



St Bede's Catholic Primary School and Nursery

Year 4 Medium Term Plan

Autumn Term 2023~2024



RE		
Autumn 1 People	Children will know: <ul style="list-style-type: none">• some of the stories from scripture about Jesus' family;• the origins of Jesus' family tree;• some ways in which characters in the Bible lived out their lives;	Children will be able to: <ul style="list-style-type: none">• ask and respond to questions about their own and others' experiences and feelings about tracking back family trees;• ask questions about what they and others think about family trees;• compare their own and others' ideas about the questions that family trees raise and are difficult to answer;• show an understanding of what Christians believe about how God leads and guides people;
Autumn 1 Called	Children will know: <ul style="list-style-type: none">• some special stories about religious events and people such as David and/or the call of the apostles;• religious words and phrases to describe what it means to be called;	Children will be able to: <ul style="list-style-type: none">• ask and respond to questions about being chosen;• ask questions about what they and others wonder about the reason for responses to being chosen;• use a developing religious vocabulary to give reasons for the actions and symbols used at Confirmation;• make links between scripture and the call to holiness;
Autumn 2 Judaism	Children will know: <ul style="list-style-type: none">• that the holy book for Jewish people is the Torah;• how the Torah is treated;• about Bar and Bat Mitzvah and the impact it has on the children's life;	Children will be able to: <ul style="list-style-type: none">• talk about the difference between how the Torah and the Bible is treated;• create their own Aramaic writing;• talk about Bar and Bat Mitzvah are ways of celebrating moving from childhood to adulthood and create a card to celebrate;
Autumn 2 Gifts	Children will know: <ul style="list-style-type: none">• the story of the birth of Jesus and the visit of the Wise Men;• a developing religious vocabulary to give reasons for the actions and symbols; connected with the liturgical season of Advent and Christmas;	Children will be able to: <ul style="list-style-type: none">• ask and respond to questions about what is important in friendship;• ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer;• use religious words and phrases to describe some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas;• make links between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah;
STEM ~ Science		
Autumn 1 States of Matter	Children will know: <ul style="list-style-type: none">• the different parts and functions of the digestive system;• how to keep the digestive system healthy;	Children will be able to: <ul style="list-style-type: none">• set up a simple practical enquiry;• report on findings of enquiries through presentations and diagrams;• create and build models to represent the digestive system;



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		<ul style="list-style-type: none">construct and interpret a variety of food chains.
Autumn 2 Animals including Humans	Children will know: <ul style="list-style-type: none">the different parts and functions of the digestive system;how to keep the digestive system healthy;	Children will be able to: <ul style="list-style-type: none">set up a simple practical enquiry;report on findings of enquiries through presentations and diagrams;create and build models to represent the digestive system;construct and interpret a variety of food chains.
History		
Autumn 1 Roman Britain	Children will know: <ul style="list-style-type: none">our knowledge of the past is constructed from a range of sources, note connections, contrasts and trends over time;there are differing interpretations of the invasion and resistance;when and how the Romans conquered Britain;what life was like for a Roman soldier on Hadrian's Wall;where, why and how the Roman's built their roads;what the Roman's did that is still of significance today;	Children will be able to: <ul style="list-style-type: none">address historically valid questions about change, cause and significance;construct informed responses that involve the thoughtful selection and organisation of historical information;address and devise historically valid questions about similarity and difference;use evidence such as the Vindolanda tablets to present a valid argument on what life was like for Roman soldiers;use a variety of sources to obtain information about the achievements of the Romans
Geography		
Autumn 2 The Americas	Children will know: <ul style="list-style-type: none">to associate weather/climate with landscape and environment;some of the major environmental regions of North and South America;what Route 66 is, and some of the cities it passes, or passed, through.	Children will be able to: <ul style="list-style-type: none">use the eight points of a compass;locate key cities in North and South America on a map and describe their physical and human characteristics;locate some of the major environmental regions of North and South America;identify similarities and differences between North and South American cities;relate countries in Europe, North and South America to their longitude, latitude and hemisphere;interpret a physical geography map/satellite image.
Art and Design		
Autumn 1 Formal Elements of Art	Children will know: <ul style="list-style-type: none">a compass can be used to draw circles and arcs;symmetrical patterns look the same on either side of the centre;mark making is the creation of different patterns, lines, textures and shapes;a printing block can be made from different materials such as wood or	Children will be able to: <ul style="list-style-type: none">experiment with charcoal to create different textures and effectsexpress the meaning of words and phrases in an abstract way;make a printing block using playdough, or similar;press an object into a block to create texture and pattern;



