



## Medium Term Plan Year: 4 Term: 2

### Maths

<p><b>Week 1 - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>-Subtract two 4-digit numbers (no exchange)</li> <li>-Subtract two 4-digit numbers (one exchange)</li> <li>-Subtract two 4-digit numbers (more than one exchange)</li> <li>-Efficient subtraction</li> <li>-Estimate answers</li> <li>-Checking strategies</li> </ul>	<p><b>Week 2 - Measurement Area</b></p> <ul style="list-style-type: none"> <li>-Understand area</li> <li>-Count squares</li> <li>-Make shapes</li> <li>-Compare areas</li> </ul>	<p><b>Week 3 - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>-Multiples of 3</li> <li>-Multiply and divide by 6</li> <li>-6 times-table and division facts</li> <li>-Multiply and divide by 9</li> </ul>	<p><b>Week 4 - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>-9 times-table and division facts</li> <li>-The 3, 6 and 9 times-tables</li> <li>-Multiply and divide by 7</li> <li>-7 times-table and division facts</li> </ul>	<p><b>Week 5 - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>-11 times-table and division facts</li> <li>-12 times-table and division facts</li> <li>-Multiply by 1 and 0</li> <li>-Divide a number by 1 and itself</li> </ul>	<p><b>Week 6 - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>-Multiply three numbers</li> </ul>
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### English Writing

Narrative unit (Contemporary Settings and Characters)			Non-fiction unit (Newspaper report)		
<p><b>Week 1:</b></p> <ul style="list-style-type: none"> <li>- Predict</li> <li>- Identify and describe familiar characters</li> <li>- Use possessive apostrophes</li> </ul>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- Use nouns and pronouns appropriately</li> <li>-Use verbs and adverbs for effect ('show not tell')</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases to describe</li> <li>- Use verbs and adverbs for effect ('show not tell')</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- Identify the features of a newspaper report</li> <li>- Identify link between key ideas (who what where when why)</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>-Plan</li> <li>- Organise key ideas into paragraphs</li> <li>- Use a wide range of conjunctions</li> <li>- Use varied sentence structure</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- Edit</li> <li>- Publish</li> <li>- All newspaper layout included</li> </ul>

