



Medium Term Plan Year: 4 Term: 3

Maths

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| Week 1 - Multiplication and division B - Number <ul style="list-style-type: none"> - Understand factor pairs - Use factor pairs - Multiply by 10 - Multiply by 100 - Divide by 10 | Week 2 - Multiplication and division B - Number <ul style="list-style-type: none"> - Divide by 100 - Explore related facts - (multiplication and division) - Understand informal written methods for multiplication - Multiply a 2-digit number by a 1-digit number - Multiply a 3-digit number by a 1-digit number | Week 3 - Multiplication and division B - Number <ul style="list-style-type: none"> - Divide a 2-digit number by a 1-digit number (1) - Divide a 2-digit number by a 1-digit number (2) - Divide a 3-digit number by a 1-digit number - Explore correspondence problems - Explore efficient multiplication | Week 4 - Length and Perimeter - Measurement <ul style="list-style-type: none"> - Measure in kilometres and metres - Equivalent lengths (kilometres and metres) - Measure perimeter on a grid - Measure perimeter of a rectangle - Measure perimeter of rectilinear shapes | Week 5 - Length and Perimeter - Measurement <ul style="list-style-type: none"> - Find missing lengths in rectilinear shapes - Calculate perimeter of rectilinear shapes - Measure perimeter of regular polygons - Measure perimeter of polygons | |
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English Writing

Non-fiction unit (Persuasion: Speech)

Narrative unit (Myth)

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| Week 1 <ul style="list-style-type: none"> - use a thesaurus - identify features of persuasive writing - collect relevant ideas and vocabulary | Week 2 <ul style="list-style-type: none"> - plan - use a variety of conjunctions - use paragraphs - edit | Week 3 <ul style="list-style-type: none"> - read work aloud - retell a familiar myth - explore the structure of myths - plan a myth | Week 4 <ul style="list-style-type: none"> - use simile and metaphor - use expanded noun phrases - choose verbs and adverbs for effect | Week 5 <ul style="list-style-type: none"> - punctuate direct speech correctly - use paragraphs - edit - present | |
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English Reading - VIPERS

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| Vocabulary <ul style="list-style-type: none"> - identify words or phrases that are interesting, inspiring or intriguing, explaining the effect on the reader | Inference <ul style="list-style-type: none"> - ask questions to improve our understanding | Prediction <ul style="list-style-type: none"> - read 'between the lines' and draw on experience to predict what might happen next | Explanation <ul style="list-style-type: none"> - independently identify and discuss some themes and conventions | Retrieval <ul style="list-style-type: none"> - make and organise your own notes from a non-fiction book or website to answer questions | Sequence/Summarise <ul style="list-style-type: none"> - Summarise a text in 2 sentences |
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| Art: Drawing & 3D Paper Mache Masks | History: Ancient Greece | Science: The Water Cycle |
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| <p>Knowledge</p> <ul style="list-style-type: none"> - That the human body follows certain rules of proportion - That papier mache is a material which can be used to create 3D sculpture when modelled over an armature/mask <p>Skills</p> <ul style="list-style-type: none"> - Experiment with making different marks using different grade pencils - Begin to understand and represent human proportions in drawing - Work in a safe, organised way, caring for equipment. - Confidently use papier mache to create an imaginary or realistic form (mythical creature mask) - Model over an armature. - Adapt work as and when necessary and explain why. <p>Vocabulary</p> <ul style="list-style-type: none"> - Pencil grades, proportion - Paper and paste - Layer, mould, strengthen - armature/mask <p>Learning Revisited</p> <ul style="list-style-type: none"> - Draw lines/marks from observations. <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What does proportion mean when looking at a human body? - What is papier mache and how can it be used to create sculpture? | <p>Knowledge</p> <ul style="list-style-type: none"> - Know the location and time period of Ancient Greece - Know about daily life in Ancient Greece and how this was different for wealthy and poor people. - Know that the Olympics began in Ancient Greece and compare the Olympics then to the Olympics now. - Know the names and attributes of some Ancient Greek Gods and Goddesses. - Know how Historians found out about the Ancient Greeks. - Know how the legacy of the Ancient Greeks has influenced our lives today (specifically art and literature). <p>Skills</p> <ul style="list-style-type: none"> - Remember key historical facts and some dates from a period studied. - Use evidence to reconstruct life in time studied. - Identify key features and events in a time period. - Develop a broad understanding of ancient civilisations. - Recognise that the lives of wealthy people were very different to those of poor people. <p>Vocabulary</p> <p>Acropolis, agora, city state, democracy, Helot, Hoplite, ostrakon, Parthenon, polis.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - How did people hunt and farm in the Stone Age? - How did homes and settlements change during the Stone Age, Bronze Age and Iron Age? - What did Historians learn from studying the Cheddar Man and Skara Brae? - How and Why do Historians think Stonehenge was built? - Who were the Celts and how did they make Iron? - Why did the Celts build Hill Forts? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who were the Ancient Greeks and what time period did they live in? - What was daily life like in Ancient Greece? How did this differ for wealthy and poor people? - What were the Olympics like in Ancient Greece and how are they different now? - Can you name a Greek God and describe their characteristics? - How have Historians found out about Ancient Greece? - How have myths from Ancient Greece influenced stories today? - How has art from Ancient Greece influenced art today? | <p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know what evaporation and condensation are - Know how the rate of evaporation is associated with temperature - Know how evaporation and condensation are parts of the water cycle <p>Skills (Working Scientifically)</p> <ul style="list-style-type: none"> -Observing over time: To observe closely Make a range of relevant observations -Comparative/fair testing: To make a prediction Use results from an investigation to make a prediction about a further result (post water cycle bag investigation) -Comparative/fair testing: To evaluate an enquiry Suggest improvements e.g. to method of taking measurements. Suggest new questions arising from the investigation. (post water cycle bag investigation) -Researching: To present results Present what they learnt verbally or using labelled diagrams <p>Vocabulary</p> <p>solid, liquid, gas, heating, cooling, state change, melting, freezing, evaporation, condensation, temperature, water cycle</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Can you name the 3 states of matter? - Can you explain the differences between solids, liquids and gases? - Can you name some ways that objects can change state? (solid to liquid, liquid to gas, gas to liquid, liquid to solid) <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Can you explain what evaporation is? - Can you explain what condensation is? - Can you recognise how temperature affects the rate of evaporation? -Can you describe the roles of evaporation and condensation within the water cycle? |

