basics of the movement of dance –	<u>Real Dance</u> Can I build on shapes individually and progress	<u>Real Dance</u> Can I explore lifts and leans in partnership in more detail.	<u>Real Dance</u> Can I build on circles and progress them through partner work.	<u>Real Dance</u> Can I recap on all dance and dance making skills learned so far?	Real Dance Can I recap on all dance and dance making skills learned so far

	Can I know where I am with my learning? I have begun to challenge myself.	movement of dance.	moving the body between shapes? Can I build the skill and knowledge of movement to start with making circles with arms and/or legs which lead into moving, into turning and into jumping?	them through partner work.			This final lesson is about the children playing with a range of different ideas on putting their dance together.	The skill they are developing is an ability to take the movement material they have made and change it, to then evaluate that change and decide whether to keep it or not.
		Outdoor PE Coordination- Footwork Can I move with balance and control throughout. Can I move with fluent, smooth movements? Can I move well in both directions/on both sides?	Coordination- Footwork Can I move with balance and control throughout. Can I move with fluent, smooth movements? Can I move well in both directions/on both sides?	Coordination- Footwork Can I move with balance and control throughout. Can I move with fluent, smooth movements? Can I move well in both directions/on both sides?	Coordination- Footwork Can I move with balance and control throughout. Can I move with fluent, smooth movements? Can I move well in both directions/on both sides?	Static balance Can I balance with minimum wobble (control)? Can I balance with standing foot still? Can I balance with non-standing foot off the floor?	Static balance Can I balance with minimum wobble (control)? Can I balance with standing foot still? Can I balance with non-standing foot off the floor?	Static balance Can I balance with minimum wobble (control)? Can I balance with standing foot still? Can I balance with non-standing foot off the floor?
Art	Can I organise my art book and discuss the contents of my knowledge organiser?	Can I describe images and objects using art vocabulary? Can I select images that interest me to draw?	Can I gather images, shapes and colours together, identifying a mood/theme? Can I create a mood board with a common theme and colour palette?	Can I discuss the inspiration for an artist's work? Can I choose interesting sections of one picture to draw? Can I use materials and tools to show colour and texture?	Can I discuss the work and patterns created by William Morris? Can I create a pattern using a drawing? Can I develop a pattern using inspiration taken from research?	Can I identify where a pattern repeats? Can I create a repeating pattern? Can I develop a pattern by adding extra detail?	Can I recognise and compare different methods of creating printed fabric? Can I evaluate my patterns to consider successes and improvements?	Can I consider how my designs could be used for a product? End of Unit Assessment
Music		Can I Listen and Appraise - Mamma Mia by Abba: Can I use my body to find the pulse whilst using the on-screen questions as a focus. After listening, can I talk about the song and answer the questions together using correct musical language.	Can I listen and Appraise - Dancing Queen by Abba: Can I use my body to find the pulse whilst using the on-screen questions as a focus. After listening, can I talk about the song and answer the questions together using correct musical language. Can I compare both songs? Can I say what is the same/what is different?	Can I listen and Appraise - Waterloo by Abba: Can I use my body to find the pulse whilst using the on-screen questions as a focus. After listening, can I talk about the song and answer the questions together using correct musical language. Can I compare both songs? Can I say what is the same/what is different?	Waterloo by Abba Can I use my body to find the pulse whilst using the on-screen questions as a focus. Can I sing the song and perform the composition?	Can I listen and Appraise – Super Trouper by Abba: Can I use my body to find the pulse whilst using the on-screen questions as a focus. After listening, can I talk about the song and answer the questions together using correct musical language. Can I compare both songs? Can I say what is the same/what is different? Mamma Mia: Can I perform and share what has taken place in today's lesson.	Can I listen and Appraise – Thank you for the music by Abba: Can I use my body to find the pulse whilst using the on-screen questions as a focus. After listening, can I talk about the song and answer the questions together using correct musical language. Can I compare both songs? Can I say what is the same/what is different? Mamma Mia: Can I perform and share what has taken place in today's lesson.	Mamma Mia: Can I perform and share what has taken place in today's lesson. Can I sing the song and perform the composition?

