

Medium Term Plan

Year/class: Four		Topic and subject: Autumn 1				Duration: 8 weeks		
<b>Learning overview:</b> <b>Payment for Lion, Witch and Wardrobe required.</b>								
<b>Prior learning/questions from children:</b>								
<b>Content (NC) Overview and time dedicated</b>								
	<b>Week 1</b> Genre - Myths Structure	<b>Week 2</b> Genre - Myths Structure	<b>Week 3</b> <b>Cinquains</b>	<b>Week 4</b> <b>Cinquains</b>	<b>Week 5</b> Information Texts	<b>Week 6</b> Information Texts	<b>Week 7</b> <b>Assessment</b>	<b>Week 8</b>
English Spellings	<p>Text: <b>Greek Myths by Marcia William</b></p> <p><a href="#">Lesson 1 - To identify features of a myth</a> <a href="#">Resources</a></p> <p><a href="#">Lesson 2 - To understand how a myth can be structured</a> <a href="#">Resources</a></p> <p><a href="#">Lesson 3 - To write an introduction to a myth including a subordinate clause</a> <a href="#">Resources</a></p> <p><a href="#">Lesson 4 - To write a 'build up' for a Myth including fronted adverbials and subordinate clauses</a> <a href="#">resources</a></p> <p><b>NNS</b> <b>Assess</b> Statutory spellings learnt so far</p>	<p>Text: <b>Greek Myths by Marcia Williams</b></p> <p><a href="#">Lesson 1 - To write a 'problem' for a Myth including fronted adverbials and subordinate clauses</a> <a href="#">Resources</a></p> <p><a href="#">Lesson 2 - To write a 'resolution and ending' for a Myth including fronted adverbials and subordinate clauses</a> <a href="#">Resources</a></p> <p><b>NNS</b> <b>Assess</b> Statutory spellings learnt so far <b>Revise</b> Strategies at the point of writing: Have a go</p>	<p>Text: N/A To identify the features of a cinquain</p> <p><a href="#">Lesson Slides</a> <a href="#">Resources</a></p> <p><b>NNS</b> <b>Revise</b> Strategies at the point of writing: Have a go <b>Teach</b> Proofreading</p>	<p>Text: N/A To write a cinquain poem</p> <p><a href="#">Lesson Slides</a> <a href="#">Resources</a></p> <p><b>NNS</b> <b>Teach</b> Prefixes 'anti-' and 'inter-' <b>Practise</b> Prefixes 'anti-' and 'inter-'</p>	<p>Text: <b>Professor Astro Cat's Human Body Odyssey</b></p> <p><b>NNS</b> <b>Assess</b> Prefixes 'anti-' and 'inter-' <b>Learn</b> Strategies for learning words: selected words from statutory and personal spelling lists <b>Assess</b> Spellings learnt so far</p>	<p>Text: <b>Professor Astro Cat's Human Body Odyssey</b></p> <p><b>NNS</b> <b>Teach</b> Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' <b>Practise</b> Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p>	<p>Assessment Text:</p> <p><b>Science Final products:</b> Presentation on healthy bodies (teeth, diet, muscles, heart)</p> <p><b>NNS</b> <b>Assess</b> Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists</p>	<p><b>NNS</b> <b>Revise/Assess</b> Spellings taught so far</p>

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							Assess Spellings learnt so far this term	
Grammar	<ul style="list-style-type: none"> <li>• <b>Fronted adverbials for time.</b></li> <li>• Use of <b>paragraphs.</b></li> <li>• Use of <b>expanded noun phrases</b> to inform.</li> <li>• Use of <b>co-ordinating and subordinating conjunctions.</b></li> <li>• Use of <b>prepositions</b> to talk about place</li> </ul>			<ul style="list-style-type: none"> <li>• Focus on word classes including <b>expanded noun phrases</b> with <b>adjectives, nouns</b> and <b>prepositions / verbs</b> and <b>adverbs</b></li> <li>• Figurative language including noun phrases, alliteration, similes and onomatopoeia</li> <li>• Use of a thesaurus / word bank to extend vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Build on work on word classes / figurative language.</li> <li>• Use of <b>paragraphs.</b></li> <li>• Use of <b>co-ordinating and subordinating conjunctions.</b></li> <li>• <b>Fronted adverbials</b></li> <li>• Use of a thesaurus / word bank to extend vocabulary</li> <li>• SPaG - Rising Stars Assessment</li> </ul>		
Maths	<ul style="list-style-type: none"> <li>• Diagnostics Test</li> <li>• Arithmetic</li> <li>• Timetables</li> </ul> <p><b>PLACE VALUE</b></p> <ul style="list-style-type: none"> <li>• Numbers to 1000 (R)</li> <li>• 100s, 10s, 1s (R)</li> <li>• Number line 1000 (R)</li> <li>• Round to nearest 10</li> <li>• Round to nearest 100</li> </ul>	<ul style="list-style-type: none"> <li>• Count in 1000s</li> <li>• Represent numbers to 10000</li> <li>• 1000s, 100s, 10s, 1s</li> <li>• Partitioning</li> <li>• Number line to 10000</li> </ul>	<ul style="list-style-type: none"> <li>• Find 1, 10, 100 more or less (R)</li> <li>• 1000 more or less</li> </ul>	<ul style="list-style-type: none"> <li>• Compare 4-digit numbers</li> <li>• Order numbers</li> <li>• Round to nearest 1000</li> <li>• Negative numbers</li> <li>• Roman Numerals</li> <li>• Mini assessment</li> </ul>	<p><b>ADDITION &amp; SUBTRACTION</b></p> <ul style="list-style-type: none"> <li>• Add and subtract 1s, 10s, 100s, 1000s</li> <li>• Add two 3-digit numbers – not crossing 10 or 100 (R)</li> <li>• Add two 4-digit numbers – no exchange</li> <li>• Add two 3-digit numbers – crossing 10 or 100 (R)</li> <li>• Add two 4-digit numbers – one exchange</li> </ul>	<ul style="list-style-type: none"> <li>• Add two 4-digit numbers – more than one exchange</li> <li>• Subtract a 3-digit number from a 3-digit number – no exchange (R)</li> <li>• Subtract two 4-digit numbers – no exchange</li> <li>• Subtract a 3-digit number from a 3-digit number – exchange (R)</li> <li>• Subtract two 4-digit numbers – one exchange</li> </ul>	<ul style="list-style-type: none"> <li>• Subtract two 4-digit numbers – more than one exchange</li> <li>• Efficient subtraction</li> <li>• Estimate answers</li> <li>• Checking strategies</li> <li>• Mini assessment</li> </ul>	
Maths Weavers	<ul style="list-style-type: none"> <li>• Count in 25s</li> <li>• Time</li> <li>• Times Tables</li> </ul>							
Science (Digestive System)	<p>To know what the human digestive system is</p> <ul style="list-style-type: none"> <li>• it is a complex series of organs and glands that processes food in order to use the food we eat as energy, our body has to break the food down into smaller molecules that it can process it also has to excrete (or get rid of) waste</li> </ul> <p>To know what the main parts of the digestive system are</p>	<p><b>CONSOLIDATION OF LEARNING</b></p> <p>Demonstrating how the digestive system works by creating poo!</p> <p>To know how food is broken down by the digestive system</p> <ul style="list-style-type: none"> <li>• food is broken into smaller pieces in the mouth using our teeth</li> <li>• enzymes in the stomach break the food even more</li> </ul>	<p>To know the difference between baby and adult teeth</p> <ul style="list-style-type: none"> <li>• children have a total of 20 baby teeth; adults have 32 permanent teeth</li> <li>• children have 8 incisors, 8 molars and 4 canine teeth</li> <li>• adults have 8 incisors, 12 molars and 12 canine teeth</li> </ul>	<p><b>WORKING SCIENTIFICALLY</b></p> <p>(Observation over time)</p> <p>How does an eggshell change when it is left in cola?</p> <ul style="list-style-type: none"> <li>• Can they plan and carry out an investigation by controlling variables fairly and accurately?</li> <li>• Can they use test results to make further</li> </ul>	<p>To know how to care for or teeth</p> <ul style="list-style-type: none"> <li>• brushing teeth at least twice a day helps to keep them clean and to get rid of any plaque which might attack the enamel</li> <li>• floss your teeth – this removes bits that get stuck between your teeth as well as plaque</li> <li>• rinsing with a mouthwash also keeps your mouth and gums clean and healthy</li> </ul>	<p>To know the function of a food chain</p> <ul style="list-style-type: none"> <li>• food chains show how energy from the sun is used by animals in a chain from plants through to animals and even humans</li> <li>• all food chains start with a producer which is always a green plant that converts the suns energy into food, which is then eaten by other animals - called consumers</li> </ul>	<p>To know what impact humans have on food chains</p> <ul style="list-style-type: none"> <li>• humans are dominant consumers</li> <li>• they affect food chains through pollution, habitat destruction, over fishing and hunting</li> <li>• humans demands for food and shelter along with population growth, are also affecting the soil and water ecosystems</li> </ul> <p><b>(Results: - Weekly Observation of</b></p>	

