

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 (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 relevant prior knowledge as well as details 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)		
Art and Design: 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 objectiv WALT: Know that kits thanks to their struct and the materials us them Vocabulary: bridle, line, tow po sail, spars, tail.	ve: tes fly tture, parts sed to make bint, keel, Skill ol WALT: I will use it will w Vocabu bridle, sail, sp	bjective: Know what resources we to make a kite and how work ulary: , line, tow point, keel, pars, 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, assemble, join a materials/comp some accuracy WALT: Attempt t strong by makin structure and ex join things in a d strengthen struct Vocabulary: bridle, line, tow sail, spars, tail	mark out, cut, nd combine onents with o make product g a strong, stiff plain how to lifferent way to tures v point, keel,	 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.
			Geog	raphy			
 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 objectiv how to use maps, atl globes to locate the prone to earthquake Skill objective: Loca locations using maps globes and digital te Vocabulary: prone, I Fire, Global Seismic Map WALT: Identify area world prone to earth	ve: Know Ilases and areas most es. Attended areas most es. Skill of underst physica echnologies. Ring of Hazard WALT: an ear	3 edge objective: Know the of an earthquake itude/ Richter scale) bjective: Describe and tand key aspects of al geography - uakes. ulary: tude/Richter Scale, thre, hypocentre Describe the causes of rthquake.	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 obje some of the effer earthquake on h physical aspects Skill objective: understand key of physical geograp earthquakes. Vocabulary: rec vocabulary used WALT: Name th earthquakes on geography.	ective: Know cts of an uman and Describe and aspects of ohy - ap of all key e effects of human	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	Mastering Number	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 	All tables (1-12)	 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	Adding il and revising un, in, mis, dis/ c sound spelt que, and the g sound spelt gue/ (prefix) adding ir to words beginning r				
Story time texts	African and Caribbean Folktales, Myths and Legends - Wendy Shearer				
Texts for writing	Eco-Wolf and the Three Pigs - Laurence Anholt				