Medium Term Plan Year: 4 Term: 4					
Maths					
Week 1 - Fractions - *Number* - understand improper fractions - convert mixed numbers to improper fractions - convert improper fractions to mixed numbers	**Week 2 - Fractions - *Number*** - explore equivalent fractions on a number line - explore equivalent fraction families - add two or more fractions - add fractions and mixed numbers	**Week 3 - Fractions - *Number*** - subtract two fractions - subtract from whole amounts - subtract from mixed numbers	**Week 4 - Decimals - *Number*** - explore tenths as fractions - explore tenths as decimals - explore tenths on a place value chart - explore tenths on a number line	**Week 5 - Decimals - *Number*** - divide a 1-digit number by 10 - divide a 2-digit number by 10 - explore hundredths as fractions	**Week 6 - Decimals - *Number*** - explore hundredths as decimals - explore hundredths on a place value chart - divide a 1- or 2-digit number by 100
Year 4 Term 4: Eco-Wolf and the Three Pigs - Laurence Anholt					
Narrative unit (Adventure) (1-4)			**Non-fiction unit (Instructions)**		
Week 1 - use conjunctions. - use a range of sentence structures. - use appropriate nouns and pronouns. - innovate.	**Week 2** - summarise a narrative. - plan a narrative. - use paragraphs. - use expanded noun phrases.	**Week 3** - use fronted adverbials. - edit. - orally compose sentences. - write a coherent plot.	**Week 4** - edit. - publish. - group words.	**Week 5** - explore instructions. - identify features of instructions. - plan. - use adverbs for clarity.	**Week 6** - use time conjunctions. - edit. - publish. - retrieve information.
English Reading - VIPERS					
Vocabulary	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Sequence/Summarise**
- discuss why words have been chosen and the effect these have on the reader.	- answer simple inference questions based on characters' feelings, thoughts and motives.	- use information from the text to form predictions and to justify them.		- retrieve and record information from a non-fiction text.	- summarise whole paragraphs, chapters or short texts.
Science: Data collection 2, Electricity & Energy (sustainability)					

Lesson 1: -collect data and observe over time (Spring) (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, vertebrate, invertebrate (step 2)	**Lesson 2:** -group, sort and classify (step 1) **Knowledge**: -Identify common appliances that run on electricity. **Working Scientifically:** -Talk about criteria for grouping, sorting and classifying (non-statutory). **Vocabulary:** appliances, plug, socket, cell, electrocuted	**Lesson 3:** -build and draw circuits (step 2) **Knowledge**: -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. **Working Scientifically:** -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. **Vocabulary:** circuit, switch, cell, battery, buzzer	**Lesson 4:** -make predictions and draw conclusions (step 3) **Knowledge**: -Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit **Working Scientifically:** Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Vocabulary:** circuit, switch, cell, battery, buzzer	**Lesson 5:** -explore conductors and insulators (step 4) -Investigate conductivity within a circuit (step 5) **Knowledge**: -Recognise some common conductors and insulators, and associate metals with being good conductors. **Working Scientifically:** -Ask relevant questions and use different types of scientific enquiries to answer them. (step 4) -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (step 5) **Vocabulary:** conductor, insulator, metal, material	**Lesson 6:** -investigate energy usage and how it can be reduced (sustainability -step 1 & 2) **Knowledge**: -How can we reduce our energy usage? **Working Scientifically:** Use straightforward scientific evidence to answer questions or to support their findings. (step 1) -Gather, record, classify and present data in a variety of ways to help in answering questions. (step 2) **Vocabulary:** electricity, mains electricity, battery-powered, renewable energy, non-renewable energy (step 1) electricity, mains electricity, appliance, Earth, energy usage (step 2)
Design and Technology: Design and make a Kite					