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	<ul style="list-style-type: none"> <li>it takes your mouth, oesophagus, stomach, small intestine, large intestine, gallbladder, pancreas and liver just to digest the food you eat</li> </ul>	<ul style="list-style-type: none"> <li>small and large intestines absorb the food and the water</li> </ul>	<p>To know what the different types of teeth are and their functions</p> <ul style="list-style-type: none"> <li>Humans have three main types of teeth:</li> <li>Incisors: help you bite off and chew pieces of food</li> <li>Canines: these teeth are used for tearing and ripping food</li> <li>Molars: these help you crush and grind food</li> <li></li> </ul>	<p>predictions and set up further comparative tests?</p>	<p><b>(Weekly Observation of Investigation)</b></p> <ul style="list-style-type: none"> <li></li> <li></li> </ul>	<p><b>(Weekly Observation of Investigation)</b></p>	<p><b>Investigation -English presentation)</b></p>	
Art		<p><b>HISTORY</b></p> <p><b>(Artefacts – pottery, vases, statues)</b></p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form. models.</p> <p>understanding that it has been sculpted, modelled or constructed.</p>	<p><b>ART</b></p> <p>To plan and design Greek sculpture (statues/figure – Gods/mythological beast/Hero)</p>	<p><b>ART</b></p> <p>To make plan and adapt a Greek sculpture</p>	<p>To complete/seal the clay sculpture.</p> <p>To evaluate the clay sculpture.</p>			
Geography								

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History	To know when the Ancient Greeks existed  Recap on Year 3 topics on a timeline, add the Ancient Greeks. - Context: world history	To explore ancient Greek artefacts to find out what life was like. (buildings, clothing, settlements, pottery, vases, statues)	<u>ART</u> Clay artefacts – Greek mythological beasts/Gods	To understand the importance of Greek Gods and religious beliefs	To look at similarities, differences between Greek states (Sparta - military, Athens – intellectuals).	To use role play to demonstrate the differences between the two states.	To explain the origins of the Ancient Olympics & The Marathon  <b>Final product:</b> <b>Athletic competition</b>	
Computing  (Teach Computing – Computing Systems and Networks)	To Connect Networks	What is the Internet made of?	Sharing information	What is a website?	Who owns the web?	Can I believe what I read?	We are designers	
P.E	<b>Fitness</b>  Handball (Teacher)	<b>Fitness</b>  Handball (Teacher)	<b>Fitness</b>  Handball (Teacher)	<b>Fitness</b>  Handball (Teacher)	<b>Fitness</b>  Handball (Teacher)	<b>Fitness</b>  Handball (Teacher)	<b>Fitness</b>  Handball (Teacher)	<b>Fitness</b>  Handball (Teacher)
R.E  What can we learn from religions about deciding what is right and wrong?	To understand how the meaning of the Golden Rule is important	<ul style="list-style-type: none"> <li>To understand the importance of the Ten Commandments</li> </ul>	<ul style="list-style-type: none"> <li>To explore what Christianity says about having a good life</li> </ul>	(Art/clay)	<ul style="list-style-type: none"> <li>To understand how people decide between right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>To understand what religious stories tell believers about temptation</li> </ul>	<ul style="list-style-type: none"> <li>To explain how religious teachings helped to affect someone's actions</li> </ul>	
DT								
Music  Charanga – Mamma Mia!	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	


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<p>Languages</p> <p>French - Ourselves</p>		<ul style="list-style-type: none"> <li>• To name some family members</li> <li>• To name my family members</li> </ul>	<ul style="list-style-type: none"> <li>• To name extended family members</li> </ul>	<ul style="list-style-type: none"> <li>• To label a family tree</li> </ul>	<ul style="list-style-type: none"> <li>• To create and label my family tree</li> </ul>	<ul style="list-style-type: none"> <li>• To create and label my family tree</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To write a paragraph to describe my family</li> </ul>	
<p><b>Evaluation/notes:</b></p>								

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<b>Year/class: Four</b>		<b>Topic and subject: Autumn 2</b>			<b>Duration: 7 weeks</b>		
<b>Learning overview:</b>							
<b>Complete EVOLVE – Risk Assessment for: Lion, Witch and Wardrobe Trip – 5<sup>th</sup> Jan 22</b>							
<b>Prior learning/questions from children:</b>							
<b>Content (NC) Overview and time dedicated</b>							
	<b>Week 1</b>  (Persuasion)	<b>Week 2</b>  (Persuasion)	<b>Week 3</b>  Friendship Week	<b>Week 4</b>	<b>Week 5</b>  (Portal Stories – Narrative)	<b>Week 6</b>  (Portal Stories – Narrative)	<b>Week 7</b>
English Grammar	Text: The day the Crayons Quit  <b>NNS</b> <b>Revise</b> Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go <b>Teach</b> Proofreading	Text: The day the Crayons Quit  <b>NNS</b> <b>Teach</b> Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ <b>Practise</b> Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’	Text: The Black Book of Colours (Mix by Aree Chung)  <b>NNS</b> <b>Apply</b> Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists <b>Assess</b> Words from statutory and personal spelling lists: pair testing	Text: The Black Book of Colours (Mix by Aree Chung)  <b>NNS</b> <b>Revise</b> Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’ <b>Practise/Apply</b> Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’	Text: The Lion, the Witch and the Wardrobe by C. S. Lewis  <b>NNS</b> <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists <b>Assess</b> Words from statutory and personal spelling lists: pair testing	Portal: Text: The Lion, the Witch and the Wardrobe by C. S. Lewis  <b>NNS</b> Teach Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)  <b>Practise</b> Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)  <b>Apply</b>	<b>Final Product:</b> <b>Trip to Lowry: Lion, Witch and Wardrobe (Jan 22)</b>

