Medium Term Plan Year: 4 Term: 2					
Maths					
Week 1 - Addition and Subtraction - *Number* - estimate answers - use inverse and estimation strategies to check calculations - apply addition and subtraction strategies to word problems - apply addition and subtraction strategies to mental maths	**Week 2 - Area - *Measurement*** - understand and calculate area - count squares to find the area of a shape - make rectilinear shapes - compare areas	**Week 3 - Multiplication and Division - *Number*** - identify multiples of 3 - multiply and divide by 6 - recall and use the 6 times-table and related division facts - multiply and divide by 9 - recall and use the 9 times-table and related division facts	**Week 4 - Multiplication and Division - *Number*** - recall and use the 3, 6 and 9 times-tables - multiply and divide by 7 - recall and use the 7 times-table and related division facts	**Week 5 - Multiplication and Division - *Number*** - recall and use the 11 times-table and related division facts - recall and use the 12 times-table and related division facts - multiply by 1 and 0 - divide a number by 1 and itself - multiply three numbers	**Consolidation week**
English Writing: Planet Omar - Zanib Mian					
Narrative unit (Contemporary Narrative)			**Non-fiction unit (Newspaper report)**		
Week 1: - predict - identify and describe characters - identify possessive apostrophes - use possessive apostrophes	**Week 2** - explore use of nouns and pronouns - use nouns and pronouns appropriately - use verbs and adverbs for effect - use expanded noun phrases to describe	**Week 3** - use verbs and adverbs for effect - gather ideas - use fronted adverbials	**Week 4** - identify the features of a newspaper report - explore key ideas in a newspaper report - make appropriate word choices - sequence events	**Week 5** - plan - explore a range of conjunctions - use a variety of sentence structures - use a range of fronted adverbials	**Week 6** - use variety of sentence types - use a variety of conjunctions. - use a range of sentence structures. - edit
English Reading - VIPERS					
Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise

- use dictionaries to check the meaning of words read.	*This domain is not planned for this term as the first week will be used to assess reading levels for all pupils*	- justify predictions using evidence from the text.	- spot the choices an author makes and explain why they made them .	- use relevant quotes to support answers to questions.	- identify main ideas drawn from more than one paragraph.
Science: States of matter					

Lesson 1: -investigate changing states of matter (step 3) **Knowledge**: -Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). **Working Scientifically:** -Ask relevant questions and use different types of scientific enquiries to answer them. **Vocabulary:** freezing, melting, boiling, condensation, evaporation	**Lesson 2:** -use equipment (step 4) -plan - melting experiment (step 5) **Knowledge**: -Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). **Working Scientifically:** -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (step 4) -Set up simple practical enquiries, comparative and fair tests. (step 5) **Vocabulary:** thermometer, stopwatch, beaker, temperature independent variable, dependent variable, controlled variable	**Lesson 3:** -investigate - melting experiment (step 6) **Knowledge**: -Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). **Working Scientifically:** -Gather, record, classify and present data in a variety of ways to help in answering questions **Vocabulary:** melting, thermometer, melting point, stopwatch	**Lesson 4:** -explore The Water Cycle (step 7) **Knowledge**: -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Working Scientifically:** -Identify differences, similarities or changes related to simple scientific ideas and processes. **Vocabulary:** the water cycle, precipitation, atmosphere, condensation, evaporation	**Lesson 5:** -plan - evaporation experiment (step 8) -investigate - evaporation experiment (step 9) **Knowledge**: -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Working Scientifically:** -Ask relevant questions and use different types of scientific enquiries to answer them. (step 8) -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (step 9) **Vocabulary:** independent variable, dependent variable, controlled variable petri dish, observe, data, evaporation	**Lesson 6:** -evaluate - evaporation experiment (step 10) **Knowledge**: -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Working Scientifically:** Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions **Vocabulary:** petri dish, temperature, conclusion, evaporation
Art and Design: 3D Wire sculpture, Alexander Calder					

