

Riverside Primary School Medium-Term Curriculum Plan 2024-2025 LKS2									
Term: Autumn 2 2024 Theme: Bright sparks!									
	Unit	Skills	Week 1 objectives and brief outline of learning 03.11.25	Week 2 objectives and brief outline of learning 10.11.25	Week 3 objectives and brief outline of learning 17.11.25 (4 day week)	Week 4 objectives and brief outline of learning 25.11.24 (4 day week) Assessment week Parliament week	Week 5 objectives and brief outline of learning 01.12.24 Assessment week Christmas rehearsals	Week 6 objectives and brief outline of learning 08.12.24 Christmas productions	Week 7 objectives and brief outline of learning 15.12.24
Wow start:	Human circuits using energy stick								
English	Writing to entertain The Old Warehouse	Riverside Sentence Types:	Imitation Stage	Innovation Stage	Innovation Stage	Independent Stage	Imitation Stage	Innovation Stage	Independent Stage
Writing:	Warning story Focus on Action Writing to inform Explanation text: Goblinology	Year 4 Noun, which/who/where Short sentences If, if, if, then. Double LY ending Grammar and Sentences Use imperative verbs to convey urgency, Use rhetorical questions to engage the reader Use noun phrases to add detail and description, Use relative clauses to provide additional enticement Adverbials Firstly Also In addition However On the other hand Therefore In conclusion Conjunctions if because unless so and but even if when Punctuation Content	Day 1: I can learn the text Day 2: I can story map the text Day 3: I can gather vocabulary based on scary, ominous settings (p.86) Day 4: I can create a toolkit Day 5: I can create a bank of words to hide the threat	Day 6: I can use -ing words at the beginning of sentences and short sentences to build tension. Day 7: Speech Day 8: Dramatic fronted adverbials Day 7: I can plan my story Day 8: Modelled write	Day 9: Modelled write Day 10: Modelled write Day 11: I can plan my explanation text. Independent Stage Day 12: Hot write	Day 13: Hot write Day 14: I can edit and improve Imitation Stage Day 1: I can explore explanation texts Day 2: I can learn the text Drama session	Day 3: I can identify key vocab and understand the text type and purpose Day 4: I can explore the structure and the plot Practical Day 5: I can explore other texts and create a toolkit Day 6: I can plan an explanation text as a class Day 7: Modelled write	Day 8: Modelled write Day 9: Modelled write Day 10: I can edit my work Day 11: Top copy Day 12.I can plan my explanation text	Day 13: Hot write Day 14: Hot write Day 15: I can edit and improve GPS consolidation

Ensure use of capital letters for proper nouns
Use ? ! for rhetorical / exclamatory sentences
Use commas to mark relative clauses
Use commas to make fronted adverbials and subordinate clauses

Writing to entertain
Grammar and Sentences

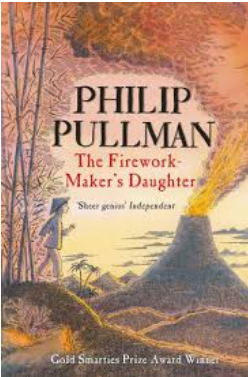
Use subordinate clauses to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze. Use relative clauses to add detail or context, Amy grabbed the torch, which she'd strapped to her belt, quickly. Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers

Conjunctions if when because while as until whenever once since although unless rather