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						Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	
Grammar	<ul style="list-style-type: none"> <li>Focus on word classes including <b>expanded noun phrases</b> with <b>adjectives, nouns</b> and <b>prepositions / verbs</b> and <b>adverbs</b></li> <li>Figurative language including noun phrases, alliteration, similes and onomatopoeia</li> <li>Use of a thesaurus / word bank to extend vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Build on work on word classes / figurative language.</li> <li>Use of <b>paragraphs</b>.</li> <li>Use of <b>co-ordinating and subordinating conjunctions</b>.</li> <li><b>Fronted adverbials</b></li> <li>Use of a thesaurus / word bank to extend vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><b>Fronted adverbials for time and cause.</b></li> <li>Use of <b>paragraphs</b>.</li> <li>Use of <b>expanded noun phrases</b> to inform.</li> <li>Use of <b>co-ordinating and subordinating conjunctions</b>.</li> <li>Use of <b>prepositions</b> to talk about place.</li> </ul>				
Maths	<p><b>Measurement - Length and Perimeter (2)</b></p> <ul style="list-style-type: none"> <li>Equivalent lengths m and cm (recap)</li> <li>Equivalent lengths mm and cm (recap)</li> <li>Kilometres</li> <li>Add lengths (recap)</li> <li>Subtract lengths (recap)</li> </ul>	<p><b>Perimeter</b></p> <ul style="list-style-type: none"> <li>Measure perimeter (recap)</li> <li>Perimeter on a grid</li> <li>Perimeter of a rectangle</li> <li>Perimeter of rectilinear shapes</li> </ul>	<p><b>Measurement – Area (1)</b></p> <ul style="list-style-type: none"> <li>What is area?</li> <li>Counting squares</li> <li>Making shapes</li> <li>Comparing area</li> </ul> <p>End of unit task: 4cm<sup>2</sup></p>	<p><b>Problem Solving</b></p> <p>Consolidation of Area/Perimeter</p> <p>Greek Problems</p>	<p><b>Number- Multiplication and Division (3)</b></p> <ul style="list-style-type: none"> <li>Multiply by 10 Multiply by 100</li> <li>Divide by 10</li> <li>Divide by 100</li> <li>Multiply by 1 and 0 Divide by 1 and itself</li> </ul>	<ul style="list-style-type: none"> <li>Multiply and divide by 3 (recap)</li> <li>The 3 times-table</li> <li>Multiply and divide by 6</li> <li>6 times table and division facts</li> <li>Multiply and divide by 9</li> <li>9 times table and division facts</li> <li>Multiply and divide by 7</li> <li>7 times table and division facts</li> </ul> <p>Unit assessment: Zios and Zepts NRICH <a href="http://nrich.maths.org/1005">http://nrich.maths.org/1005</a></p>	<ul style="list-style-type: none"> <li><b>Consolidation: Addition and subtraction methods (1)</b></li> </ul>
Science	<p>To know what the main classification groups are</p> <ul style="list-style-type: none"> <li>The five main kingdoms are: <ul style="list-style-type: none"> <li>Animal</li> <li>Plant</li> <li>Fungi</li> <li>Monera</li> <li>Protist</li> </ul> </li> </ul> <p><a href="#">Lesson Slides</a> <a href="#">Resources</a></p>	<p>To know the key characteristics of a vertebrate</p> <ul style="list-style-type: none"> <li>Are animals that have a backbone inside their body</li> <li>They have a hard skeleton made of bone that holds their body upright</li> <li>Major groups include: fish, amphibians, reptiles, birds, mammals</li> </ul>	<p>To know the key characteristics of an invertebrate</p> <ul style="list-style-type: none"> <li>Are animals that do not have a backbone</li> <li>Some have soft bodies, like worms, slugs and jellyfish</li> <li>Other invertebrates, like insects, spiders and crustaceans, have a hard outer casing.</li> <li>Called an exoskeleton</li> <li>Exoskeletons protects their body a bit like a suit of armour</li> </ul>	<p>To know what a classification key is</p> <ul style="list-style-type: none"> <li>A key is a set of questions about the characteristics of living things</li> <li>Keys are used to identify a living organism or decide which group it belongs to by answering the questions</li> </ul> <p><a href="#">Lesson Slides</a> <a href="#">Resources</a></p> <p>(Branching Databases)</p>	<p><b>FIELD WORK</b></p> <p>To ask questions about the local habitats and to carefully observe and record the living things in the local area.</p> <p><a href="#">Lesson Slides</a> <a href="#">Resources</a></p> <p><b>RHS Trip: Pond dipping</b></p>	<p><b>END PRODUCT</b></p> <p>To Identify, Group and Classify</p>  <p>Can we use the classification keys to identify all the animals that we caught pond dipping?</p>	
Art							

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<p><b>Geography</b></p>	<p>To identify the physical features of the British Isles and Greece.  Locate British Isles on the map (including: the Hebrides, the Shetland Islands, the Orkney Islands, the <b>Isles</b> of Scilly, and the <b>Isle</b> of Man. Locate some of the Greek Islands.</p>	<p>To identify and compare the human features of the British Isles Greece.</p>	<p>To compare weather patterns in the British Isles and Greece.</p>	<p>Tourism British Isles</p>	<p>Tourism Greece</p>	<p>To compare the British Isles and Greece through tourism</p>	<p>To produce a brochure on British Isles or Greece.</p>
<p><b>History</b></p>							
<p><b>Computing</b> (Creating media – Audio editing)</p>	<p>In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>						
<p><b>P.E</b></p>	<p><b>Gymnastics</b>  Hockey</p>	<p><b>Gymnastics</b>  Hockey</p>	<p><b>Gymnastics</b>  Hockey</p>	<p><b>Gymnastics</b>  Hockey</p>	<p><b>Gymnastics</b>  Hockey</p>	<p><b>Gymnastics</b>  Hockey</p>	<p><b>Gymnastics</b>  Hockey</p>
<p><b>R.E</b></p>							
<p><b>DT</b> Mechanical Systems - Pneumatics Create a pneumatic toy for Christmas <a href="#">Kapow</a></p>			<p>To investigate and explore pneumatic systems</p>	<p>To design a pneumatic toy -through thumb nail sketches and diagrams</p>	<p>To make a pneumatic toy.</p>	<p>To make a pneumatic toy</p>	<p>To evaluate the pneumatic toy.</p>
<p><b>Music</b></p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>



