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, Resilience.**
Together we live by the motto that **"At Downview we grow and learn together everyday."** At Downview Primary our behaviour mantra is that we are **"kind, respectful and safe."**

Year Group: 4
Autumn Term: 2

Curriculum focus:
The Light Beyond the Darkness

End of Unit Assessment Activity:
STAR reading
White rose end of term maths assessment

Wow moments:
Science Egg experiment
Walk to Church 14th December

Autumn Term 2

	Week 1 – 2.11.26 (4 days)	Week 2 – 9.11.26	Week 3 – 16.11.26 Anti-bullying Week	Week 4 - 23.11.26	Week 5 – 30.11.26	Week 6 – 7.12.26	Week 7 – 14.12.26
English	Can I discuss my ideas orally? Can I write simple explanatory captions? I can use a range of question openers? Can I write a letter asking for help?	Can I write a simple explanation? Can I write a cohesive paragraph? Can I understand the features of an explanation text? Can I write an informal explanatory paragraph? Can I research and make relevant notes?	Can I write a formal explanation? Can I edit for cohesion?	Can I ask questions and make predictions about a text? Can I use adverbials to add information? Can I use adverbials to write a short news bulletin? Can I record a quotation? Can I use similes in a character description?	Can I use a range of conjunctions to give advice? Can I use a range of adverbials in a diary entry? Can I use figurative language in a description? Can I be able to use multi-clause sentences to write descriptively? Can I write a formal log to record events as they unfold?	Can I use a range of emotion adjectives to identify changes in characters' moods? Can I use noun phrases to create and describe a new character? Can I plan a mystery narrative based on a known story? Can I use adverbials to write the beginning of a mystery story? Can I use a range of descriptive devices to continue a mystery narrative?	Can I complete activities linked to our Christmas text?
Spelling	potatoes probably promise quarter question	recent remember sentence special strange	strength thought through weight woman	accidentally actually address although breath	breathe business calendar caught century	complete consider continue decide enough	Christmas presents nativity December reindeer
		Spelling Pattern: Can I change the meaning of a word by adding the prefix re-?	Spelling Pattern: Can I change the meaning of a word by adding the prefix sub- and super-?	Spelling Pattern: Can I change the meaning of a word by adding the prefix inter -, anti- and auto-?	Spelling Pattern: Can I spell words which have 'I' sound spelt 'y' elsewhere than at the end of the word?	Spelling Pattern: Can I spell words which have 'u' sound spelt 'ou' within them?	Spelling Pattern: Can I spell words relating to Christmas?
Reading	**Individual Reading** Can I read my levelled reading book and complete a quiz about what I have read?	**Individual Reading** Can I read my levelled reading book and complete a quiz about what I have read?	**Individual Reading** Can I read my levelled reading book and complete a quiz about what I have read?	**Individual Reading** Can I read my levelled reading book and complete a quiz about what I have read?	**Individual Reading** Can I read my levelled reading book and complete a quiz about what I have read? **Can I complete my STAR reading?**	**Individual Reading** Can I read my levelled reading book and complete a quiz about what I have read?	**Individual Reading** Can I read my levelled reading book and complete a quiz about what I have read?
		Guided Reading Can I answer comprehension questions about Flat Stanley by Jeff Brown?	**Guided Reading** Can I answer comprehension questions about Flat Stanley by Jeff Brown?	**Guided Reading** Can I answer comprehension questions about Flat Stanley by Jeff Brown?	**Guided Reading** Can I answer comprehension questions about Flat Stanley by Jeff Brown?	**Guided Reading** Can I answer comprehension questions about Flat Stanley by Jeff Brown?	**Guided Reading** Can I answer comprehension questions about Flat Stanley by Jeff Brown?
Maths	**Mastering Number** Can I develop my understanding of the 12 times table?	**Mastering Number** Can I use retrieval practice for previously learned facts in the 12	**Mastering Number** Can I use retrieval practice of facts from the 11 times table?	**Mastering Number** Can I use retrieval practice of facts from the 9 times table?	**Mastering Number** Can I understand why I do not need to learn ALL 144 multiplication facts in the times	**Mastering Number** Can I recall facts that are NOT in the core multiplication facts (CMF) table?	**Mastering Number** Can I complete a matching game?