Punctuation
Content Use brackets for incidentals,

		Use dashes to emphasise additional information, Use colons to add further detail in a new clause, Use semi-colons to join related clauses, See T4W Teaching sequence T4W							
Reading:	Inferences Prediction	2d:Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied.	2d:Make inferences from the text/explain and justify inferences with evidence from the text	2d:Make inferences from the text/explain and justify inferences with evidence from the text	2d:Make inferences from the text/explain and justify inferences with evidence from the text	2d:Make inferences from the text/explain and justify inferences with evidence from the text	2d:Make inferences from the text/explain and justify inferences with evidence from the text	2e Predict what might happen from details stated and implied.(0%)	2e Predict what might happen from details stated and implied.(0%)
Class Reader:			The Fireworks-Maker's Daughter. Phillip Pullman 						
Handwriting	Penpals		Unit 3: I can introduce the diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs		Inset	Unit 4: I can revise parallel ascenders and descenders: bb, pp		Unit 5: I can use break lesson: x, z	
Y4 Spelling:				I can use the suffixes: Ation, sion			I can use homophones		I can use the spelling rule: s spelled c before e, i and y
Maths Year 4:	Multiplication & Division		Day 1: L.O: I can Multiply and divide by 9 Day 2: L.O: I can recall the 9	Day 1: L.O: I can recall 11 times-table and division facts Day 2:	Day 1: End of block assessment Day 2: L.O: I can recognise	Day 1: INSET Day 2: Arithmetic	Day 1: Go through arithmetic paper Day 2: Go through reasoning	Day 1: L.O: I can Multiply by 100 Day 2: L.O: I can divide by	Day 1: Christmas Maths - Consolidation of Autumn term units

			times-table and division facts Day 3: L.O: I can recall the 3, 6 and 9 times-tables Day 4: L.O: I can Multiply and divide by 7 Day 5: L.O: I can recall 7 times-table and division facts	L.O: I can recall 12 times-table and division facts Day 3: L.O: I can Multiply by 1 and 0 Day 4: L.O: I can Divide a number by 1 and itself Day 5: L.O: I can Multiply three numbers	factor pairs Day 3: L.O: I can use factor pairs Day 4: L.O: I can multiply by 10 Day 5: INSET	Day 3: Reasoning Paper 1 Day 4: Reasoning Paper 2 Day 5: Reading	paper 1 Day 3: Go through reasoning paper 2 Day 4: LO: I can recap rounding to the nearest 10, 100 and 1000 Day 5: Production rehearsals	10100 Day 3: L.O: I can divide by 100 Day 4: Christmas production Day 5: L.O: I can use informal written methods for multiplication	
Geography:	Countries of the World		Lesson 1 To be able to identify the continents of the world.	Lesson 2 To be able to locate countries on a world map.	Lesson 3 To find out about some of the key geographical features of each continent.	Lesson 4 To be able to locate major capital cities of the world.	Lesson 5 To be able to use a variety of sources to identify human and physical features in a particular country.	Lesson 6 To be able to find similarities and differences between different countries.	
Science:	Electricity	-asking relevant questions and using different types of scientific enquiries to answer them - making systematic and careful observations and, where appropriate, taking accurate -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further	To classify and present data, identifying common appliances that run on electricity.	To identify circuit components and build working circuits.	To investigate whether circuits are complete or incomplete.		To investigate which materials are electrical conductors or insulators.	To explain how a switch works in a circuit, build switches and report my findings.	To discuss and solve problems about electricity using reasoning skills.

		questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.							
D&T:	To design, make, evaluate, improve To take inspiration throughout design history Electricals and electronics: Christmas decoration	Electrical Christmas ornament/decoration. To design, make, evaluate and improve • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. To take inspiration from design throughout history • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Use software to design and represent product designs. Electrics and electronics	I can investigate a variety of lights.	I can create use Flowol4 to code a sequence of lights	I can create a product outline and a mood board	I can draw my design diagram	I can make my light up Christmas decoration I can re-think my design as needed	I can make my light up Christmas decoration I can re-think my design as needed	I can make my light up Christmas decoration I can re-think my design as needed I can evaluate my light up Christmas decoration