Medium Term Plan


Christmas Production		traditions and from great composers and musicians  Develop an understanding of the history of music.	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	increasing accuracy, fluency, control and expression	increasing accuracy, fluency, control and expression	increasing accuracy, fluency, control and expression
Languages  French - Celebrations	To describe some French Christmas Eve traditions	To use adjectives to describe size		To name Christmas decorations	To use adjectives to describe colour and size	To use the conjunction 'et'	To write a paragraph to describe a picture

**Evaluation/notes:**

Medium Term Plan

Year/class: Four	Topic and subject: Summer 2				Duration: 7 weeks		
Learning overview:							
Prior learning/questions from children:							
<b>Content (NC) Overview and time dedicated</b>							
	<b>Week 1</b> (Recount)	<b>Week 2</b> (Recount)	<b>Week 3</b> (Story Telling) <b>Citizenship Week &amp; Assessment</b>	<b>Week 4</b> (Story Telling)	<b>Week 5</b> (Story Telling)	<b>Week 6</b> (Poetry)	<b>Week 6</b> (Poetry)
English Spellings	<p><b>Text: The River by Marc Martin</b></p> <p><a href="#">Lesson 1 - To collect descriptive vocabulary for a setting</a> <a href="#">Lesson 2 – To collect descriptive vocab for a setting</a> <a href="#">Lesson 3 - To recount a journey in the shoes of an object - traffic</a> <a href="#">Resources</a></p> <p><b>NNS</b> <b>Teach</b> Suffix ‘-ous’ Lesson 2 Practise Suffix ‘-ous’ <b>Apply</b> Suffix ‘-ous’</p>	<p><b>Text: The River by Marc Martin</b></p> <p><a href="#">Lesson 4 - To recount a journey in the shoes of an object- jungle</a> <a href="#">Lesson 5 - To recount a journey in the shoes of an object - ocean</a></p> <p><b>NNS</b> <b>Practise</b> Proofreading <b>Revise</b> Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’ <b>Practise/Apply</b> Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’</p>	<p>River contd</p> <p><b>NNS</b> <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists <b>Assess</b> Words learnt so far</p>	<p>Text: <b>Fortunately the Milk</b> by Neil Gaiman</p> <p><b>NNS</b> <b>Teach/Revise from Year3</b> Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ <b>Practise</b> Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’</p>	<p>Text: <b>Fortunately the Milk</b> by Neil Gaiman</p> <p><b>NNS</b> <b>Assess</b> Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists <b>Assess</b> Words learnt so far</p>	<p>Text: Poems – Roger McGough</p> <p><b>NNS</b> <b>Revise</b> Work covered this term</p>	<p>Text: Poems – Roger McGough</p>

Medium Term Plan

Grammar	<ul style="list-style-type: none"> <li>Focus on use of <b>conjunctions, adverbials with commas and prepositions.</b></li> <li>Use of <b>simple organisational devices</b> in non-narrative writing</li> <li>Use <b>paragraphs</b></li> <li>Use of a thesaurus / word bank to extend vocabulary</li> <li>Use of a dictionary to check spellings</li> </ul>	<ul style="list-style-type: none"> <li>Focus on sentence punctuation and using sentences with more than one clause and a range of <b>conjunctions</b></li> <li>Build on work on word classes / figurative language to describe <b>character and setting</b></li> <li>Use a familiar <b>plot</b> to write own story</li> <li>Use <b>paragraphs</b></li> <li>Use of <b>inverted commas</b> for speech</li> <li>Appropriate use of <b>pronouns / nouns</b></li> <li>Use of a thesaurus / word bank to extend vocabulary</li> <li>Use of a dictionary to check spellings</li> </ul>	<ul style="list-style-type: none"> <li>Focus on use of <b>conjunctions, adverbials with commas and prepositions.</b></li> <li>Use <b>expanded noun phrases</b> to inform.</li> <li>Use of <b>simple organisational devices</b> in non-narrative writing</li> <li>Use <b>paragraphs</b></li> <li>Use of a thesaurus / word bank to extend vocabulary</li> <li>Use of a dictionary to check spellings</li> </ul>				
Maths	<p><b>Statistics (1)</b></p> <ul style="list-style-type: none"> <li>Interpret charts</li> <li>Comparison, sum and difference</li> <li>Line graphs</li> <li>Mini assessment</li> </ul>	<p><b>Geometry – Properties of Shape (1)</b></p> <ul style="list-style-type: none"> <li>Turns and angles (R)</li> <li>Right angles in shapes (R)</li> <li>Comparing angles (R)</li> <li>Identifying angles</li> <li>Compare and order angles</li> </ul>	Assessment Wk	<p><b>Geometry – Properties of Shape (2)</b></p> <ul style="list-style-type: none"> <li>Recognise and describe 2-D shapes (R)</li> <li>Triangles</li> <li>Quadrilaterals</li> <li><i>Line of symmetry</i></li> <li><i>Complete a symmetric figure</i></li> </ul>	<p><b>Geometry – Position &amp; Direction</b></p> <ul style="list-style-type: none"> <li>Describe a position</li> <li>Draw on a grid</li> <li>Move on a grid</li> <li>Describe movement on a grid</li> <li>Mini assessment</li> </ul>	<p><b>1<sup>st</sup> Consolidation</b></p> <p>Addition &amp; Subtraction</p>	<p><b>1<sup>st</sup> Consolidation</b></p> <p>Multiplication &amp; Division</p>
Science States of Matter	To identify how sounds are made, associating some of them with something vibrating.	<ul style="list-style-type: none"> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> </ul>	Citizenship Week	<ul style="list-style-type: none"> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that sounds get fainter as the <sup>Physics</sup> distance from the sound source increases.</li> </ul>	<p>Which material is best to use for muffling sound in ear defenders?</p> 	
Art							
Geography	Local River: Irwell, Mersey...	Lesson 1 – find it?	Citizenship Week	To describe how rivers are used around the world. <a href="#">Lesson 2 - To understand the uses of a river</a> <a href="#">Resources</a>	To identify the stages and features of a river and the way the land use changes from the source to the mouth.	To recognise and explain how flooding affects communities. <a href="#">Resources</a> <a href="#">Lesson 4 - To understand the effects of flooding</a>	<b>End Product:</b> <a href="#">Linked to DT – Flood defence (Shell Structure)</a>

