



Medium Term Plan Year: 4 Term: 5

Maths

<p>Week 1 - Decimals - Number</p> <ul style="list-style-type: none"> - Make a whole with tenths - Make a whole with hundredths - Partition decimals - Flexibly partition decimals 	<p>Week 2 - Decimals - Number</p> <ul style="list-style-type: none"> - Compare decimals - Order decimals - Round to the nearest whole number - Find halves and quarters as decimals 	<p>Week 3 - Money - Measurement</p> <ul style="list-style-type: none"> - Write amounts of money using decimals - Convert between pounds and pence - Compare amounts of money 	<p>Week 4 - Money - Measurement</p> <ul style="list-style-type: none"> - Estimate with money - Calculate with money - Solve problems with money 	<p>Week 5 - Time - Measurement</p> <ul style="list-style-type: none"> - Understand the relationship between years, months, weeks and days - Understand the relationship between hours, minutes and seconds - Convert between analogue and digital times 	<p>Week 6 - Time - Measurement</p> <ul style="list-style-type: none"> - Convert to the 24-hour clock - Convert from the 24-hour clock
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English Writing

Non-fiction unit (Recount)					Poetry Unit (Limericks)
<p>Week 1</p> <ul style="list-style-type: none"> - infer meaning - use subordinating conjunctions - use words with suffixes 	<p>Week 2</p> <ul style="list-style-type: none"> - use conjunctions - use capital letters for proper nouns - identify adverbs and adverbials - use conjunctions 	<p>Week 3</p> <ul style="list-style-type: none"> - infer - sequence key events - use relative clauses - plan 	<p>Week 4</p> <ul style="list-style-type: none"> - use the first person - variety of conjunctions - use pronouns appropriately 	<p>Week 5</p> <ul style="list-style-type: none"> - edit - present - identify present perfect tense - use apostrophes for possession - plural 	<p>Week 6</p> <ul style="list-style-type: none"> - explore structure of limericks - collect vocabulary - use limerick structure - edit and perform own work

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> - Independently use a dictionary to check the meaning of words 	<p>Inference</p> <ul style="list-style-type: none"> - Ask questions to improve our understanding 	<p>Prediction</p> <ul style="list-style-type: none"> - Read 'between the lines' and draw on experience to predict what might happen next 	<p>Explanation</p> <ul style="list-style-type: none"> - Identify language, structure and features in texts and show how these help the reader understand the text 	<p>Retrieval</p> <ul style="list-style-type: none"> - Respond to different question types 	<p>Sequence/Summarise</p> <ul style="list-style-type: none"> - Summarise the main ideas of a text using key vocabulary
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Design and Technology: Cooking and Nutrition	History: Vikings and Anglo-Saxons	Science: Animals (including humans)
<p>Bread making</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Hygiene is important in food preparation in order to avoid the spread of germs - Understand ingredients can be fresh, pre-cooked or processed and that food is grown, reared or caught in the UK and wider world - Describe eat well plate and how a healthy diet = variety /balance of food and drinks <p>Skills</p> <ul style="list-style-type: none"> - Prepare, cook and use equipment safely and hygienically and explain why this is important - Use the following techniques: mixing, kneading and baking <p>Vocabulary</p> <ul style="list-style-type: none"> - yeast, flour, knead, prove <p>Learning Revisited</p> <ul style="list-style-type: none"> - Explain there are groups of food and describe “five a day” <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Why is hygiene important in food preparation? - What does a healthy diet look like? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know about Viking raids and invasion. - Know about Viking settlements from a study of place-name endings. - Know about resistance by Alfred the Great and Athelstan, first king of England. - Know about further Viking invasions and Danegeld. - Understand how we know about the Vikings. - Know about Edward the Confessor and his death in 1066. <p>Skills</p> <ul style="list-style-type: none"> - Place events from a period studied on a timeline. - Understand and use more complex terms e.g. BC/AD. - Explain how events from the past have helped shape our lives today. - Ask a variety of questions. - Begin to use abstract terms (e.g. empire, civilization, parliament, and peasantry). - Appreciate how items found belonging to people help us to build up an accurate picture of how people used to live at different times. <p>Vocabulary</p> <p>Raid, invasion, resistance, Runes, saga, Danegeld, Danelaw, heathen, hoard, pagan, settlement.</p> <p>Learning Revisited</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? - What were the Olympics like in Ancient Greece? - Can you name a Greek God and describe their characteristics? - How have Historians found out about Ancient Greece? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - How do we know about the Vikings? - Why do the Vikings have such a bad reputation? - How did the Vikings try to take over the country? - How have recent excavations changed our view of the Vikings? - What do you know about Viking settlements? - Should we remember the Vikings as raiders or settlers? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know and describe the simple functions of the basic parts of the digestive system in humans. - Know and be able to identify the different types of teeth in humans and their simple functions. - Know how to construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Skills (Working Scientifically)</p> <p>Classifying: To draw conclusions</p> <p>Draw simple conclusions, when appropriate, for patterns e.g identifying an animal’s diet (herbivore/carnivore/omnivore) by looking at their teeth.</p> <p>Researching: To plan an enquiry</p> <p>Choose a source from a range provided. E.g. Research what different animals eat within a specific environment, such as. coral, polar, African grasslands, in order to construct food chains.</p> <p>Researching: To present results</p> <p>Present what they learnt verbally or using labelled diagrams E.g. Research the different parts of the digestive system. (Children present what they’ve learned by creating a model from tights)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> - molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey, environment, habitat, hibernate, herbivore, carnivore, omnivore, producer, predator, prey (Year 4 new vocabulary) <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What are the functions and basic parts of the digestive system in humans? - What are the different types of teeth in humans and what are their functions? - How do you interpret and create food chains?