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	lino which can be carved to create a stamp.	<ul style="list-style-type: none"> • make a stamp using geometric and mathematical shapes; • use a stamp to create prints; • use repeating patterns, symmetrical patterns and simple symmetrical figures to create prints; • apply mathematical techniques of reflection and symmetry to create a flip pattern; • use a compass to make circles; • use a compass safely and accurately to divide a circle into arcs.
Autumn 2 Black History Art: Various	Children will know: <ul style="list-style-type: none"> • art and design techniques from around the world; • The Notting Hill Carnival – costume design and how music and dance are forms of art linked to carnivals; • Lubaina Himid and some examples of her artwork. 	Children will be able to: <ul style="list-style-type: none"> • create abstract pieces of work; • design costume/masks for a carnival Theme; • recognise a link between art, music and dance; • design an African mask; • design a Kente cloth;
PE		
Autumn 1 Dance: Cold Places	Children will know: <ul style="list-style-type: none"> • different movement patterns from a range of stimuli; • how to different movements patterns can be varied; • to make own dances with clear beginning, middle and end; • different dance elements of control, stepping patterns and co-ordination; • simple compositional ideas; • language appropriate for topic to evaluate own and others practise. 	Children will be able to: <ul style="list-style-type: none"> • improve skills of travelling, jumping, turning, stillness, gesturing; • change shape, size, level and direction; • increase the range of body actions; • compose, practice and perform actions with control and fluency.
Autumn 2 Gymnastics: Principles of Balance	Children will know: <ul style="list-style-type: none"> • the principles of balance are affected by contact points, surface area and centre of gravity; • phrases linked to balance; 	Children will be able to: <ul style="list-style-type: none"> • develop a broad range of skills; • link actions to make sequences of movement; • understand how to improve and evaluate their own success; • develop flexibility, strength, technique, control and balance
PSHE		
Autumn 1 Being Me in My World	Children will know: <ul style="list-style-type: none"> • it feels good to be included in a group; • who is in the school community and the roles they play; • how a democracy works through School Council. 	Children will be able to: <ul style="list-style-type: none"> • understand how it feels to be excluded and ways to involve others; • take on a role within a group, contributing to the overall outcome of the group; • identify the rights, responsibilities and democracy within St Bede's.
Autumn 2	Children will know: <ul style="list-style-type: none"> • what influences them to make assumptions based on how people look; 	Children will be able to: <ul style="list-style-type: none"> • support someone they suspect is being bullied;