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					<a href="#">Lesson 3 - To identify the stages and features of a river, and the way that land use changes from the source to the mouth. Resources</a>		
History							
Computing Programming B- Repetition in Games							
P.E	Dance (Jancy) Striking - Golf	Dance (Jancy) Striking - Golf	Dance (Jancy) Striking - Golf	Dance (Jancy) Striking - Golf	Dance (Jancy) Striking - Golf	Dance (Jancy) Striking - Golf	Dance (Jancy) Striking - Golf
R.E  Why do some people think that life is like a journey and what significant experience mark this?	<ul style="list-style-type: none"> <li>To describe how life is seen as a journey by some people.</li> </ul>	<ul style="list-style-type: none"> <li>To describe two different Christian celebrations of belonging/initiation.</li> <li>To consider questions about the importance and significance to Christians of different forms of baptism</li> </ul>	<ul style="list-style-type: none"> <li>To describe what happens at a Jewish Bar or Bat Mitzvah ceremony</li> <li>To find out more about why these ceremonies are significant to Jewish people</li> </ul>	<ul style="list-style-type: none"> <li>To describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.</li> <li>To describe the significance of the Hindu sacred thread ceremony</li> </ul>	<ul style="list-style-type: none"> <li>To describe a wedding ceremony for two different religions</li> <li>To consider questions such as why people make promises and vows when they marry</li> </ul>	<ul style="list-style-type: none"> <li>To consider questions such as What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not?</li> <li>Think of reasons why some people describe life as like a journey</li> </ul>	
DT  Structures - Shell structures and computer aided design  POP Using nets and design for?	Build Thames barrier?						
Music	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	

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Charanga – Reflect, rewind and review		traditions and from great composers and musicians  Develop an understanding of the history of music.	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	increasing accuracy, fluency, control and expression	increasing accuracy, fluency, control and expression	
Languages  French - Holidays	To use a bilingual dictionary to translate vocabulary	To say where I go on holiday	To say how I travel to my holiday destination	To listen and understand short sentences in French	To ask questions to collect data from others	To express my ideas in writing	
<b>Evaluation/notes:</b>							

Medium Term Plan

Year/class: Four		Topic and subject: Summer 1			Duration: 4 wks, 2 wks x 4 days weeks	
Learning overview:						
Ironbridge Tue 26 <sup>th</sup> to 29 <sup>th</sup> April 22						
Prior learning/questions from children:						
Content (NC) Overview and time dedicated						
	Week 1 (Narrative Poetry) <b>4 days</b>	Week 2 (Narrative Poetry) <b>TRIP TO IRONBRIDGE</b>	Week 3 <b>(Bank Holiday)</b> (Narrative Writing) <b>4 days</b>	Week 4 (Narrative Writing)	Week 5 <b>Instructions</b>	Week 6 <b>Instructions</b>
English Spellings	<p><b>Text: Poetry</b> (Explore different poems)</p> <p><b>NNS</b> <b>Teach</b> Words with the /s/ sound spelt 'sc' (Latin in origin) <b>Practise</b> Words with the /s/ sound spelt 'sc' (Latin in origin) <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go</p>	<p><b>Text: poetry</b></p> <p><b>NNS</b> <b>Teach</b> Endings that sound like /jən/ spelt 'sion' <b>Practise</b> Endings that sound like /jən/ spelt 'sion'</p>	<p><b>Text: The Tunnel by Anthony Browne</b></p> <p><b>NNS</b> <b>Assess</b> Endings that sound like /jən/ spelt 'sion' <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists <b>Revise</b> Apostrophes for possession, including singular and plural</p>	<p><b>Text: The Tunnel by Anthony Browne</b></p> <p><b>NNS</b> <b>Practise</b> Apostrophes for possession, including singular and plural <b>Teach</b> Homophones</p>	<p><b>Text: Instructions (Neil Gaiman)</b> <a href="#">Lesson Slides - 1 to 4 Resources</a></p> <p><b>NNS</b> <b>Practise</b> Homophones <b>Apply</b> Homophones <b>Assess</b> Statutory words learnt during the year</p>	<p><b>Text: Instructions (Neil Gaiman)</b></p> <p><b>NNS</b> <b>Revise/Learn</b> Strategies for learning words: words from statutory list that need further learning</p>
Grammar	<ul style="list-style-type: none"> <li>Focus on word classes including <b>expanded noun phrases</b> with <b>adjectives, nouns</b> and <b>prepositions / verbs</b> and <b>adverbs</b></li> <li>Figurative language including <b>noun phrases, alliteration, similes, metaphor</b> and <b>onomatopoeia</b></li> </ul>	<ul style="list-style-type: none"> <li>Focus on sentence punctuation and using sentences with more than one clause and a range of <b>conjunctions</b></li> <li>Build on work on word classes / figurative language to describe <b>character</b> and <b>setting</b></li> <li>Use a familiar <b>plot</b> to write own story</li> <li>Use <b>paragraphs</b></li> <li>Use of <b>inverted commas</b> for speech</li> <li>Appropriate use of <b>pronouns / nouns</b></li> <li>Use of a thesaurus / word bank to extend vocabulary</li> <li>Use of a dictionary to check spellings</li> </ul>			<ul style="list-style-type: none"> <li>Focus on use of <b>conjunctions, adverbials with commas</b> and <b>prepositions</b>.</li> <li>Use <b>expanded noun phrases</b> to inform.</li> <li>Use of <b>simple organisational devices</b> in non-narrative writing</li> <li>Use <b>paragraphs</b></li> <li>Use of a thesaurus / word bank to extend vocabulary</li> <li>Use of a dictionary to check spellings</li> </ul>	

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	<ul style="list-style-type: none"> <li>Use of a thesaurus / word bank to extend vocabulary</li> <li>Use of a dictionary to check spellings</li> </ul>					
<p><b>Maths</b></p> <p>To change</p> <p>Look at maths mtp</p>	<p><b>Decimals (2)</b></p> <p><a href="#">Week 1 – Lesson Slides</a> <a href="#">Resources</a></p> <ul style="list-style-type: none"> <li>Make a whole</li> <li>Write decimals</li> <li>Compare decimals</li> </ul>	<p><b>TRIP TO IRONBRIDGE</b></p>	<p><b>Decimals</b></p> <p><a href="#">Week 2 – Lesson Slides</a> <a href="#">Resources</a></p> <ul style="list-style-type: none"> <li>To learn number facts and practise number skills – Arithmetic</li> <li>Order decimals</li> <li>Rounding decimals</li> <li>Halves and quarters</li> </ul>	<p><a href="#">Week 3 – Lesson Slides</a> <a href="#">Resources</a></p> <ul style="list-style-type: none"> <li>Pounds and Pence</li> <li>Ordering money</li> <li>Estimating money</li> <li>Converting pounds and pence</li> </ul>	<p><b>Contd Measurement-Money (2)</b></p> <ul style="list-style-type: none"> <li><i>Pounds and pence</i></li> <li><i>Ordering money</i></li> <li><i>Estimating money</i></li> <li><i>Four operation</i></li> </ul>	<p><b>Time (1)</b></p> <ul style="list-style-type: none"> <li>To learn number facts and practise number skills – Arithmetic</li> <li>Telling the time to 5 minutes (R)</li> <li>Telling the time to the minute (R)</li> <li>Using a.m. and p.m. (R)</li> <li>Hours, minutes and seconds (R)</li> </ul> <p><b>No time to complete below.</b></p> <ul style="list-style-type: none"> <li>To learn number facts and practise number skills – Arithmetic</li> <li>Years, months, weeks and days</li> <li>Analogue to digital – 12 hr</li> <li>Analogue to digital – 24 hr</li> </ul>
Science Sound – moved to Sum 2				Put in states of matter linked to water cycle here for 3 weeks. Take from Sum 2.		
Art Still Life	Cezanne? Vases? Proportion and shading Mechanical parts – industrial Revn					
Geography						