		times table, including the use of the oral pattern? Can I apply my understanding of multiplying an integer by 10 to work out the product of 10 × 11 by 'placing a zero' – to multiply a whole number by 10, place a zero after the final digit of that number.	Can I develop my understanding of the 9 times table.		tables up to 12 × 12 as separate facts. Can I identify those 36 facts that are 'core multiplication facts' ?	Can I focus on facts with two factors that are both 2-digit numbers?	Can I complete a multiplication practise sheet?
	<u>Area</u> Can I explore different ways of working out the area of a shape? Can I use the strategy of counting the number of squares inside a shape to find its area? Can I make rectilinear shapes using a given number of squares? Can I complete calculations using the four operations?	Can I draw shapes with a specified area and explain how I know the area is correct? (in books) Can I compare the areas of rectilinear shapes where the same size square has been used? Can I solve word problems linked to area? (in books) Can I complete the end of block area assessment? (in books) Can I complete calculations using the four operations?	<u>Multiplication and Division</u> Can I explore the link between counting in 3s and the 3 times-table to understand multiples of 3 in a range of contexts? Can I build on my knowledge of the 3 times-table to explore the 6 times-table? Can I use known facts to become more fluent in using the 6 times-table? Can I practise the related division facts as well as the multiplication facts associated with the 6 times-table? Can I complete calculations using the four operations?	Can I explore the structure of the 9 times-table using a range of models and pictorial representations, and by exploring multiples of 9 in context? Can I become more fluent using the 9 times-table and apply the multiplication and division facts in a wide variety of contexts? Can I make links between the 3, 6 and 9 times-tables? Can I multiply and divide by 7? Can I complete calculations using the four operations?	Can I construct fact families and use concrete and pictorial representations to make links between multiplication and division? Can I build on my knowledge of the 1 and 10 times-tables to explore the 11 times-table? Can I build on their knowledge of the 2 and 10 times-tables to explore the 12 times-table? Can I multiply by 1 and 0? Can I complete calculations using the four operations?	Can I divide a number by 1 and itself? Can I multiply 3 numbers? Can I complete the end of the block assessment? Can I complete my Autumn term calculating assessment? Can I complete my Autumn term reasoning assessment?	Can I complete a series of Christmas themed activities linked to the times tables?
Science	Can I Identify the different types of teeth in humans?	Can I Identify the different types of teeth in humans and explain their functions?	Can I label the inside of a tooth? Can I plan a simple investigation?	Can I report on the findings of a scientific enquiry?	Can I identify the main parts of the digestive system?	Can I describe the simple functions of each part of the digestive system?	
Geography – Where does our food come from?	Can I explain the impact of food choices on our environment?	Can I understand the importance of trading responsibility?	Can I describe the journey of a cocoa bean?	Can I map and calculate the distance food has travelled?	Can I design and use data collection methods to find where our food comes from?	Can I discuss the advantages and disadvantages of buying both locally and imported food?	
Computing	Bebras UK Challenge 2026- Introduction and Practice sessions. Can I practise for my Bebras UK challenge?	Bebras UK Challenge 2026- Online Challenge sessions . Can I complete my Bebras UK challenge independently?	Can I program a computer by typing commands? Can I explain the effect of changing a value of a command? Can I create a code snippet for a given purpose?	Can I use a template to draw what I want my program to do? Can I write an algorithm to produce a given outcome? Can I test my algorithm in a text-based language?	Can I identify repetition in everyday tasks? Can I identify patterns in a sequence? Can I use a count-controlled loop to produce a given outcome?	Can I identify the effect of changing the number of times a task is repeated? Can I predict the outcome of a program containing a count-controlled loop? Can I choose which values to change in a loop?	Can I identify 'chunks' of actions in the real world Can I use a procedure in a program? Can I explain that a computer can repeatedly call a procedure?
PSHE	Can I have an understanding of PANTS and how to keep myself safe?	**Connecting with others: How can we respect each other?** How can I show self-respect? Can I use positive thoughts and words when things are challenging?	How can I show respect to others? Can I practise being respectful in different settings? **Ant-bullying tasks**	How can I build trusting friendships? Can I describe a range of ways to build trusting friendships?	How can we solve friendship challenges? Can I consider how actions help us look after our friendships?	How should I respond to bullying? Can I explain when and how to ask for help if I see bullying?	What is a stereotype? Can I describe what stereotypes are and why they are unfair?

