



Medium Term Plan Year: 4 Term: 4

Maths

<p><b>Week 1 - Fractions - Number</b></p> <ul style="list-style-type: none"> <li>- Understand the whole</li> <li>- Count beyond 1</li> <li>- Partition a mixed number</li> <li>- Number lines with mixed numbers</li> <li>- Compare and order mixed numbers</li> <li>- Understand improper fractions</li> </ul>	<p><b>Week 2 - Fractions - Number</b></p> <ul style="list-style-type: none"> <li>- Convert mixed numbers to improper fractions</li> <li>- Convert improper fractions to mixed numbers</li> <li>- Explore equivalent fractions on a number line</li> <li>- Explore equivalent fraction families</li> </ul>	<p><b>Week 3 - Fractions - Number</b></p> <ul style="list-style-type: none"> <li>- Add two or more fractions</li> <li>- Add fractions and mixed numbers</li> <li>- Subtract two fractions</li> <li>- Subtract from whole amounts</li> <li>- Subtract from mixed numbers</li> </ul>	<p><b>Week 4 - Decimals A - Number</b></p> <ul style="list-style-type: none"> <li>- Explore tenths as fractions</li> <li>- Explore tenths as decimals</li> <li>- Explore tenths on a place value chart</li> <li>- Explore tenths on a number line</li> </ul>	<p><b>Week 5 - Decimals A - Number</b></p> <ul style="list-style-type: none"> <li>- Divide a 1-digit number by 10</li> <li>- Divide a 2-digit number by 10</li> <li>- Explore hundredths as fractions</li> </ul>	<p><b>Week 6 - Decimals A - Number</b></p> <ul style="list-style-type: none"> <li>- Explore hundredths as decimals</li> <li>- Explore hundredths on a place value chart</li> <li>- Divide a 1- or 2-digit number by 100</li> </ul>
---	---	--	--	--	--

English Writing

Narrative unit (Adventure)				Non-fiction unit (Instructions)	
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- use conjunctions.</li> <li>- use a range of sentence structures.</li> <li>- use appropriate nouns and pronouns.</li> <li>- innovate.</li> </ul>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- summarise a narrative.</li> <li>- plan a narrative.</li> <li>- use paragraphs.</li> <li>- use expanded noun phrases.</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- use fronted adverbials.</li> <li>- edit.</li> <li>- orally compose sentences.</li> <li>- write a coherent plot.</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- edit.</li> <li>- present.</li> <li>- group words.</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- explore instructions.</li> <li>- identify features of instructions.</li> <li>- plan.</li> <li>- use adverbs for clarity.</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- use time conjunctions.</li> <li>- edit.</li> <li>- present.</li> <li>- retrieve information.</li> </ul>

English Reading - VIPERS

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Perform poems and play scripts, using appropriate intonation, tone and volume.</li> </ul>	<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>- Draw inferences from the texts.</li> </ul>	<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>- Read 'between the lines' and draw on experience to predict what might happen next.</li> </ul>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- Identify and name some different forms of poetry and describe their features: e.g. ballads, limericks.</li> </ul>	<p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>- Understand different question types</li> </ul>	<p><b>Sequence/Summarise</b></p> <ul style="list-style-type: none"> <li>- Identify the main ideas in a text.</li> </ul>
---	---	---	--	---	---