Medium Term Plan

History <b>Industrial Revolution</b>	To understand the causes of the Industrial Revolution <a href="#">Lesson Slides</a> <a href="#">Resources</a> Prep for Ironbridge	IRONBRIDGE RESIDENTIAL Tue 26 <sup>th</sup> to 29 <sup>th</sup> April 22	To understand attitudes to child labour in the 19 <sup>th</sup> century <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To understand how <b>inventions</b> changed the way human beings lived and shaped the Modern world. <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To understand the impact of the Industrial Revolution in our locality. Looking at Worsley/buildings linked to the Ind Revn. <a href="#">Lesson Slides</a> <a href="#">Resources</a>	<b>Final Product:</b> Museum: artefacts – linked to Ironbridge
Computing Programming A - Repetition in Shapes	To identify that accuracy in programming is important  Lesson Slides Resources	IRONBRIDGE RESIDENTIAL Tue 26 <sup>th</sup> to 29 <sup>th</sup> April 22	To explain what 'repeat' means  To create a program in a text-based language (x2 Los due to Ironbridge)	To modify a count-controlled loop to produce a given outcome  Lesson Slides Resources	To decompose a task into small steps  Lesson Slides Resources	To create a program that uses count-controlled loops to produce a given outcome  Lesson Slides Resources
P.E <a href="#">Planning - Rounders</a>	<b>Athletics</b>  Rounders	IRONBRIDGE RESIDENTIAL Tue 26 <sup>th</sup> to 29 <sup>th</sup> April 22	<b>Athletics</b>  Rounders	<b>Athletics</b>  Rounders	<b>Athletics</b>  Rounders	<b>Athletics</b>  Rounders
R.E <b>Why are festivals important to religious communities?</b>	To decide what is worth celebrating  <a href="#">Lesson Slides</a> <a href="#">Resources</a>	IRONBRIDGE RESIDENTIAL Tue 26 <sup>th</sup> to 29 <sup>th</sup> April 22	To explain what Christians celebrate at Easter  <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To explore why Diwali is significant to Hindus  <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To explore why Muslims celebrate at the end of Ramadan  <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To explore why Jewish people celebrate Pesach every year  <a href="#">Lesson Slides</a> <a href="#">Resources</a>
DT  Structures - Shell structures and computer aided design  <b>POP</b> Using nets and design for?		IRONBRIDGE RESIDENTIAL  Tue 26 <sup>th</sup> to 29 <sup>th</sup> April 22		DT	DT	DT
<b>Music</b>  The Beatles - Blackbird	Listen with attention to detail and recall sounds with increasing aural memory	IRONBRIDGE RESIDENTIAL Tue 26 <sup>th</sup> to 29 <sup>th</sup> April 22 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



Medium Term Plan

<p>Languages <a href="#">Hobbies</a></p>	<p>To name some common hobbies  <a href="#">Lesson Slides</a> <a href="#">Resources</a></p>	<p>IRONBRIDGE RESIDENTIAL Tue 26<sup>th</sup> to 29<sup>th</sup> April 22</p>	<p>To express opinions on hobbies  <a href="#">Lesson Slides</a> <a href="#">Resources</a></p>	<p>To consolidate spelling of written words <a href="#">Lesson Slides</a> <a href="#">Resources</a>  To understand familiar vocabulary spoken by native speakers <a href="#">Lesson Slides</a> <a href="#">Resources</a> (x2 LOs due to Ironbridge)</p>	<p>To use the conjunctions 'et' and 'mais'  <a href="#">Lesson Slides</a> <a href="#">Resources</a></p>	<p>To write own opinions using sentence stems and familiar vocabulary  <a href="#">Lesson Slides</a> <a href="#">Resources</a></p>
<p><b>Evaluation/notes:</b></p>						

Medium Term Plan

Year/class: Four		Topic and subject: Spring 1 -				Duration: 6 weeks	
<b>Learning overview:</b> Lowry trip – Lion, Witch and Wardrobe Wednesday 5 January 2022 at 14:00							
Prior learning/questions from children:							
<b>Content (NC) Overview and time dedicated</b>							
	Week 1 (free verse / building vocabulary)  3 days	Week 2 (free verse / building vocabulary)	Week 3 (Writing / performing a play)	Week 4 (Writing / performing a play)	Week 5 (Journalistic)	Week 6 (Journalistic)	Week 7
English Spellings	Text: The Arrival by Shaun Tan  <b>NNS</b> <b>Teach</b> The /g/ sound spelt 'gu' <b>Practise</b> The /g/ sound spelt 'gu' <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists	Text: The Arrival by Shaun Tan  <b>NNS</b> <b>Teach</b> Words with endings sounding like /tʃə/ spelt '-ture' <b>Practise</b> Words with endings sounding like /tʃə/ spelt '-ture'	Text: The Arrival by Shaun Tan  <b>NNS</b> <b>Assess</b> Words with endings sounding like /tʃə/ spelt '-ture': dictation <b>Learn</b> Strategies for learning words: selected words from statutory and personal spelling lists <b>Teach</b> Possessive apostrophe with plurals	Text: The Arrival by Shaun Tan  <b>NNS</b> <b>Practise</b> Possessive apostrophe with plurals <b>Teach</b> Homophones ( <i>scene/seen, mail/male, bawl/ball</i> )	Text: _ Julius Caesar by Shakespeare  <b>NNS</b> <b>Practise</b> Strategies for learning words: homophones ( <i>scene/seen, mail/male, bawl/ball</i> ) <b>Apply</b> Homophones ( <i>scene/seen, mail/male, bawl/ball</i> ) <b>Assess</b> Words already learnt from the statutory spelling test	Text: _ Text: _ Julius Caesar by Shakespeare  <b>NNS</b> <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists <b>Assess</b> Error Analysis (teacher to do)	

