



Medium Term Plan Year: 4 Term: 3

Maths

Week 1 - Multiplication and division - <i>Number</i> - understand factor pairs - use factor pairs - multiply by 10 - multiply by 100 - divide by 10	Week 2 - Multiplication and division - <i>Number</i> - divide by 100 - recall and use related facts (multiplication and division) - multiply a 2-digit number by a 1-digit number - multiply a 3-digit number by a 1-digit number	Week 3 - Multiplication and division - <i>Number</i> - divide a 2-digit number by a 1-digit number (1) - divide a 2-digit number by a 1-digit number (2) - divide a 3-digit number by a 1-digit number - solve correspondence problems - use efficient multiplication methods	Week 4 - Length and Perimeter - <i>Measurement</i> - measure in kilometres and metres - calculate equivalent lengths (kilometres and metres) - measure perimeter on a grid - measure perimeter of a rectangle - measure perimeter of rectilinear shapes	Week 5 - Length and Perimeter - <i>Measurement</i> - find missing lengths in rectilinear shapes - calculate perimeter of rectilinear shapes - measure perimeter of regular polygons - measure perimeter of polygons	Week 6 - Fractions - <i>Number</i> - understand the whole - count beyond 1 - partition a mixed number - understand number lines with mixed numbers - compare and order mixed numbers
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Year 4 Term 3: Theseus and the Minotaur - Marcia Williams

Non-fiction unit (Persuasive Speech)

Narrative unit (Myth)

Week 1 - use a thesaurus - identify features of persuasive writing - collect relevant ideas and vocabulary	Week 2 - plan - use a variety of conjunctions - use paragraphs - edit	Week 3 - read work aloud - retell a familiar myth - explore the structure of myths - plan a myth	Week 4 - use simile and metaphor - use expanded noun phrases - choose verbs and adverbs for effect	Week 5 - punctuate direct speech correctly - use paragraphs - edit - present	
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English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- use a dictionary to check meanings of words.	- infer characters' feelings, thoughts and motives from their stated actions.	<i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i>	- identify how language, structure, and presentation contribute to meaning.	- retrieve and record information from a fiction or non-fiction text.	- write a brief summary of main points.

Science: Sound

Lesson 1: -explore the relationship between vibration and sound (step 1) Knowledge: -Identify how sounds are made, associating some of them with something vibrating. Working Scientifically: -Ask relevant questions and use different types of scientific enquiries to answer them. Vocabulary: vibration, ear, sound, volume, pitch	Lesson 2: -record using labelled diagrams (step 2) Knowledge: -Recognise that vibrations from sounds travel through a medium to the ear. Working Scientifically: -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Vocabulary: outer ear, ear bones, cochlea, ear canal, ear drum	Lesson 3: -investigate and measure sound (step 3) Knowledge: -Identify how sounds are made, associating some of them with something vibrating Working Scientifically: -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Vocabulary: sound, volume, decibel (dB), decibel meter, vibration	Lesson 4: -explore volume (step 4) -explore pitch (step 5) Knowledge: -Find patterns between the volume of a sound and the strength of the vibrations that produced it. (step 4) -Find patterns between the pitch of a sound and features of the object that produced it. (step 5) Working Scientifically: -Set up simple practical enquiries, comparative and fair tests. (step 4) -Identify differences, similarities or changes related to simple scientific ideas and processes. (step 5) Vocabulary: vibration, volume, insulate, decibel (dB), decibel meter (step 4) pitch, high-pitched, low-pitched, sound (step 5)	Lesson 5: -plan; volume experiment (step 6) Knowledge: -Recognise that sounds get fainter as the distance from the sound source increases. Working Scientifically: -Set up simple practical enquiries, comparative and fair tests. (step 6) Vocabulary: independent variable, dependent variable, controlled variable (step 6)	Lesson 6: -investigate; volume experiment (step 7) -evaluate; volume experiment (step 8) Knowledge: -Recognise that sounds get fainter as the distance from the sound source increases. Working Scientifically: -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (step 7) -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (step 8) Vocabulary: volume, decibel (dB), decibel meter, ear. background noise (step 7) Conclusion, volume, decibel (dB), evaluate (step 8)
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Art and Design: 3D/Sculpture: Papier Mache masks & Drawing: Proportions of the human body

Week 1 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)	Week 2 Knowledge objective: WALT: Know that the human body follows certain rules of proportion Skill objective: WALT: Begin to understand and represent human proportions in drawing Vocabulary: Proportions	Week 3 Knowledge objective: WALT: Know that papier mache is a material which can be used to create 3D sculpture when modelled over an armature/mask Skill objective: Vocabulary: - Papier mache - armature/mask	Week 4 Skill objective: WALT: Work in a safe, organised way, caring for equipment. WALT: Confidently use papier mache to create an imaginary or realistic form (mythical creature mask) WALT: Model over an armature. WALT: Adapt work as and when necessary and explain why. Vocabulary: - Layer, mould, strengthen	Week 5 Skill objective: WALT: Work in a safe, organised way, caring for equipment. WALT: Confidently use papier mache to create an imaginary or realistic form (mythical creature mask) WALT: Model over an armature. WALT: Adapt work as and when necessary and explain why. Vocabulary: - Layer, mould, strengthen	Week 6 Skill objective: WALT: Work in a safe, organised way, caring for equipment. WALT: Confidently use papier mache to create an imaginary or realistic form (mythical creature mask) WALT: Model over an armature. WALT: Adapt work as and when necessary and explain why. Vocabulary: - Layer, mould, strengthen
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History (Ancient Greece)