Computing	French (MFL)	Music	Physical Education
<p>Creating media – Photo editing</p> <ul style="list-style-type: none"> - explain that the composition of digital images can be changed - explain that colours can be changed in digital images - explain how cloning can be used in photo editing - explain that images can be combined - combine images for a purpose - evaluate how changes can improve an image 	<p>Adjectival agreements, clothing</p> <ul style="list-style-type: none"> - Revise Family vocabulary - Learn possessive adjectives (<i>mon,ma,mes</i>) - Pronounce the Phoneme eu correctly - Improve dictionary skills - Learn clothing vocabulary - Revise adjectival agreements - Ask and answer the question ‘Que portes-tu?’ - Use colours to describe clothing with correct adjectival agreements. 	<p>Strings (2 classes)</p> <ul style="list-style-type: none"> - Locate the four strings of the instrument and understand their pitch relations. - Hold the bow, gain control, locate and play open strings. - Play using special bow technique (tremolo) and special left hand technique (glissando) <p>Use their left hand fingers to match all hand signs of the octave in the key of D Maj.</p> <p>Band (1 class)</p> <ul style="list-style-type: none"> - Assemble and disassemble instruments - Hold the instrument correctly in both rest and playing positions - Use breath control to play pitches accurately - Change dynamics using breath control - Improvise melodic patterns in context of blues and call and response 	<p>Athletics - Sports Day!</p> <ul style="list-style-type: none"> - Confidently demonstrate an improved technique for sprinting. - Combine running with jumping over hurdles - Perform a relay, focusing on the baton changeover technique. - Perform a pull throw. - Measure the distance of their throws. - Continue to develop techniques to throw for increased distance. - Move with the ball using a range of techniques showing control and fluency. -Work as a team to competitively perform a relay.
PSHE	Religious Education	Mastering Number	Word Expert
<p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> -Present our understanding of Race and Racism (pre-assessment) -Recognise and Respect differences in others -Talk confidently about Race and Racism -Recognise and Challenge Stereotypes -Understand unconscious bias -Understand how to be anti-racist in our actions and present our new understanding of Race and Racism (post-assessment) 	<p>Sikhism</p> <ul style="list-style-type: none"> - Understand the role of the Gurdwara in the life of those who follow the Sikh faith. -Learn the behaviours expected within the Gurdwara and its place as the centre for the community. -Understand the importance of the Sikh holy book - The Guru Granth Sahib - the final and everlasting Guru. - Understand that the Gurdwara as a centre for worship and a place that demonstrates Sikh values 	<p>Revising all times tables and their associated division facts up to 12 x 12.</p>	<p>Unit 12: ir Unit 13: Suffix ion Unit 14: Suffix ion</p>
Handwriting	Consistency of size: proportion, spacing between letters and words, size, proportion and spacing; Fluency: writing longer words		
Story time texts	Finding the Green Stone by Alice Walker		
Texts for writing	The Saga of Erik the Viking by Terry Jones		