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Grammar	<ul style="list-style-type: none"> <li><b>NB – Not all areas of non-negotiable label to be expected during poetry writing</b></li> <li>Focus on word classes including <b>expanded noun phrases</b> with <b>adjectives, nouns and prepositions / verbs and adverbs</b></li> <li>Figurative language including <b>noun phrases, alliteration, similes, metaphor and onomatopoeia</b></li> <li>Use of a thesaurus / word bank to extend vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate sentence punctuation including <b>question marks</b> and <b>exclamation marks</b>.</li> <li>Structuring appropriately</li> <li>Use of <b>brackets</b> for stage directions.</li> <li><b>Adverbials</b> to give detail to speech</li> <li>Use of a thesaurus / word bank to extend vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>questions</b> to introduce.</li> <li><b>Fronted adverbials for time</b>.</li> <li>Use of <b>paragraphs</b>.</li> <li>Use of <b>expanded noun phrases</b> to inform.</li> <li>Use of <b>co-ordinating and subordinating conjunctions</b> – including in different places.</li> <li>Use of <b>prepositions</b> to talk about place and time.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			
Maths	<p><b>Number- Multiplication and Division (3)</b></p> <ul style="list-style-type: none"> <li>Multiply 3 numbers Factor pairs</li> <li>Efficient multiplication Written methods</li> </ul>	<ul style="list-style-type: none"> <li>Multiply 2-digits by 1-digit (recap) using the formal method of column multiplication alongside the concrete representation</li> <li>Multiply 2-digits by 1-digit</li> <li>Multiply 3-digits by 1-digit</li> </ul>	<ul style="list-style-type: none"> <li>Divide 2-digits by 1-digit (recap) using examples where the tens and the ones are divisible by the divisor</li> <li>Divide 2-digits by 1-digit (recap) by dividing 2-digit numbers by 1-digit numbers involving remainders.</li> <li>Divide 2-digits by 1-digit</li> <li>Divide 3-digits by 1-digit</li> <li>Correspondence problems</li> </ul>	<p><b>Measurement – Time (1)</b></p> <ul style="list-style-type: none"> <li>Telling the time to 5 minutes (recap)</li> <li>Telling the time to the minute (recap)</li> <li>Using a.m. and p.m. (recap)</li> <li>24-hour clock (recap)</li> <li>Hours, minutes and seconds</li> <li>Years, months, weeks and days</li> <li>Analogue to digital – 12 hour</li> <li>Analogue to digital – 24 hour</li> <li>Analogue time</li> </ul>	<p><b>Fractions (3) to split over 3 days</b></p> <ul style="list-style-type: none"> <li>Unit and non-unit fractions (recap)</li> <li>What is a fraction? Tenths (recap)</li> <li>Count in tenths (recap)</li> <li>Equivalent fractions (recap)</li> <li>Equivalent fractions</li> <li>Fractions greater than 1</li> <li>Count in fractions</li> <li>Add fractions (recap) add two or more fractions with the same denominator where the total is less than 1</li> <li>Add 2 or more fractions</li> <li>Subtract fractions (recap) subtract fractions with the same denominator within one whole.</li> <li>Subtract 2 fractions</li> <li>Subtract from whole amounts</li> <li>Fractions of a set of objects (recap) find a unit fraction of an amount by dividing an amount into equal groups.</li> <li>Fractions of a set of objects</li> <li>Calculate fractions of a quantity</li> </ul> <p>To add and subtract fractions with the same denominator.</p>	<ul style="list-style-type: none"> <li>To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> </ul> <p><a href="#">Monday – To subtract from whole amounts (resources)</a></p> <p><a href="#">Tuesday - To find fractions of a quantity (resources)</a></p> <p><a href="#">Wednesday - To calculate fractions of a quantity (resources)</a></p> <p><a href="#">Thursday – To problem solve when calculating</a></p>	<ul style="list-style-type: none"> <li></li> </ul>

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					<p>Monday – Fractions greater than <math>\frac{1}{2}</math></p> <p>Tuesday – To count on in fractions</p> <p>Wednesday – To add fractions with the same denominator (flip chart / model)</p> <p>Thursday – To add 2 or more fractions</p> <p>Friday – To subtract fractions with the same denominator</p> <p>Resources: Planning; Year 4; Spring 1; Maths; Week 5</p>	<p><a href="#">quantities</a> – Work through slides / tasks as a whole class</p> <p><a href="#">(resources)</a></p> <p><a href="#">Friday – End of unit assessment</a></p>	
Science Electricity	To identify common appliances that run on electricity	To construct a simple circuit and name parts of the circuit	To explore circuits with switches	To recognise common conductors and insulators	DT PROJECT - Electricals		<p><b>End Product:</b></p> <p>Make a torch (Link to DT)</p>
Art							
Geography							
History Romans 753BC – 1453AD	To describe how and when the Roman Empire started and ended – Timeline - Context: understand life before invasion (Celts)	To understand how Julius Caesar attempted to invade Britain and how Emperor Claudius managed to successfully invade. AD43  <i>changes in the past (invasion, settlement)</i>	<i>Settlement, buildings, clothes – culture.</i>  <i>Hadrian's Wall</i>	To describe the Roman army and its soldiers.  Life of a Roman soldier	To explain who Queen Boudica was and how she tried to defend her Celtic tribe from the Romans.  Comparing Roman to Celts.	To compare 2 versions of the same event: Boudicca	<p><b>Final product:</b></p> <p>Speeches: Caesar, Mark Anthony, Boudicca</p>

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Computing Creating Media – Photo Editor	To explain that digital images can be changed  In this unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.	To change the composition of an image	To describe how images can be changed for different uses	To make good choices when selecting different tools	To recognise that not all images are real  <a href="#">Lesson 5</a>  <a href="#">Resources: Planning; Year 4; Spring 1; Computing; Lesson 5</a>	To evaluate how changes can improve an image  <a href="#">Lesson 6</a>  <a href="#">Resources: Planning; Year 4; Spring 1; Computing; Lesson 6</a>	
P.E	<b>Football</b>  Dance	Football  Dance	Football  Dance	Football  Dance	Football  Dance	Football  Dance	Football  Dance
R.E To discover what it means to be a Hindu in Britain today.	To identify how Hindus show their faith	To know how the Hindus celebrate puja	To understand the main beliefs of a Hindu	To discover why Mahatma Gandhi is a Hindu hero	To explore what it is like to be a Hindu in Britain today  <b>To celebrate the festival of Diwali</b>  <a href="#">Lesson 5 - Festival of Diwali - Rangoli Patterns</a>  <a href="#">Resources: Planning; Year 4; Spring 1; RE; Week 5</a>		
DT (Electrical Systems - Simple circuits and switches - Torches) <a href="#">Kapow</a>				To design a torch based on Scientific understanding (See Science plans)	To make a torch using knowledge of circuits.	To make a torch using knowledge of circuits. <b>Science final product</b>	To evaluate the torch.

