



Medium Term Plan Year: 4 Term: 1

Maths

Week 1 - Place Value - *Number*

- represent numbers to 1,000
- partition numbers to 1,000
- use a number line to 1,000
- understand thousands
- represent numbers to 10,000

Week 2 - Place Value - *Number*

- partition numbers to 10,000
- understand flexible partitioning of numbers to 10,000
- find 1, 10, 100, 1,000 more or less

Week 3 - Place Value - *Number*

- use a number line to 10,000
- estimate on a number line to 10,000
- compare numbers to 10,000
- order numbers to 10,000
- understand and identify roman numerals

Week 4 - Place Value - *Number*

- round to the nearest 10
- round to the nearest 100
- round to the nearest 1,000
- round to the nearest 10, 100 or 1,000

Week 5 - Addition and subtraction - *Number*

- add and subtract 1s, 10s, 100s and 1,000s
- add up to two 4-digit numbers (no exchange)
- add two 4-digit numbers (one exchange)
- add two 4-digit numbers (more than one exchange)

Week 6 - Addition and subtraction - *Number*

- subtract two 4-digit numbers - (no exchange)
- subtract two 4-digit numbers - (one exchange)
- subtract two 4-digit numbers - (more than one exchange)
- identify efficient subtraction methods

English Writing

Narrative unit: Here We Are by Oliver Jeffers

Non-fiction unit (Non-chronological report) 'Around the World in 80 festivals' - Nancy Dickmann

Week 1 WHOLE SCHOOL TEXT

Week 2 WHOLE SCHOOL TEXT

- #### Week 3
- identify features of a non-chronological report
 - explain features of a non-chronological report
 - research
 - research

- #### Week 4
- plan
 - identify sentence types (simple, compound, complex)
 - use a range of sentence types
 - use embedded clauses

- #### Week 5
- use range of sentence types using features of a non-chronological report x 2
 - edit
 - publish

- #### Week 6
- organise information
 - use possessive apostrophes (regular and irregular)
 - identify when to use 'a' or 'an'
 - sort differing verb tenses

English Reading - VIPERS

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence/Summarise

<i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i>	- answer simple inference questions.	- identify clues the writer has planted for the reader.	- identify and explain words which capture the readers attention.	- skim and scan texts to record details.	- write a brief summary of main points in a text.
Science: Group and classify living things / States of matter					

Week 1 -identify and sort into groups (animals). (Step 1) -identify vertebrates and invertebrates. (Step 2) Knowledge: -Recognise that living things can be grouped in a variety of ways. Working Scientifically: -Talk about criteria for grouping, sorting and classifying (non-statutory). (step 1) -Ask relevant questions and use different types of scientific enquiries to answer them. (step 2) Vocabulary: mammal, bird, fish, amphibian, reptile, vertebrate (step 1) vertebrate, invertebrate, exoskeleton, insect, spider, soft-bodied invertebrate (step 2)	Week 2 -explore classification keys (animals). (Step 3) Knowledge: -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Working Scientifically: -Gather, record, classify and present data in a variety of ways to help in answering questions. Vocabulary: vertebrate, invertebrate, exoskeleton, insect, spider, soft-bodied invertebrate (step 3)	Week 3 -identify and sort into groups (plants). (Step 4) -explore classification keys (plants). (Step 5) Knowledge: Recognise that living things can be grouped in a variety of ways. (step 4) -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (step 5) Working Scientifically: -Talk about criteria for grouping, sorting and classifying (non-statutory). (step 4) -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (step 5) Vocabulary: flowering plant, non-flowering plant, stamen, pistil (step 4) flowering plant, pollination, non-flowering plant, fern, moss (step 5)	Week 4 -collect data and observe over time (Autumn) (step 1) -analyse data (step 2) Knowledge: -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Working Scientifically: -Gather, record, classify and present data in a variety of ways to help in answering questions. (step 1) -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. (step 2) Vocabulary: vertebrate, invertebrate, flowering plant, non-flowering plant (step 1) bar chart, pictogram, data, prediction (step 2)	Week 5 -explore states of matter (step 1) Knowledge: -Compare and group materials together, according to whether they are solids, liquids or gases. Working Scientifically: -Talk about criteria for grouping, sorting and classifying (non-statutory). Vocabulary: solid, liquid, gas, volume, states of matter	Week 6 -explore states of matter (step 2) Knowledge: -Compare and group materials together, according to whether they are solids, liquids or gases. Working Scientifically: -Identify differences, similarities or changes related to simple scientific ideas. Vocabulary: pouring solid, volume, oobleck, flow, states of matter PLEASE SEE Adaptations to Year 4 science, for guidance on terms longer than 6 weeks
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Week 1 Knowledge objective: - Know the design criteria for a headdress Vocabulary: Mass Band/Masquerader	Week 2 Knowledge objective: - Know that the mas bands follow a theme when creating their costumes Skill objective: - Create a design criteria and plan which shows function, purpose, order, equipment and tools - Describe design using an accurately labelled sketch and words Vocabulary: Design criteria Mass Band/Masquerader	Week 3 Skill objective: - Select tools and materials, measure, mark out, cut and shape materials and work through a plan - Select suitable tools/equipment, and materials, explain choices. Vocabulary: Components	Week 4 Skill objective: - Select tools and materials, measure, mark out, cut and shape materials and work through a plan - Select suitable tools/equipment, and materials, explain choices. Vocabulary: Components	Week 5 Skill objective: - Assemble, join and combine materials and components and work through a plan - Select suitable tools/equipment, and materials, explain choices. Vocabulary: Components Attachments	Week 6 Knowledge objective: - use a criteria to evaluate the product and explain how the original design can be improved Skill objective: - Begin to apply a range of finishing techniques with some accuracy - Refer to design criteria to evaluate product Vocabulary: Design criteria
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History: Claudia Jones