| Computing | French (MFL) | Music | Physical Education |
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| <p>Programming – Solving problems in physical computing (LEGO Education SPIKE)</p> <ul style="list-style-type: none"> - develop a sequence to solve a problem - identify and fix errors within a program (test and debug) - create and test automated solutions - identify the parts of an existing program that should be modified - use sequences and loops to make a program more efficient - improve a program in order to meet a specific need | <p>Food, numbers, maths calculations, April Fool’s Day.</p> <ul style="list-style-type: none"> - Use ‘Je voudrais’, with different food items. - Pronounce words with phonemes e and an correctly - Revise words for months and numbers 1-15. - Learn numbers 16-31. - Solve maths calculations in French including division and multiplication April fool’s day (poisson d’avril) - Understand the origins of the April’s Fools Day tradition in France & - Compare the way April Fool’s day is celebrated in the UK and France. | <p>Playing musical instruments</p> <ul style="list-style-type: none"> - identify different instruments. - understand strings assembly/ <i>form embouchure</i>. - learn fingering for the 1st note/ <i>articulation</i>. - learn 2nd note and changing between notes. - secure fingering/ <i>articulation</i> for first 2 notes. - sing songs with a range of up to a twelfth with accuracy, fluency and control. | <p>Dance: The Ancient Greeks</p> <ul style="list-style-type: none"> -Apply & develop a broad range of movement skills -Learn how to use these in different ways -Link them to make actions & sequences of movement -Enjoy communicating and collaborating with each other -Develop an understanding of how to improve -Learn how to evaluate and recognise own success |
| PSHE | Religious Education | Mastering Number - Times Tables | Word Expert |
| <p>Relationships: Friends and Families</p> <ul style="list-style-type: none"> -Recognise the features of healthy friendships 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 on-line 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 <p>Living in the wider world: Belonging to a Community</p> <ul style="list-style-type: none"> - 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 | <p>Islam: Hajj- the journey of a lifetime</p> <ul style="list-style-type: none"> - Understand why muslims go on Hajj and why that pilgrimage so important - Know what ‘The Ka’aba’ is, talk about the requirements of the Hajj and the stories associated with the places of the Hajj. - Recognise that the festival of Eid ul Adha that celebrates the gathering of the pilgrims on Mount Arafat is time for muslims to celebrate. | <p>11 times table</p> <ul style="list-style-type: none"> - Identify and understand the 11x table - Represent the 11x table. - Practise 11x table facts. - Apply 11x table to problems - Identify patterns in 11x table | <ul style="list-style-type: none"> - Adding the suffix -ous - Words with the s sound spelt sc |
| Handwriting | <ul style="list-style-type: none"> - Revising parallel ascenders - Revising break letters - Relative size of letters - Proportion of letters | | |
| Story time texts | Arthur and the Golden Rope - Joe Todd-Stanton | | |