Medium Term Plan

<p>Music Charanga – Stop!</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	
<p>Languages  French - School</p>	<p>To name school subjects</p>	<p>To match words to pictures</p>	<p>To write school subjects correctly</p>	<p>To retrieve information from a spoken passage</p>	<p>To write sentences express opinions  <a href="#">Lesson 5</a>  <a href="#">Resources: Planning; Year 4; Spring 1; French; Lesson 5</a></p>	<p>To express my likes and dislikes  <a href="#">Lesson 6</a>  No resources needed</p>	
<p><b>Evaluation/notes:</b></p>							

Medium Term Plan

<b>Year/class: Four</b>		<b>Topic and subject: Spring 2</b>			<b>Duration: 5 weeks</b>	
<b>Learning overview:</b>						
<b>Prior learning/questions from children:</b>						
<b>Content (NC) Overview and time dedicated</b>						
<b>English</b>	<b>Free Verse</b>	Discussion	Discussion	Fantasy Writing	Persuasion	Persuasion
	<b>Week 1</b> <b>Text: Journey by Aaron Becker</b>	<b>Week 2</b> <b>Text: The Quest by Aaron Becker</b>  Book Week <u>BOOK WEEK: Mon - Fri</u>  <a href="#">Resources</a>	<b>Week 3</b> <b>Text: The Quest by Aaron Becker</b>	<b>Week 4</b> Text: The Return by Aaron Becker	<b>Week 5</b> Text: The Return by Aaron Becker	N/A
<b>Spellings</b>	<b>NNS Assess</b> Statutory spellings learnt so far <b>Revise</b> Strategies at the point of writing: Have a go  <b>Teach</b> Proofreading Strategies for learning words: words from statutory and personal spelling lists	<b>NNS Teach</b> Prefixes 'anti-' and 'inter-' <b>Practise</b> Prefixes 'anti-' and 'inter-'	<b>NNS Assess</b> Prefixes 'anti-' and 'inter-' <b>Learn</b> Strategies for learning words: selected words from statutory and personal spelling lists <b>Assess</b> Spellings learnt so far	<b>NNS Teach</b> <a href="#">Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'</a>  <b>Practise</b> Strategies at the point of writing: Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'	<b>NNS Assess</b> Strategies at the point of writing: Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'  <b>Learn</b> Strategies for learning words: words from statutory and personal spelling lists <b>Assess</b> Spellings learnt so far this term	<b>NNS Revise/Assess</b> Spellings taught so far

Medium Term Plan

Grammar	<p><b>NB – Not all areas of non-negotiable label to be expected during poetry writing</b></p> <ul style="list-style-type: none"> <li>Use of a thesaurus / word bank to extend vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>Build on work on word classes / figurative language.</li> <li>Use of <b>paragraphs</b>.</li> <li>Use of <b>co-ordinating and subordinating conjunctions</b>.</li> <li><b>Fronted adverbials</b></li> <li><b>Inverted commas</b> for speech</li> <li>Use of a thesaurus / word bank to extend vocabulary</li> </ul>		<ul style="list-style-type: none"> <li><b>Fronted adverbials for time.</b></li> <li>Use of <b>paragraphs</b>.</li> <li>Use of <b>expanded noun phrases</b> to inform.</li> <li>Use of <b>co-ordinating and subordinating conjunctions</b> – including in different places.</li> <li>Use of <b>prepositions</b> to talk about place and time.</li> </ul>		
Maths	<p><b>Fractions (1)</b></p> <ul style="list-style-type: none"> <li><i>Continued from Spring 1</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognise tenths and hundredths</li> <li>Tenths as decimals</li> <li>Tenths on a place value grid</li> <li>Tenths on a number line</li> </ul> <p><a href="#">Monday Lesson Slides Resources</a></p> <p><a href="#">Tuesday Lesson Slides – Recognise tenths and hundredths Resources</a></p> <p><a href="#">Wednesday Lesson Slides – Recognise Tenths as decimals Resources</a></p> <p><a href="#">Thursday Lesson Slides – Recognise tenths on a PV Grid Resources</a></p> <p><a href="#">Friday Lesson Slides– Recognise tenths on a number line Resources</a></p> <p><b>Decimals (3)</b></p> <ul style="list-style-type: none"> <li><i>Recognise tenths and hundredths</i></li> <li><i>Tenths as decimals (recap)</i></li> <li><i>Tenths on a place value grid</i></li> <li><i>Tenths on a number line</i></li> <li><i>Divide 1-digit by 10</i></li> <li><i>Divide 2-digits by 10</i></li> <li><i>Hundredths</i></li> <li><i>Hundredths as decimals</i></li> <li><i>Hundredths on a place value grid</i></li> <li><i>Divide 1 or 2-digits by 100</i></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">1 - Divide 1-digit by 10 Resources</a></li> <li><a href="#">1 - Mental Maths to learn number facts and practise number skills</a></li> <li><a href="#">2 – Divide 2-digits by 10 Resources</a></li> <li><a href="#">3 – To Recognise hundredths Resources</a></li> <li><a href="#">4 – To Recognise hundredths as decimals Resources</a></li> <li><a href="#">5 – To recognise hundredths on a PV grid Resources</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">1 – Mental Maths to learn number facts and practise number skills</a></li> <li><a href="#">2 - To divide 1 or 2-digit numbers by 100 Resources</a></li> <li><a href="#">3 – End of Block Assessment - Decimals</a></li> <li>4 - Review 1 –CGP (Maths for KS2 Y4) pg 78</li> <li>5 - Review 2 – CGP (Maths for KS2 Y4 pg 83</li> </ul>	<p><b>Consolidation of Time</b></p> <p>Time – Year 3 Recap</p> <ul style="list-style-type: none"> <li>I know the number of days in the month, year and leap year</li> <li>I understand how many hours are in a day and use this to order events</li> <li>I tell the time to 5 minutes</li> <li>I write the time to 5 minutes</li> </ul> <p><a href="#">Week 6 - Planning</a></p> <p><a href="#">Week 6 - Resources</a></p>	N/A	



Medium Term Plan

Science States of matter	Properties of S L G	Melting and Freezing	Prop of gases	Evap and cond	Melting and boiling points	N/A
Art Painting	Linked to Aaron Becker Books					
Geography Earthquakes & Volcanoes new	Structure of earth	Plates and boundaries				<b>Final Product:</b> <b>Make a volcano</b> <b>(linked to Science - gases)</b>
History						
Computing Data Logging	To explain that data gathered over time can be used to answer questions <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To use a digital device to collect data automatically <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To explain that a data logger collects 'data points' from sensors over time <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To use data collected over a long duration to find information <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To identify the data needed to answer questions <a href="#">Lesson Slides</a> <a href="#">Resources</a>	To use collected data to answer questions <a href="#">Lesson Slides</a> <a href="#">Resources</a>
P.E	<b>Tag Rugby</b> Fundamentals					
R.E Why is Jesus inspiring to some people?	To understand some reasons why Christians believe that Jesus is significant and special <a href="#">Lesson 1</a> <a href="#">LL</a>		To think about how a person may be inspired to do something good by somebody else's word or example <a href="#">Lesson 2</a> <a href="#">LL</a>	To understand some reasons why Christians believe that Jesus is significant and special. <a href="#">Lesson 3</a> <a href="#">Resources</a>	To use religious vocabulary to describe aspects of Jesus' life and teachings <a href="#">Lesson 4</a> <a href="#">LL</a>	No RE as a 3 day week.
DT						
Music Charanga – Lean on Me!	charanga					

Medium Term Plan

Languages  French – Weather  <a href="#">Unit Plan</a>	To recall and use the days of the week in a sentence  <a href="#">Lesson 1 Learning Label for Unit</a>	To name the months of the year  <a href="#">Lesson 2 Resource</a>	To write the date correctly  <a href="#">Lesson 3</a>	To answer questions about the weather  <a href="#">Lesson 4 Resource</a>	To describe the weather today  <a href="#">Lesson 5 Resource</a>	No French as a 3 day week.
<b>Evaluation/notes:</b>						