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Celebrating Differences	<ul style="list-style-type: none">• how they form thoughts about other people;• bullying is sometimes hard to spot;• people can change once you get to know them.	<ul style="list-style-type: none">• question why they think the way they do;• problem-solve a bullying situation with others;• explain why it is good to accept people for who they are.
French		
Autumn 1 Phonics and Presenting Myself	<p>Children know:</p> <ul style="list-style-type: none">• the second set of phonic sounds – I, IN, IQUE and ILLE;• numbers to 20 in French;• simple conversational language (asking somebody about their age, name, where they live, how they are feeling and give an appropriate response back);• what a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live);• the simplest form of adjectival agreement e.g. adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.	<p>Children will be able to:</p> <ul style="list-style-type: none">• speaking: perform role play with their name, age, where they live and nationality;• listening: match sounds to a picture, word or phrase and complete listening tasks involving numbers 1-20;• reading: read role plays and understand the content;• writing: write and spell accurately the key vocabulary from the unit;• grammar: use adjectival agreements based on gender.
Autumn 2 In the Classroom	<p>Children know:</p> <ul style="list-style-type: none">• the phonic sounds – I, IN, IQUE and ILLE;• a selection of nouns and indefinite articles for common classroom objects;• the negative option je n'ai pas de/d'...(I do not have);• common pencil case items in French;• the response to simple classroom commands.	<p>Children will be able to:</p> <ul style="list-style-type: none">• speaking: explain "What I have/don't have..." in their pencil case;• listening: match sounds to a picture, word or phrase;• reading: match words to a picture, word or phrase;• writing: write "What I have/don't have..." in their pencil case;• grammar: use gender and indefinite articles by learning to sort and categorize by article.
STEM ~ Computing		
Autumn 1 iSafe	<p>Children will know:</p> <ul style="list-style-type: none">• not all information online is reliable and needs to be checked;• you need to use secure passwords and keep them private;• the need to use secure passwords and to keep them private.	<p>Children will be able to:</p> <ul style="list-style-type: none">• use computers safely;• use their knowledge of online safety to identify risks;• use basic safety measures when using technology;• use technology to communicate and collaborate, identify some of the risks and act to minimise them;• use search criteria to find relevant information online;• demonstrate the use of basic safety measures when using technology and working online.



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Autumn 2 iProgram	<p>Children will know:</p> <ul style="list-style-type: none">• algorithms are instructions, which are in order and some instructions can be repeated;• the outcomes of programs can be predicted;• programs can contain errors which can be corrected and this is called debugging.	<p>Children will be able to:</p> <ul style="list-style-type: none">• programme a sequence of statements;• program an object to move and draw;• combine repetition and conditional statements in a programme;• accurately predict the outcome of a range of programme;• test, debug and refine programs;• use sequence and basic selection and repetition in computer programs;• write and amend computer programs;• sequence commands to produce specific effects;• use repetition and conditions;• synchronise action using timings and broadcasts;• combine sequences of commands into procedures (blocks of code) that are repeated.
STEM – Design and Technology		
Autumn 1 Slingshot Car (Mechanical Systems)	<p>Children will know:</p> <ul style="list-style-type: none">• all moving things have kinetic energy;• kinetic energy is the energy that something (object/person) has by being in motion;• air resistance is the level of drag on an object as it is forced through the air;• the shape of a moving object will affect how it moves due to air resistance;• products change and evolve over time;• aesthetics means how an object or product looks in design and technology;• a template is a stencil you can use to help you draw the same shape accurately;• a birds-eye view means a view from a high angle;• graphics are images which are designed to explain or advertise something;• it is important to assess and evaluate design ideas and models against a list of design criteria;	<p>Children will be able to:</p> <ul style="list-style-type: none">• design a shape that reduces air resistance;• draw a net to create a structure from;• choose shapes that increase or decrease speed as a result of air resistance;• personalise a design;• measure, mark, cut and assemble with increasing accuracy;• make a model based on a chosen design;• evaluate the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance;
Music		
Autumn 1 Beat and Rhythm	<p>Children will know:</p> <ul style="list-style-type: none">• the difference between rhythm and beat;• music is grouped into bars;• what a minim is;• who Fanny Price was;• who Isatah Kanneh Mason is;	<p>Children will be able to:</p> <ul style="list-style-type: none">• read, clap, improvise, play and write rhythms;• use musical vocabulary to explain opinions and choices;• sing in round or canon;• compose songs based on given melodies;



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Autumn 2 Around the World	Children will know: <ul style="list-style-type: none">• the difference between melody and accompaniment;• different instruments of the orchestra and their sounds;• what call and response is;• the different styles of music around the world;	Children will be able to: <ul style="list-style-type: none">• play accompaniments with awareness of other parts;• play a range of melodies and accompaniments;
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