### English Reading - VIPERS

<p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Discuss the meaning of new or unusual words in context.</li> </ul>	<p><b><u>Inference</u></b></p> <ul style="list-style-type: none"> <li>- Draw inferences from the texts.</li> </ul>	<p><b><u>Prediction</u></b></p> <ul style="list-style-type: none"> <li>- Read 'between the lines' and draw on experience to predict what might happen next.</li> </ul>	<p><b><u>Explanation</u></b></p> <ul style="list-style-type: none"> <li>- Retell a narrative providing interesting and appropriate detail.</li> </ul>	<p><b><u>Retrieval</u></b></p> <ul style="list-style-type: none"> <li>- Respond to different question types</li> </ul>	<p><b><u>Sequence/Summarise</u></b></p> <ul style="list-style-type: none"> <li>- Summarise the main ideas of a text using key vocabulary.</li> </ul>
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Art, Wire Sculpture (Alexander Calder)	Geography: France/The Alps (European Study)	Science: States of matter
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- know that Alexander Calder was an artist who worked in wire</li> <li>- that wire comes in different thicknesses (gauge) and can be bent and manipulated to create 3D forms</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Explore the works of Alexander Calder, expressing thoughts and feelings</li> <li>-Use a sketchbook to make plans, record experimentations as well as try out ideas and plan</li> <li>-Discuss and review their own work and identify modifications/changes</li> <li>- Work in a safe, organised way, caring for equipment</li> <li>- Confidently use wire to create an imaginary or realistic form</li> <li>-Adapt work as and when necessary and explain why.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- sculpture/sculptor</li> <li>- wire/gauge</li> <li>- pliers</li> <li>- bend/hook/loop/join/twist</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>-Learn to secure work to continue at a later date</li> </ul> <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> <li>-Who was Alexander Calder and what material did he work in</li> <li>- What are the properties of wire and how can it be used to create 3D forms?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>-Who was Alexander Calder and what material did he work in</li> <li>- What are the properties of wire and how can it be used to create 3D forms?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps, atlases and globes to find Europe, France and the United Kingdom and describe this in relation to latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</li> <li>- Know, identify and highlight on various maps the main cities, rivers and mountains of France - Paris, Bordeaux, Lyon, Marseille, the Seine, the Garonne, the Rhone and the Loire, the Alps, and the Pyrenees</li> <li>- Know how to locate Snowdonia (Eryri) and the French Alps on a map and identify the mountains' key human and physical features (altitude, climate, location, economic activity/types of tourism, valleys and peaks)</li> <li>- Know some differences and similarities between the human and physical geography of Snowdonia (Eryri) and the French Alps</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Locate specific locations using maps, atlases, globes and digital technologies</li> <li>- Identify environmental regions, key physical and human characteristics and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</li> <li>- describe and understand key aspects of physical geography, including: climate zones, rivers, mountains</li> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</li> </ul> <p><b>Vocabulary</b></p> <p>France, Snowdonia, The Alps, Mont Blanc, mountains, valley, climate zones, altitude, economic, tourism</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you explain what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are and how these are significant?</li> <li>- Can you describe the physical characteristics of the UK?</li> <li>- Can you describe the human characteristics of the UK?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What continent is France part of? Can you find it on a map? What are the main cities, rivers and mountains?</li> <li>- Can you explain the meaning of longitude and latitude?</li> <li>- Can you locate Snowdonia and the Alps on a map?</li> <li>- Can you describe some similarities and differences between the human and physical geography of Snowdonia (Eryri) and the French Alps?</li> </ul>	<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know the names of the 3 states of matter</li> <li>- Know the difference between a solid, liquid and gas</li> <li>- Know that some materials change state when they are heated or cooled</li> </ul> <p><b>Skills (Working Scientifically)</b></p> <ul style="list-style-type: none"> <li>- Classifying: To observe closely</li> <li>- Be able to compare objects based on more sophisticated, observable features. Present observations in labelled diagrams</li> <li>- Observing over time: To plan an enquiry</li> <li>- Decide what to measure or observe. Decide how often to take a measurement. (e.g. ice hands)</li> <li>- Comparative/ fair testing: To observe closely</li> <li>- Make observations linked to answering the question. e.g. What affects the melting rate of chocolate (size of pieces, temperature of water, type of chocolate)?</li> <li>- Researching: To plan an enquiry.</li> <li>- Choose a source from a range provided. e.g. when researching melting points of metals</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you name and describe the properties of this rock?</li> <li>- Can you explain what soil is made from?</li> <li>- Can you explain how fossils are formed?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you name the 3 states of matter?</li> <li>- Can you explain the differences between solids, liquids and gases?</li> <li>- Can you name some ways that objects can change state? (solid to liquid, liquid to gas, gas to liquid, liquid to solid)</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Programming: Sequencing sounds</b></p> <ul style="list-style-type: none"> <li>- Identify input and output devices and record sound.</li> <li>- Explain how audio recordings can be edited.</li> <li>- Recognise the different parts of creating a podcast</li> <li>- Apply audio editing skills independently</li> <li>- Combine audio to enhance a project</li> <li>- Evaluate editing choices and explain why digital recordings need to be exported</li> </ul>	<p><b>Christmas and Food</b></p> <ul style="list-style-type: none"> <li>- Understand and use adjectival agreements</li> <li>- Name a variety of foods</li> <li>- Learn how to express opinions about food (Likes/dislikes)</li> <li>- Read and understand the Goldilocks story in French.</li> <li>- Learn Christmas vocabulary and the Christmas story of The snowman in French</li> </ul>	<p><b>Learning to play an Instrument</b></p> <ul style="list-style-type: none"> <li>- Practise three notes, three tunes</li> <li>- Notation – rhythm &amp; pitch cards for all three tunes</li> <li>- Practise learnt notes and tunes</li> <li>- Introduce Fa</li> <li>- Learn C-Jam Blues – listen, sing, mime, play</li> <li>- Practise all notes learnt, section by section</li> <li>- Play through all tunes learnt</li> <li>- Improvisation</li> </ul>	<p><b>Gymnastics: Movement</b></p> <ul style="list-style-type: none"> <li>- Carry out balances, recognising the position of centre of gravity and how this affects balance</li> <li>- Develop good technique when travelling, balancing and using equipment</li> <li>- Execute a variety of forward side and backwards rolls</li> <li>- Execute a variety of jumps (straight, tuck, star, straddle pike etc) and create a sequence of movement</li> <li>- Vault using a springboard to execute jumps</li> <li>- Lunge into handstands and cartwheels</li> </ul>
PSHE	Religious Education	Multiplication Tables	Phonics/Word Study
<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>- Identify the different stages of the human life cycle</li> <li>- Identify changes to a female body during puberty</li> <li>- Identify changes to a male body during puberty</li> <li>- Recognise emotional changes during puberty</li> <li>- Understand personal hygiene</li> <li>- Record our understanding and address any problems</li> </ul>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>- Understand why Muslims fast during Ramadan</li> <li>- Understand how fasting helps Muslims to grow closer to Allah and to each other</li> <li>- Know what lessons can be learned from Ramadan by everyone?</li> <li>- Understand how do Muslims celebrate Eid?</li> </ul>	<p><b>7 times table</b></p> <ul style="list-style-type: none"> <li>- Identify and understand the 7x table</li> <li>- Represent the 7x table.</li> <li>- Practise 7x table facts.</li> <li>- Apply 7x table to problems</li> <li>- Identify patterns in 7x table</li> </ul>	<ul style="list-style-type: none"> <li>- Adding the suffix ly to adjectives to form adverbs</li> <li>- Adding the prefix inter</li> <li>- Words with the ay sound spelled ei, ey, eigh</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>- Spacing in common exception words</li> <li>- Consistent size of letters</li> <li>- Relative size of capitals</li> <li>- Speed and fluency</li> <li>- End-of-term check</li> </ul>		
<b>Story time texts</b>	Poems Aloud: An Anthology of Poems to Read Out Loud - Joseph Coelho		
<b>Texts for writing</b>	Planet Omar - Zanib Mian		