



Medium Term Plan Year: 4 Term: 6

Maths

Week 1 - Consolidation week	Week 2 - Shape - Geometry - understand angles as turns - identify angles - compare and order angles - name and identify properties of different triangles	Week 3 - Shape - Geometry - name and identify properties of different quadrilaterals - name and identify properties of polygons - identify lines of symmetry - complete a symmetric figure	Week 4 - Statistics - interpret charts - solve comparison, sum and difference problems - interpret line graphs - draw line graphs	Week 5 - Position and Direction - Geometry - describe position using coordinates - plot coordinates	Week 6 - Position and Direction - Geometry - draw 2-D shapes on a grid - translate on a grid - describe translation on a grid
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Writing

Non-fiction unit (Debate)

Narrative unit (Character Description)

Week 1 - use first person - act in role - use varied vocabulary - write detailed description	Week 2 - use possessive apostrophes and pronouns - explore features of debate - plan - use subordinating conjunctions	Week 3 - read loudly and clearly - gather ideas - use persuasive techniques - describe using synonyms	Week 4 - use inverted commas for direct speech - use causal conjunctions - use expanded noun phrases - sequence events	Week 5 - use fronted adverbials - describe using a variety of sentence types - edit - publish	Week 6 - use present perfect form - explore features of a script - use features of a script - perform own work
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English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- explain how words can capture the interest of the reader.	- use more than one piece of evidence to justify inferences.	- monitor predictions and compare them with the text as they read on.	- retell a narrative, recalling details which are important and appropriate.	- identify questions to be answered and use appropriate sources to find answers.	

Science: The digestive system & Food chains

Lesson 1: -compare the teeth of carnivores, herbivores and omnivores. (step 1) -explore human teeth (step 2) Knowledge: -Comparing the teeth of carnivores and herbivores and suggesting reasons for differences (non-statutory). (step 1) -Identify the different types of teeth in humans and their simple functions. (step 2) Working Scientifically: -Identify differences, similarities or changes related to simple scientific ideas and processes. (step 1) -Ask relevant questions and use different types of scientific enquiries to answer them. (step 2) Vocabulary: teeth, herbivore, carnivore, omnivore (step 1) teeth, incisors, canines, premolars, molars (step 2) NOTE: Step 2 is the main focus for this lesson.	Lesson 2: -explore the layers of the teeth (step 3) -plan - tooth decay experiment (step 4) Knowledge: -Identify the different types of teeth in humans and their simple functions. Working Scientifically: -Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (step 3) (non-statutory). -Set up simple practical enquiries, comparative and fair tests (step 4) Vocabulary: teeth, germs, enamel, root, plaque (step 3 and 4)	Lesson 3: -explore the digestive system (step 5) -model the digestive system (step 6) Knowledge: -Describe the simple functions of the basic parts of the digestive system in humans. Working Scientifically: -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. (step 5) -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (step 6) Vocabulary: digestive system, mouth, oesophagus, saliva, stomach, intestines, rectum	Lesson 4: -describe findings - tooth decay experiment (step 7) Knowledge: -Identify the different types of teeth in humans and their simple functions Working Scientifically: -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Vocabulary: teeth, germs, enamel, decay, plaque	Lesson 5: -explore food chains (step 1) -interpret food chains (step 2) Knowledge: -Construct and interpret a variety of food chains, identifying producers, predators and prey. Working Scientifically: -Use straightforward scientific evidence to answer questions or to support their findings. Vocabulary: food chain, producer, predator, prey, consumer	Lesson 6: -draw food chains (step 3) -investigate human impacts to food chains (step 4) Knowledge: -Construct and interpret a variety of food chains, identifying producers, predators and prey. Working Scientifically: -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (step 3) -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (step 4) Vocabulary: food chain, producer, predator, prey, consumer (step 3) food chain, habitat, farming, overfishing, hunting (step 4)
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Knowledge objective: WALT: Know that Althea McNish was a textile designer of African-Caribbean descent Vocabulary: Textile designer	Skill objective: WALT: Develop intricate patterns and a range of tones and lines using different grades of pencil. Vocabulary: Pencil grades (HB, 2B, 4B, 6B)	Skill objective: WALT: Use light and dark, complementary and harmonious colours for effect Vocabulary: Complementary and harmonious/analogous colours	Skill objective: WALT: Mix colour, shades and tones with increasing confidence. Vocabulary: Tone, Tint, Shade	Knowledge objective: WALT: Know that mono-printing can be used to produce a one-off print Skill objective: WALT: Understand the process of mono-printing to create unique prints WALT: Confidently use equipment and media to produce a clean image. Vocabulary: Mono-print Printing ink, Brayer (roller)	Knowledge objective: WALT: Know that mono-printing can be used to produce a one-off print Skill objective: WALT: Understand the process of mono-printing to create unique prints WALT: Confidently use equipment and media to produce a clean image. Vocabulary: Mono-print Printing ink, Brayer (roller)
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Geography (The UK in the World)