Week 1 **Knowledge objective:** WALT: know that Alexander Calder was an artist who worked in wire **Skill objective:** WALT: Explore the works of Alexander Calder, expressing thoughts and feelings **Vocabulary:** sculpture/sculptor	**Week 2** **Skill objective:** WALT: Use a sketchbook to make plans, record experimentations as well as try out ideas and plan **Vocabulary:** sculpture/sculptor	**Week 3** **Knowledge objective:** WALT: that wire comes in different thicknesses (gauge) and can be bent and manipulated to create 3D forms **Skill objective:** WALT: Experiment with manipulating wire using specific tools and techniques **Vocabulary:** - gauge (wire)	**Week 4** **Knowledge objective:** WALT: that wire comes in different thicknesses (gauge) and can be bent and manipulated to create 3D forms **Skill objective:** WALT: Work in a safe, organised way, caring for equipment. WALT: Confidently use wire to create an imaginary or realistic form **Vocabulary:** gauge (wire)	**Week 5** **Knowledge objective:** WALT: that wire comes in different thicknesses (gauge) and can be bent and manipulated to create 3D forms **Skill objective:** WALT: Work in a safe, organised way, caring for equipment. WALT: Confidently use wire to create an imaginary or realistic form **Vocabulary:** gauge (wire)	**Week 6** **Skill objective:** WALT: Adapt our work, explaining why, and discuss and review our work, identifying changes. **Vocabulary:** gauge (wire)
Geography					
Week 1 **Knowledge objective:** Know the location of the UK/France within the contexts of Europe/the world. **Skill objective:** Locate specific places using different map tools (paper/physical/digital) **Vocabulary:** Europe, continent/country, the UK/Britain, neighbouring countries ***WALT: Locate specific places.***	**Week 2** **Skill objective:** Describe and understand key aspects of physical geography; Identify environment regions (climate zones) and key physical characteristics. **Vocabulary:** physical geography, environmental, characteristics, topography climate Zone ***WALT: Identify environmental regions and key physical characteristics.***	**Week 3** **Knowledge objective:** Know where the Alps/Central Massif/Loire river are. **Skill objective:** Locate the French Alps; Describe the physical features of the Loire valley/Central Massif/French Alps. **Vocabulary:** features, Loire river, highlands, mountains (and features), mountain range, Mont Blanc, Central Massif ***WALT: Describe and understand key aspects of physical geography.***	**Week 4** **Knowledge objective:** Know some human features of regions in France (Loire/Mont Blanc/Centrale Massif). **Skill objective:** Identify and be able to describe and understand key aspects of their human geography **Vocabulary:** interrelationship (between people and their environment), economic, tourism ***WALT: Describe and understand key aspects of human geography.***	**Week 5** **Knowledge objective:** Know how to locate 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). **Skill objective:** Describing key physical and human features of the Alps. **Vocabulary:**altitude altitude glaciers, hydroelectric power, tourism ***WALT: Locate and describe key physical and human features of The Alps.***	**Week 6** **Skill objective:** Identify, describe and compare physical and human features of Snowdonia/The Alps. ***WALT: Identify similarities and differences between the Alps and Snowdonia.**** **This was 2 sessions for the academic year 2023-24; identifying features of Snowdonia/Eyri and comparison with the Alps.*
Computing	French (MFL)		Music	Physical Education	

Creating media - Audio production - identify that sound can be recorded - explain that audio recordings can be edited - recognise the different parts of creating a podcast project - apply audio editing skills independently - combine audio to enhance my podcast project - evaluate the effective use of audio	**Adjectival agreement, food, opinions, traditional story, Christmas** - Start to understand that adjectives must agree with the noun they describe. and apply the adjective agreement rule - Learn some words for food items in French - Pronounce words with the 'on' and 'om' nasal sounds. - Read and interact with a traditional fairy tale. - Give opinions with reasons about food Christmas: the snowman - Be able to understand and recite an authentic French poem. - Learn about some Christmas traditions in France.	**Strings (2 classes)** - 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 **Band (1 class)** - 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	**Gymnastics** - perform a 6-element sequence that uses changes in speed and direction. - use the STEP principle to create and perform a partner sequence. - take weight on our hands, showing control. - develop a sequence using compositional ideas e.g. pathways. - co-operate as a group to refine a short sequence. - compare and judge sequences.
PSHE	Religious Education	Times tables	Handwriting
Relationships: **Friends and Families** - Recognise the features of healthy friendships (eg mutual respect, trust and shared interests) and know some strategies to build positive friendships - Understand how knowing someone on-line is different to knowing them face to face and recognise the risks in online relationships - Know when and how to seek support with relationships if we are feeling lonely or excluded and what to do or whom to tell if they are worried about any contact online **Living in the Wider World: Belonging to a Community** - Recognise we belong to different communities as well as the school community and understand the meaning and benefits of living in a community - Understand how to show compassion and care towards others in our community and identify individuals and groups that help the local community, including through volunteering and work	**Islam: Ramadan and Eid ul Fitr** - Learn about the importance of the month Ramadan - Understand why Muslims fast during Ramadan and how fasting helps Muslims to grow closer to Allah and to each other - Identify what lessons can be learned from Ramadan by everyone - Learn how Eid is celebrated by Muslims around the world	**6 times table -** Number sense - Times Tables Fluency Programme (3 weeks) **7 times table -** Number sense - Times Tables Fluency Programme (3 weeks)	- Spacing in common exception words - Consistent size of letters - Relative size of capitals - Speed and fluency - End-of-term check
Spelling	Embed Year 3: Words with endings that sound like /zh/ + /ə/ + /n/ Introduce: Adding the suffix -ation to verbs to form nouns e.g. information, adoration Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt tion where the root word ends in t or te e.g. e.g. invention Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -sion where the root word ends in in d or se e.g. expansion Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -ssion where the root word ends in ss or mit e.g. discussion Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -cian where the root word ends in c or sc e.g. musician Introduce: Silent letters b Embed Year 3: Possessive apostrophe -s (with plural words) Introduce: Additional new homophones/ near homophones		
Story time texts	Great Women Scientist and their stories - Kate Pankhurst		

Texts for writing	Planet Omar - Zanib Mian