Design and Technology: Kites	Geography: Earthquakes	Science: Sound
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that kites were invented in China in the 5th Century BC</li> <li>- Know that kites have been used for sport, warfare and as toys in different parts of the world</li> <li>- Know about the different parts of a kite</li> <li>- Know how the parts of a kite helps it to stay in the air</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Discuss by whom, when and where products were designed</li> <li>- Explain how a product will work and make and explain design decisions considering availability of resources.</li> <li>- Select suitable tools, equipment and materials, explaining choices</li> <li>- Measure, mark out, cut, assemble, join and combine materials/components with some accuracy</li> <li>- Attempt to make product strong by making a strong, stiff structure and explain how to join things in a different way to strengthen structures</li> <li>- Refer to design criteria while designing and making and use criteria to evaluate product</li> <li>- Begin to explain how I could improve original design</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Kite, Line, Bridle, Tow Point, Spars, Keel, Sail, Tail</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Measure, mark out, cut and shape materials and components, with support and use finishing techniques to make product look good, while working safely</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Where, when and why were kites first used?</li> <li>- What are the different parts of a kite and what do they do?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know and locate the tectonic plates and label where some earthquakes have been known to take place - Ring of Fire, Mid-Atlantic ridge</li> <li>- Know how to use maps, atlases and globes to locate the areas most prone to earthquakes.</li> <li>- Know how to use a map with a key and symbols to represent the earthquakes.</li> <li>- Know the cause of an earthquake (magnitude/ Richter scale)</li> <li>- Know some of the effects of an earthquake on human and physical aspects.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Locate specific locations using maps, atlases, globes and digital technologies.</li> <li>- Describe and understand key aspects of physical geography - earthquakes</li> </ul> <p><b>Vocabulary</b></p> <p>Tectonic plate, Friction, Shockwave, Magnitude, Richter scale, Ring of Fire, Mid-Atlantic ridge</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you use maps, atlases, globes and digital technologies to locate the continents and oceans?</li> <li>- Can you name some volcanoes and where they are?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What is a tectonic plate?</li> <li>- Can you name some of the areas of the world where earthquakes are more likely to happen?</li> <li>- What causes an earthquake?</li> <li>- How do earthquakes impact humans?</li> </ul>	<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know how sounds are made, associating some of them with something vibrating.</li> <li>- Know and recognise that vibrations from sounds travel through a medium to the ear.</li> <li>- Know that there are patterns between the pitch of a sound and features of the object that produced it.</li> <li>- Know and find that there are patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>- Know that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Skills (Working Scientifically)</b></p> <p><b>Classifying: To plan an enquiry</b></p> <ul style="list-style-type: none"> <li>- Be able to put appropriate headings onto intersecting Venn and Carroll diagrams. (E.g. Sort musical instruments, based on the children's own criteria.)</li> </ul> <p><b>Comparative/fair testing: To take measurements</b></p> <ul style="list-style-type: none"> <li>- Measure using standard units where not all the numbers are marked on the scale, and take repeat readings where necessary. (E.g. Measure how volume changes away from a source.</li> </ul> <p><b>Researching: To evaluate an enquiry</b></p> <ul style="list-style-type: none"> <li>- Suggest limitations</li> <li>E.g. Research, make and play their own instruments based on what they learned about pitch and volume.</li> </ul> <p><b>Vocabulary</b></p> <p>Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, quiet, loud, insulation</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- How are sounds made?.</li> <li>- How do sounds get from their source to the ear?</li> <li>- What is the relationship between the pitch of a sound and features of the object that produced it?</li> <li>- What are patterns between the volume of a sound and the strength of the vibrations that produced it?</li> <li>- How do sounds change depending on the distance from the sound source?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Data and information – Data logging</b></p> <ul style="list-style-type: none"> <li>- explain that data gathered over time can be used to answer questions</li> <li>- use a digital device to collect data automatically</li> <li>- explain that a data logger collects ‘data points’ from sensors over time</li> <li>- recognise how a computer can help us analyse data</li> <li>- identify the data needed to answer questions</li> <li>- use data from sensors to answer questions</li> </ul>	<p><b>Description, family, ‘my’, April Fool’s Day.</b></p> <ul style="list-style-type: none"> <li>- Describe someone else using the third person</li> <li>-Be able to memorise part of a story in French</li> <li>- Learn words for family members</li> <li>- Start to recognise different words for ‘my’ in French</li> <li>- Ask and answer the question ‘Tu as des frères ou des sœurs?’</li> </ul> <p><b>April fool’s day (<i>poisson d’avril</i>)</b></p> <ul style="list-style-type: none"> <li>- Understand the origins of the April’s Fools Day tradition in France &amp;</li> <li>- Compare the way April Fool’s day is celebrated in the UK and France.</li> </ul>	<p><b>Playing musical instruments</b></p> <ul style="list-style-type: none"> <li>- Explain breathing/ diaphragm for higher notes and explain concept of scale, with ref to new tune.</li> <li>-Work on breathing/ diaphragm and extend notation reading to 3-line stave.</li> <li>- To learn about 12-bar blues. Practise different elements of new tune. Play with backing track</li> <li>- Put two melodies into ABA format. Play two melodies together</li> <li>Improvise 2-bar phrases</li> <li>- Perform</li> </ul>	<p><b>Games - Striking and fielding (Cricket)</b></p> <ul style="list-style-type: none"> <li>- To use running, jumping, throwing and catching in isolation and in combination.</li> <li>- To develop flexibility, strength, technique, control and balance in the context of fielding, batting and bowling in cricket.</li> <li>- To know and apply the rules of Kwik Cricket during a game.</li> <li>- To use a range of fielding, batting and bowling skills in a Kwik Cricket match</li> <li>- To play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending.</li> </ul>
PSHE	Religious Education	Mastering Number - Times tables	Word Expert
<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>-pre-assess: reflect on what we know about staying healthy</li> <li>-consider how we know when we are ill</li> <li>-identify things we can do if we are ill</li> <li>-understand how to look after our teeth</li> <li>-know how to brush our teeth</li> <li>-post-assess: show what we now know about staying healthy</li> </ul>	<p><b>Christianity- Local Christian places of worship</b></p> <ul style="list-style-type: none"> <li>-Understand the ways that Christians come together to practise their faith and how coming together helps them to do this.</li> <li>- Identify the similarities in what Christians believe.</li> <li>-Learn about the different places that Christians worship.</li> <li>- Understand the importance of prayer and the Bible to those who practise Christianity.</li> <li>-Visit to a local Christian church</li> </ul>	<p>Revising all times tables and their associated division facts up to 12 x 12.</p>	<p>Words ending in zhun spelt -sion Adding il and revising un, in, mis, did The c sound spelt que and the g sound spelt gue</p>
Handwriting	Spacing between letters. Spacing between words. Writing at speed. Improving fluency.		
Story time texts	Rainforest Warrior: The story of Chico Mendes - Anita Ganera		
Texts for writing	Eco-Wolf and the Three Pigs - Laurence Anholt		