Week 1 Knowledge objective: Know how to use maps, atlases and globes to find the United Kingdom, the 7 continents, the 5 oceans and the different countries that the children have in their heritage and describe these in relation to lines of latitude, longitude Equator, Northern Hemisphere and Southern Hemisphere Skill objective: Identify Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Vocabulary: hemispheres, equator, meridian, Tropic of Cancer/Capricorn WALT: Know how to use maps, atlases and globes to find the United Kingdom, the 7 continents, the 5 oceans and the different countries that	Week 2 Skill objective: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Vocabulary: hemispheres, meridian, equator, equatorial country/weather/climate WALT: Explain the position and significance of the Equator, the Northern Hemisphere and the Southern Hemisphere.	Week 3 Skill objective: Identify the position and significance of latitude, longitude Vocabulary: lines of latitude/parallels, lines of longitude/meridians, equidistant WALT: Identify the position and significance of latitude and longitude.	Week 4 Knowledge objective: Know the significance of the Prime/Greenwich Meridian and time zones (including day and night) across the world. Skill objective: Identify the Prime/Greenwich Meridian and time zones (including day and night) Vocabulary: prime/meridian, longitude, IDL (international date line), time zones WALT: Identify and understand the importance of the Prime/Greenwich Meridian.	Week 5 Knowledge objective: Know that when it is a time in the UK, it is a different time in other parts of the world - can you find out the time differences linked to countries that the children have in their heritage or they have relatives living in. Skill objective: Vocabulary: WALT: Understand global time difference. WALT: Find the times of countries with personal heritage links.	Week 6 <i>Optional extra session pre-learning map skills</i> Skill objective: Introduction to map skills using: - the 8 points of a compass - 4-figure grid references Vocabulary: compass points, cardinal, ordinal, North, South, East, West WALT: Explore map skills.
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Computing	French (MFL)	Music	Physical Education		
Programming – Repetition in games - develop the use of count-controlled loops in a different programming environment - explain that in programming there are infinite loops and count controlled loops - develop a design that includes two or more loops which run at the same time - modify an infinite loop in a given program - design a project that includes repetition - create a project that includes repetition	Clothes, description, revision and assessments - Learn clothing vocabulary - Ask and answer the question ‘Que portes-tu?’ - Use colours to describe clothing with correct adjectival agreements. - Understand and write short descriptions of clothing - describe and give opinions about school uniforms.	Strings (2 classes) - 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 - Use their left hand fingers to match all hand signs of the octave in the key of D Maj Band (1 class) - Assemble and disassemble instruments, hold the instrument correctly in both rest and playing positions - Use embouchure and breath control to play pitches - Change dynamics using breath control - Improvise 8 or 16 beat rhythmic and melodic patterns in context of 12-bar blues - Improvise 4 or 8 beat rhythmic and melodic patterns in call and response pattern	Tennis - return to the middle of the court after playing a shot. - accurately use the forehand in game situations to score points. - play a backhand shot with some control. - combine ready position and court movement to consistently return the serve. - work with a partner to score points in a game. - use forehand and backhand shots to score points in a competitive situation.		
PSHE	Religious Education	Times tables	Word		
Physical Health, Mental Wellbeing: Keeping Safe -know what is meant by the word ‘drug’ and identify some of the effects and risks related to different drugs - understand how drugs common to everyday life affect health and wellbeing and that for some people using drugs can be a habit which is difficult to break Living in the Wider World: Money and Work - understand the different ways to pay for things and how people make	Sikhism Unit 4 Belonging to the Sikh community -Know the importance of Guru Gobind Singh to those who follow the Sikh faith -Understand the Khalsa tradition, the 5 Ks and Sikh names -Learn about the celebration of Vaisakhi -Becoming part of the Khalsa Sikh community and the rituals and festivals that are observed by this community -Understand the significance of the Amrit Ceremony	MTC test 2027 - Monday 7th June - 2 week period. Post MTC - consolidation!	Revise: Year 3 & Year 4 content ** ‘Revise’ statutory Year 3/ 4 content that has been ‘Introduced’		

different spending decisions based on their budget, values and needs -know how to keep track of money and why it is important to know how much is spent -recognise how people spend money can have positive or negative effects on others Physical Health, Mental Wellbeing: Keeping Safe -identify the importance of taking medicines correctly and using household products safely	Key Questions: Why was Guru Gobind Singh important? What is the significance of the Amrit Ceremony?		
Hand writing	Developing speed and fluency, revising break letters, capital letters: presentation		
Story time texts	Out of Wonder: Poems Celebrating Poets - Kwame Alexander, Chris Colderley, Marjory Wentworth & Ekua Holmes		
Texts for writing	Charles Dickens, Oliver (BBC adaptation)		