

# Medium Term Plan

## Year 4 – Term 1 - 2020

### Blooms

How different was Anglo Saxon Britain from Roman Britain? How important were marauding invaders to the changes that followed in Britain? Without light, there would be no shadows. Discuss.

<b>Writing</b>  Genre: Narrative	<ul style="list-style-type: none"> <li>• Narrative – Suspense.</li> <li>• Develop a setting using a range of descriptive tools.</li> <li>• Build characterisation throughout a piece of writing.</li> <li>• Use devices to build tension such as empty words, ellipse and short sentences.</li> <li>• Develop strategies to proof read the children’s own writing.</li> <li>• Short burst opportunities: to write informatively and to share opinions using a formal tone.</li> </ul>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Class Text: 'Floodland' by Marcus Sedgwick.</li> <li>• Word reading and vocabulary.</li> <li>• Comprehension, meta-cognition and questioning.</li> <li>• Understanding visualisation, with a focus on the five senses.</li> </ul>	
<b>SPAG</b>	<ul style="list-style-type: none"> <li>• Use homophones correctly and recognise when an error has been made.</li> <li>• Accurately use apostrophes to show contractions and possession.</li> <li>• Use noun phrases expanded by the addition of modified adjectives, nouns and prepositions.</li> <li>• To use fronted adverbials to join ideas together and build cohesion.</li> <li>• Begin to learn the Year 4 spellings list.</li> </ul>	
<b>Mathematics</b>  (including arithmetic)	<ul style="list-style-type: none"> <li>• Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</li> <li>• Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10. Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.</li> <li>• Calculate complements to 100.</li> <li>• Find 10 or 100 more than a given number. Find 1000 more or less than a given number.</li> <li>• Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning e.g. <math>40+300+2+5000=</math></li> <li>• Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100.</li> <li>• Order and compare numbers beyond 1000.</li> <li>• Solve problems relating to addition/subtraction of any single place-value part from the whole number, for example: <math>5342 - 300 = \square</math> and <math>5342 - \square = 5302</math></li> <li>• Round any number to the nearest 10, 100 or 1000.</li> <li>• Count forwards and backwards from any four-digit number in steps of 1, 10 or 100. Pay particular attention to counting over 'boundaries', for example: 2,100; 2,000; 1,900; 2,385; 2,395; 2,405.</li> <li>• Add and subtract numbers with up to four digits, using formal written methods of columnar addition/ subtraction.</li> <li>• Solve addition/subtraction two step problems in context.</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>Light:</b></li> <li>• Understand that dark is the absence of light. Investigate and make predictions.</li> <li>• Understand how surfaces reflect light.</li> <li>• Recognise that a mirror appears to reverse an image.</li> <li>• Identify some parts of the eye and understand how the Sun can damage parts of the eye.</li> <li>• Identify opaque, translucent and transparent objects.</li> <li>• Know that shadows change size.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mathematics:</b></li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>• Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• <b>The Romans and Anglo Saxons:</b></li> <li>• How different was Anglo Saxon Britain from Roman Britain? What were the reasons for invasion? What made the Romans so powerful?</li> <li>• What can archaeology tell us about the invaders?</li> <li>• How are we to interpret the surviving primary sources?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mathematics:</b></li> <li>• Timeline of events.</li> <li>• Calculating periods of time.</li> <li>• <b>English:</b></li> <li>• Opportunities for recount, explanation, narrative texts.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• <b>Clay/3D objects:</b></li> <li>• Artefacts from the Roman/Anglo Saxon period, for example coins, goblet, jewellery.</li> <li>• Gather and review information, references and resources related to their ideas and intentions.</li> <li>• Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> <li>• Develop practical skills by experimenting with, and testing the qualities of a range of different materials (pencil, charcoal, paint, and clay) and techniques.</li> </ul>	
<b>PE</b>	<ul style="list-style-type: none"> <li>• Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequence of movement.</li> <li>• Communicate, collaborate and compete with each other.</li> <li>• Evaluate and recognise their own successes.</li> </ul>	
<b>ONLINE SAFETY</b>	<ul style="list-style-type: none"> <li>• Children understand the need for rules to keep them safe when exchanging ideas online.</li> <li>• Children understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying.</li> </ul>	
<b>RSHE</b>  (Relationships, Sex and Health Education)	<ul style="list-style-type: none"> <li>• To understand what positively and negatively affects their physical mental and emotional health.</li> <li>• To learn how to make informed choices and to begin to understand further the concept of a balanced diet.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals.</li> <li>• To deepen their understanding of good and not so good feelings.</li> <li>• To learn about change, including transitions, loss, separation, divorce and bereavement.</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure.</li> </ul>	