		To master practical skills • Create series and parallel circuits							
Computing:	Digital Foundations	Digital Foundations 4 has been designed to provide children with a strong foundation in the knowledge and skills required for their computing journey over the coming year. The six steps in this unit contain concepts and activities that will develop children's understanding of: technology and digital devices; operating system familiarity; mouse and keyboard skills; understanding icons and symbols; creating digital artefacts; Internet safety and awareness; and digital citizenship. The steps in this unit can be covered flexibly in order to meet the specific needs of the children. Teachers may choose to teach all six steps or to choose those most relevant to their setting.	<u>Lesson 1</u> To understand elements of the IPO model for computing.	<u>Lesson 2</u> To understand how and why components of a computing device are connected.	<u>Lesson 3</u> To understand the role of an operating system in organising digital files. To be able to locate digital files in order to complete tasks.	<u>Lesson 4</u> To recognise an increasing range of common icons and their functions.	<u>Lesson 5</u> To understand aspects of mice and trackpads. To use two hands on a keyboard to type letters, numbers and symbols.		<u>Lesson 6</u> To use formatting tools within a document to manipulate the content. To understand that word processing programs have spelling and grammar tools to help with editing a document.

Music:	Charanga: Exploring feelings when you play		Rehearse Xmas songs	Rehearse Xmas songs	Rehearse Xmas songs	Rehearse Xmas songs		Rehearse Xmas songs	I can use the notes D, E, F
MfL:	Les Animaux	- Recognise, recall, and spell up to 10 animals in French with their - correct determiners/ indefinite articles. - Understand that there are more determiners/ articles in French than - in English. - Use and become more familiar with the high-frequency 1st person - conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	I can learn how to name (with accurate pronunciation) and remember five animals in French with the correct indefinite article/determiner.	I can learn how to name (with accurate pronunciation) and remember five more animals in French with the correct indefinite article/determiner.	I can consolidate all ten nouns for animals in French and will start to attempt to spell these words.	I can explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in French compared to English.	To become more familiar with the 1st person high frequency irregular verb 'je suis' (I am) from the verb 'être' (to be).		To revise all languages covered so far and to complete the end of unit assessment.
Aesthetic PE	Year 4 Yoga - Get Set 4 PE <u>GetSet4PE</u>		To explore connecting breath and movement.	To explore new yoga poses and begin to connect them.		To explore gratitude when remembering and repeating a yoga flow.	To develop flexibility and strength in a positive summer flow.	To develop flexibility and wellbeing in an individual yoga flow.	
Aesthetic PE	Year 4 OAA - Get Set 4 PE <u>GetSet4PE</u>	Physical: balance, run at speed, run over distance, coordination Social: communication, co-operation,	LESSON 1 To develop cooperation and teamwork skills.	LESSON 2 To orientate a map and navigate around a grid		LESSON 3 To develop observational skills, listening to others	LESSON 4 To develop trust whilst listening to others and following instructions.	LESSON 5 To be able to identify, draw and follow a simple map.	

		collaboration Emotional: determination, resilience, honesty, trust, confidence Thinking: problem solving, evaluation, reflection, create, select and apply	.			and following instructions.			
PSHCE:	Relationships Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	Safe relationships • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online Respecting ourselves and others to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone	I can understand when it is ok to not keep a secret To explore how my choices shape how others see me – linking behaviour to reputation and trust.	Anti bullying week activities To understand how to use emotional intelligence to manage disagreements maturely – recognising triggers, perspective-taking, and problem-solving.	I can recognise risks and know how to keep safe online To learn strategies for handling authority respectfully – exploring how to disagree appropriately with adults or peers.	I can recognise and celebrate differences between people To understand xhow to be a role model for younger children – discussing influence, empathy, and leadership.	No outsiders: We’re All Wonders by R.J.Palacio To understand what a bystander is	To reflect on resilience and self-control when things don’t go my way – focusing on delayed gratification and positive coping.	To prepare for secondary school expectations – understanding independence, self-regulation, and personal responsibility in new settings.

Trips, visitors and experiences:	• Wb 11th November- Anti-bullying week • Christmas Hoops • Christmas production
Outcome/final pieces:	Christmas cards