Week 1 WALT: develop thinking and questioning skills to learn about the past Knowledge objective: - Know about important Black historical figures in British history Skill objective: - Develop thinking and questioning skills to learn about the past Vocabulary: artefacts	Week 2 WALT: know who Claudia Jones was and where she was from Knowledge objective: - Know who Claudia Jones was and where she was from Skill objective: - Explain the impact of a significant historical figure on life in Britain. Vocabulary: journalist, feminist, activist, deported	Week 3 WALT: know the impact Claudia Jones had on the local community Knowledge objective: Skill objective: - Know the impact Claudia Jones had on the West Indian Community (to include the creation of the West Indian Gazette) Vocabulary: West Indies, Windrush generation	Week 4 WALT: know how and why the carnival started Knowledge objective: - know how and why the Notting hill Carnival started Skill objective: - Explain the impact of a significant historical figure on life in Britain. Vocabulary: Race riot, white nationalist	Week 5 WALT: know how the carnival creates unity and the role of the mas band Knowledge objective: Know how the carnival creates unity and the role of Mas bands at the carnival. - Skill objective: - Ask and answer complex questions through independent research. Vocabulary: Unity	Week 6 WALT: know how the Notting Hill Carnival has changed over time Knowledge objective: - know how the Notting hill Carnival has changed overtime Skill objective: - Ask and answer complex questions through independent research.
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Computing

French (MFL)

Music

Physical Education

Computing systems and networks – The Internet - describe how networks physically connect to other networks - recognise how networked devices make up the internet - outline how websites can be shared via the World Wide Web (WWW) - describe how content can be added and accessed on the World Wide Web (WWW) - recognise how the content of the WWW is created by people - evaluate the consequences of unreliable content	Animals, dictionary work, body parts - Revise: animals and classroom instructions - Learn words for four new animals in French - Start to learn how to use a bilingual French-English dictionary to find out plurals and genders. - Read and practise reciting an authentic French poem - Learn words for parts of the body - read and write parts of the body - Read, say and understand words for colours - Learn the words grand and petit to describe size.	<u>Strings (2 classes)</u> - Recognise and name stringed instrument - Learn rest and play position and plucking - Learn instrument care routines - Locate and name all strings on the instrument - Memorise a whole piece with simple structure - Play and count minims <u>Band (1 class)</u> - Recognise and name stringed instruments - Learn assembly, form embouchure - Learn the first note, learn about articulation - Learn the second note and changing notes - Secure first two notes, changing between them	Netball - protect the ball once we have caught it. - use basic shooting techniques in a game. - do one-to-one marking. - pivot once we have caught the ball. - use quick feet. - use preliminary moves.
PSHE	Religious Education	Multiplication	Spelling
Relationships: Safe Relationships - Identify bullying behaviour - Recognise different types of cyber-bullying - Identify some different forms of peer pressure - Know when, how and why to be assertive and how to ask for help if we are experiencing bullying or cyber-bullying Living in the wider world: Media Literacy & Digital Resilience -Recognise how we all have a digital footprint and know how search results are ordered and how this affects the information we access -Understand how organisations use personal information to encourage us to buy things and how to distinguish between factual and advertising content	Buddhism: Living as a Buddhist - Understand the ways of Buddhist living and being part of a buddhist community - Understand the importance of the Buddhist community and the Sangha - Understand that Buddhists try to follow the example of the Buddha and his teachings: • The Noble Eight Fold Path; • The Five Moral precepts; • The Story of The King’s Elephant (moral: keeping good company matters) - Understand why Buddhists have images of the Buddha in their environment - Identify places that have a special meaning to Buddhists (places of devotion and worship/puja)	Recap - Number sense - Times Tables Fluency Programme (2 weeks) - Use the last 10 columns of 3 times table booklet! 4 times table - Number sense - Times Tables Fluency Programme (5 weeks)	Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning Reinforce Year 3: Suffix -ly starts with a consonant letter added straight onto most root words Reinforce Year 3: Exception 1: Suffix -ly root word ending in -y with a consonant letter before it. The y is changed to an i (only if root word has one than one syllable) Reinforce Year 3: Exception 2: Suffix -ly -le root word ending with -le (-le is changed to -ly) Reinforce Year 3: Exception 3: Suffix -ly root word ends with -ic, -ally is added rather than just -ly Reinforce Year 3: Exception 4: Suffix -ly other examples truly, duly, wholly Reinforce Year 3: Words with the /s/ sound spelt sc Reinforce Year 3: Words with the /sh/ sound spelt ch Reinforce Year 3: Words with the /k/ sound spelt ch Reinforce Year 3: Words with the /ai/ sound spelt ei, eigh or ey
Handwriting	Unit 1: Introducing a diagonal join from b/p onto an ascender Unit 2: Introducing a diagonal join from b/p, no ascender		

	Unit 3: Introducing a diagonal join from b/p onto an anticlockwise letter Unit 4: Revising parallel ascenders/descenders Unit 5: Break letters
Story time texts	Finding the Green Stone - Alice Walker
Texts for writing	'Here we Are' - Oliver Jeffers 'Around the World in 80 Festivals' - Nancy Dickmann