Week 1 WALT: know the location and time period of Ancient Greece Knowledge objective: Know the location and time period of Ancient Greece. Skill objective: Use terms related to the period and begin to date events. Vocabulary: B.C.E, C.E, civilisation <i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i>	Week 2 WALT: understand about daily life in Ancient Greece and how this was different for the wealthy and the poor. Knowledge objective: Know about daily life in Ancient Greece and how this was different for wealthy and poor people. Skill objective: Recognise that the lives of wealthy people were very different to those of poor people. Vocabulary: agora <i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i>	Week 3 WALT: compare the Olympics to then and now Knowledge objective: - Know that the Olympics began in Ancient Greece and compare the Olympics then to the Olympics now. Skill objective: Identify key features and events in a time period. Vocabulary: Olympia <i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i>	Week 4 WALT: know about religion in Ancient Greece Knowledge objective: Know the names and attributes of some Ancient Greek Gods and Goddesses. Skill objective: Develop a broad understanding of ancient civilisations. Vocabulary: Zeus, Poseidon, Hera, Hestia and Demeter, Hades <i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i>	Week 5 WALT: use and evaluate evidence to find out about the Ancient Greeks Knowledge objective: Know how Historians found out about the Ancient Greeks. Skill objective: Look at evidence available and begin to evaluate the usefulness of different sources. Vocabulary: primary source, secondary source, ostrakon <i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i>	Week 6 WALT: know how the Ancient Greeks have influenced our lives today Knowledge objective: Know how the legacy of the Ancient Greeks has influenced our lives today (specifically art and literature). Skill objective: Develop a broad understanding of ancient civilisations. Vocabulary: democracy <i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i>
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Computing	French (MFL)	Music	Physical Education
Programming A – Repetition in shapes - identify that accuracy in programming is important - create a program in a text-based language - explain what ‘repeat’ means - modify a count-controlled loop to produce a given outcome - decompose a task into small steps - create a program that uses count-controlled loops to produce a given outcome	<u>.Lessons 13-18</u> Food, numbers, math calculations, - Use ‘Je voudrais’, with different food items. - Pronounce words with phonemes e and an correctly - Revise words for months and numbers 1-15. - Learn numbers 16-31. - Solve maths calculations in French including division and multiplication - Understand and describe size - Pronounce words with the ‘r’ and ‘ch’ sound accurately	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	Dance - use freeze frame in our dances. - perform a slide and roll confidently. - use a variety of formations when performing. - extend our ‘mission dance’ phrases using canon. - sequence our dance actions to show good flow. - create a 5 action dance routine showing good ‘stage’ entry.
PSHE	Religious Education		Handwriting
Health and Wellbeing: Physical Health and Mental Wellbeing - Consider how we know when we are ill - Identify things we can do if we are ill - Understand how to look after our teeth - Know how to brush our teeth	Islam: Hajj - the journey of a lifetime - Understand why muslims go on Hajj and why that pilgrimage so important - Know what ‘The Ka’aba’ is, talk about the requirements of the Hajj and the stories associated with the places of the Hajj - Recognise that the festival of Eid ul Adha that celebrates the gathering of the pilgrims on Mount Arafat is time for muslims to celebrate	8 x tables - Number sense - Times Tables Fluency Programme To become fluent in the 8 x table (2 weeks) 9 x tables - Number sense - Times Tables Fluency Programme To become fluent in the 7 x table (2 weeks) Square numbers - (1 week) 10/11 - (1 week)	- Revising parallel ascenders - Revising break letters - Relative size of letters - Proportion of letters
Word Study	Introduce: Adding the suffix -ous (no change to the root word) Introduce: Adding the suffix -ous (no obvious root word) Introduce: Adding the suffix -ous (-our is changed to -or before -ous is added) Introduce: Adding the suffix -ous (final -e of the root word is kept if the sound is making /j/ e.g. courage courageous Introduce: Adding the suffix -ous (/ee/ sound represented as an -i before the -ous ending e.g. serious & /ee/ sound represented as an -e before the -ous ending e.g. hideous) Introduce: Prefixes: de-, overReinforce: Prefixes: re-, irIntroduce: Silent letters gh		
Story time texts	Poems Aloud: An Anthology of Poems to Read Out Loud it- Joseph Coelho		
Texts for writing	Theseus and the Minotaur - Marcia Williams		