PE Real PE unit 2 Dynamic balance to agility Jumping and landing Seated balance **Real Gym –** Unit 1 Balance rotation	FMS Refining technique and accuracy **Jumping and landing** 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.	FMS Refining technique and accuracy **Jumping and landing** 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.	FMS Refining technique and accuracy **Jumping and landing** 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.	FMS Refining technique and accuracy **Jumping and landing** 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.	FMS Refining technique and accuracy **Seated** 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.	FMS Refining technique and accuracy **Seated** 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.	FMS Refining technique and accuracy **Seated** 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.
		FMS Refining technique and accuracy **Balance** Perform balances on different body arts using weight on hands or one leg. To include: on one fot, on hands and feet with knees off floor, on hands and knees front and back support, lying on back straddle. Perform balance on points – 1 hand 1 foot, 2 hands 2 feet, 1 hand 2 feet and patches – on stomach, back, shoulders and backs with legs lifted. Perform 1 foot balances – arabesque, side horizontal, gismo/forward bend, front scale. Combine rotations with hand apparatus.	FMS Refining technique and accuracy **Balance** Perform balances on different body arts using weight on hands or one leg. To include: on one fot, on hands and feet with knees off floor, on hands and knees front and back support, lying on back straddle. Perform balance on points – 1 hand 1 foot, 2 hands 2 feet, 1 hand 2 feet and patches – on stomach, back, shoulders and backs with legs lifted. Perform 1 foot balances – arabesque, side horizontal, gismo/forward bend, front scale.	FMS Refining technique and accuracy **Balance** Perform balances on different body arts using weight on hands or one leg. To include: on one fot, on hands and feet with knees off floor, on hands and knees front and back support, lying on back straddle. Perform balance on points – 1 hand 1 foot, 2 hands 2 feet, 1 hand 2 feet and patches – on stomach, back, shoulders and backs with legs lifted. Perform 1 foot balances – arabesque, side horizontal, gismo/forward bend, front scale.	FMS Refining technique and accuracy **Rotation** Perform side roll from wolf split. Perform scrabble roll. Perform rolls on floor in tuck shape – egg roll, rock and roll to bottom. Perform rotation on 1 or 2 points with speed – chaine / one impulse, push/turn/ pivot Combine rotations with hand apparatus.	FMS Refining technique and accuracy **Rotation** Perform side roll from wolf split. Perform scrabble roll. Perform rolls on floor in tuck shape – egg roll, rock and roll to bottom. Perform rotation on 1 or 2 points with speed – chaine / one impulse, push/turn/ pivot Combine rotations with hand apparatus.	FMS Refining technique and accuracy **Rotation** Perform side roll from wolf split. Perform scrabble roll. Perform rolls on floor in tuck shape – egg roll, rock and roll to bottom. Perform rotation on 1 or 2 points with speed – chaine / one impulse, push/turn/ pivot Combine rotations with hand apparatus.
DT	Can I explore and identify the different types of fabric fasteners?	Can I explain the advantages and disadvantages of different types of fasteners?	Can I use the design criteria/brief to create a bookmark?	Can I observe and practise running stitch?	Can I add buttons as fastenings?	Can I add decoration using appliqué?	Can I evaluate my product? Can I complete the end-of-unit quiz related to my learning?
RE	Introduction lesson.	**Are all religions equal?** Can I recognise that there are many connections between religious worldviews?	Can I determine how Baha'i teachings influence some practises?	**What makes some texts sacred?** Can I evaluate information about Buddhism, Hindu and Sikh scriptures?	Can I evaluate the significance of religious scripture to some people?	Can I describe the importance of scripture to some people?	