Knowledge objective: WALT: Know where, when and why kites were created and how they have been used in history **Vocabulary:** kite	**Knowledge objective:** WALT: Know that kites fly thanks to their structure, parts and the materials used to make them **Vocabulary:** bridle, line, tow point, keel, sail, spars, tail.	**Skill objective:** WALT: Know what resources we will use to make a kite and how it will work **Vocabulary:** bridle, line, tow point, keel, sail, spars, tail.	**Skill objective:** WALT: Measure, mark out, cut, assemble, join and combine materials/components with some accuracy WALT: Attempt to make product strong by making a strong, stiff structure and explain how to join things in a different way to strengthen structures **Vocabulary:** bridle, line, tow point, keel, sail, spars, tail.	**Skill objective:** WALT: Measure, mark out, cut, assemble, join and combine materials/components with some accuracy WALT: Attempt to make product strong by making a strong, stiff structure and explain how to join things in a different way to strengthen structures **Vocabulary:** bridle, line, tow point, keel, sail, spars, tail.	**Skill objective:** WALT: Show design meets a range of requirements and is fit for purpose and begin to explain how I could improve original design **Vocabulary:** bridle, line, tow point, keel, sail, spars, tail.
Geography					
Week 1 **Knowledge objective:** Know and locate the tectonic plates and label where some earthquakes have been known to take place - Ring of Fire, Mid-Atlantic ridge **Vocabulary:** core, mantle, crust, tectonic, plate, boundary, seismograph ***WALT: Understand that the Earth's crust is split into tectonic plates.***	**Week 2** **Knowledge objective:** Know how to use maps, atlases and globes to locate the areas most prone to earthquakes. **Skill objective:** Locate specific locations using maps, atlases, globes and digital technologies. **Vocabulary:** prone, Ring of Fire, Global Seismic Hazard Map ***WALT: Identify areas of the world prone to earthquakes.***	**Week 3** **Knowledge objective:** Know the cause of an earthquake (magnitude/ Richter scale) **Skill objective:** Describe and understand key aspects of physical geography - earthquakes. **Vocabulary:** magnitude/Richter Scale, epicentre, hypocentre ***WALT: Describe the causes of an earthquake.***	**Week 4** **Knowledge objective:** Know how to use a map with a key and symbols to represent the earthquakes. **Skill objective:** Describe and understand key aspects of physical geography - earthquakes. **Vocabulary:** magnitude/Richter Scale, Mercalli Scale ***WALT: Use a map key to represent earthquakes.***	**Week 5** **Knowledge objective:** Know some of the effects of an earthquake on human and physical aspects. **Skill objective:** Describe and understand key aspects of physical geography - earthquakes. **Vocabulary:** recap of all key vocabulary used ***WALT: Name the effects of earthquakes on human geography.***	**Week 6** **Trip opportunity and/or:** • **revisiting/reviewing any sessions** • **completing presenting learning in a written format**
Computing	French (MFL)		Music	Physical Education	

Data and information – Data logging - explain that data gathered over time can be used to answer questions - use a digital device to collect data automatically - explain that a data logger collects 'data points' from sensors over time - recognise how a computer can help us analyse data - identify the data needed to answer questions - use data from sensors to answer questions	**Description, family, 'my'** - Understand and describe size - Pronounce words with the 'r' and 'ch' sound accurately - Describe someone else using the third person -Be able to memorise part of a story in French - Learn words for family members - Start to recognise different words for 'my' in French - Ask and answer the question 'Tu as des frères ou des sœurs?'	- Playing musical instruments - Recap term 1 notes, techniques and repertoire - Learn a new tune with increased range and learn notation - Work on articulation and - Ensemble. Read new tune from pitch notation cards - Add percussion to a tune - Work on technique of the new section, esp. Trombones slide technique - Work on percussion keeping a good beat	**Tag Rugby** - use accurate passes to create an attack as a team. - pick the ball up from the floor & run with it to start an attack. - keep possession of the ball and build an attack. - evade being tagged. - use changes of speed to create gaps to run into. - create attacking opportunities in competitive games.
PSHE	Religious Education	Timesttables	Handwriting
Relationships: **Respecting Ourselves and Others** -identify discrimination and ways to combat it - recognise how stereotypes are formed and how to challenge them - understand what is meant by unconscious bias - recognise and challenge Islamophobia and racism - recognise and challenge Islamophobia and racism	**Christianity: Local Christian places of worship** - Understand the ways that Christians come together to practise their faith and how coming together helps them to do this - Identify the similarities in what Christians believe - Learn about the different places that Christians worship - Understand the importance of prayer and the Bible to those who practise Christianity - Visit a local Christian church	**12 x tables -** Number sense - Times Tables Fluency Programme To become fluent in the 12 x table (4 weeks)	- Consistency of size - Proportion - Spacing between letters and words - Size, proportion and spacing - Fluency: writing longer words - Speed and fluency - Revising break letters - Print alphabet: presentation - Assessment - Capital letters: presentation
Word Study	Introduce: Adding the prefix sub- inter-, super-, anti-, auto Introduce: The /u/ sound spelt ou Introduce: Additional new homophones/ near homophones Introduce: Silent letters d		
Story time texts	African and Caribbean Folktales, Myths and Legends - Wendy Shearer		
Texts for writing	Eco-Wolf and the Three Pigs - Laurence Anholt		