

Medium Term Plan – Autumn Term 1 2025 – Chestnut Class (Y3/4)

English

Driver Text: Coming to England

Notes:

Using Pathways to write.

For each of the writing purposes, pupils explore the main features, including grammar, punctuation, language and devices.

Grammar foci: word types; expanded noun phrases, using conjunctions and sentence structures.

Pupils investigate a spelling rule each week and are encouraged to use these accurately in their writing across the curriculum.

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--------------------------------|--------|--------|--------------|--------------------------------|--------|
| Pathway to write- Gateway keys | | | Gateway Keys | Big write (letter) and editing | |

Maths

Main focus: Number, Place and Value and Geometry

Notes:

We use White Rose Premium and Deepening Understanding resources for independent practice.

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|--|--|---|--|---|
| Number, Place and Value: Hundreds tens and ones Represent 1000 Partition 1000 | Number, Place and Value: Thousands Represent 10,000 Partition 10,000 | Number, Place and Value: Flexible partition Find 1,10,100,1000 more or less Number line 1000 | Number, Place and Value: Number line 10,000 Estimate numbers on a number line Compare numbers | Number, Place and Value: Order numbers Rounding | Number, Place and Value: Roman numerals End of unit assessment |
| Shape: Turns and angles Identify angles Right angles | Shape: Compare and order angles | Shape: Lines Triangles Quadrilaterals | Shape: Recognise and describe 2-d shapes Polygons | Shape: Lines of symmetry | Shape: Recognise and describe 3-shapes Make 3-d shapes |

Science

Notes: We use Kapow in line with the National Curriculum.

Pupils will learn: Energy: Light and Shadows

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
|--|---|--|----------------------------|--|--|
| Sources of light: To explain the role of light sources. | What is reflection? To compare light reflecting on different surfaces. | Where do shadows come from? To recognise which materials cast a shadow. | Shadows throughout the day | Investigating shadows: Investigate how the distance of the light source affects the size of its shadow. | Using light and shadows: To tell a story using shadow puppets |

RE

Notes:
This half term the children are considering and exploring the question: **Is scripture central to religion?** We use the Kapow for our RE Scheme of work.

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
|---|---|--|---|--|---|
| To make connections with beliefs about scripture and where it came from | To evaluate information about Hindu and Sikh scripture. | To understand how some Buddhists use teachings to guide their lives by exploring the Canon | To evaluate the significance of religious scripture to some people. | To make connections between beliefs about the Qur'an and the Hadith and how they are used. | To reflect on learning about scripture and its importance in religion |

History

Anglo Saxons
Notes:
We use key stage history to support our planning.

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
|--|---|---|--|---|---|
| Why did the Anglo-Saxons invade and how can we possibly know where they settled? | What does the mystery of the empty grave tell us about Saxon Britain? | How did people's lives change when Christianity came to Britain and | How were the Saxons able to see off the Viking threat? | Just how great was King Alfred, really? | So how dark were the dark Ages, really? |

Art

Drawing, Collage and Sketchbooks

Notes: We use Kapow in line with the National Curriculum.
Pupils will learn: Painting and Mixed Media: Light and Dark

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|--|--|---|--|
| Tints and shades: To understand how to darken or lighten a colour when mixing paint. | Three dimensions: To use tints and shades to give a three-dimensional effect when painting. | Painting techniques: To explore how paint can create very different effects. | Composition: To consider proportion and composition when planning a still life painting. | Still life: To apply knowledge of colour mixing and painting techniques to create a finished piece. |

Music

Notes: We use Kapow in line with the National Curriculum.

Pupils will learn: Creating a composition in response to an animation (Theme: Mountains)

| Session 1 | Session 2 | Session 3 | Session 4 | Session 5 |
|--|--|---|---|---|
| Telling stories through music: To tell a story from a piece of music through movement | Creating a soundscape: To create a soundscape using percussion instruments. | Story sound effects: To create a range of sounds to accompany a story. | Adding rhythm: To compose and perform a rhythm to accompany a story. | Musical mountain: To compose and notate a short melody to accompany a story. |

Computing

Notes: Create a Comic

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
|---|---|---|---|---|---|
| Add, resize and organise colour or picture backgrounds. | Add, resize and organise colour or picture backgrounds. | Add, resize, organise characters/objects to different panels. | Add narration using text and direct speech using speech bubbles | Add narration using text and direct speech using speech bubbles | Add narration using text and direct speech using speech bubbles |

PSHE

Notes: We use Kapow in line with the National Curriculum.

Pupils will learn: Family and relationship

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--------------------------------|------------------|--------------|--------------|---------------------------------|--|
| Friendship issues and bullying | Healthy families | Stereotyping | Stereotyping | How my behaviour affects others | Effective communication to support relationships |

MFL – French

Notes: We are now using a new scheme which is in line with the NC – Language Angels.

| Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
|--|--|---|--|---|--|
| Recognise, recall and spell five different vegetables. | Recognise, recall and spell a further five different vegetables. | Consolidate all ten vegetables in the foreign language and will progress to learning how to say 'a kilo of' plus a vegetable. | Pupils will learn how to formulate a short phrase in the foreign language using the structure 'I would like' | Pupils will be introduced to the conjunction 'and' so that they can formulate longer and more interesting | In this lesson, pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment. |

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| | | | plus a quantity of various vegetables. | sentences in the foreign language. | |
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