

| <b>Spotlight Masterpiece:</b>                             | <b>Hook:</b>  |
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| Viking longboat accompanied by Viking chronology tapestry | Interactive Anglo-Saxon and Viking artefacts (loan box).  |
| <b>Writing</b><br>Genre:<br>Recounts<br>(non-fiction)     | <ul style="list-style-type: none"> <li>To know that time adverbials help sequence events.</li> <li>To know how to use information from a text to write diary entries in characters.</li> <li>To be able to include detailed descriptions relating to emotions and events.</li> <li>To know the difference between 1<sup>st</sup> person and 3<sup>rd</sup> person writing and consistently use the correct pronouns within a piece of writing.</li> <li>To know the importance of proofreading and develop strategies to check and correct their own writing.</li> </ul>  |
| <b>Reading</b>  | <ul style="list-style-type: none"> <li><b>Class Text:</b> 'Charlotte's Web' – E. B. White.</li> <li>To know how to use the context of a sentence to decipher meanings of unknown words.</li> <li>To know how to efficiently use a dictionary to find the meaning of new vocabulary.</li> <li>To know how to use their own knowledge and previous experiences to understand events and morality when justifying events within a text.</li> </ul>   |
| <b>SPAG</b>   | <ul style="list-style-type: none"> <li>To know the meaning of common homophones and use them correctly in a sentence.</li> <li>To know where a comma is use for fronted adverbials and use them accurately within their writing.</li> <li>To know how to punctuate direct speech.</li> <li>Continue to learn the Year 4 spellings list.</li> </ul>  |
| <b>Mathematics</b>  | <ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.</li> <li>Recognise and use factor pairs and commutativity in mental calculations.</li> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> <li>Revise rounding to the nearest 10, 100 and 1000</li> <li>Revise multiplying and dividing whole numbers by 10, 100 and 1000 to find whole numbers</li> <li>Use mental strategies to multiply and divide by 2, 4, 5, and 10</li> </ul> <p><b>Measurement – length and perimeter:</b></p> <ul style="list-style-type: none"> <li>Find the area of rectilinear shapes by counting squares.</li> <li>Measure the perimeter of simple 2D shapes. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</li> <li>Solve problems relating to perimeter and area.</li> </ul> |
| <b>Science</b>  | <ul style="list-style-type: none"> <li>To use the vocabulary of pitch and volume to describe sounds around.</li> <li>To know that sound waves are created by vibrations.</li> <li>To know that sound travels outwardly from the source.</li> <li>To know the different between high and low sounds and how they are made.</li> <li>To know the different between loud and quiet sounds and how they are made.</li> <li>To know that sound travels at different speeds through different states of matter.</li> <li>To recognise the relationship between distance from an object and volume of sound.</li> <li>To know that sound is measured in decibels (dB)</li> <li>To know that the ear and the brain are the key parts of the body that enable humans to hear.</li> <li>To know the properties of materials that absorb sound.</li> </ul>   |
| <b>Religious Education</b>                                | <p><b>What does it mean to be a Hindu in Britain today?</b></p> <ul style="list-style-type: none"> <li>To know that Mahatma Ghandi is an important figure for Hindus and how he applied the teachings of Hinduism to his life.</li> <li>To know that Diwali is a festival of new beginnings and celebrates the triumph of good over evil, light over darkness.</li> <li>To know the Diwali traditions of diva lamps, rangoli, exchanging of gifts and cards, and sweet treats.</li> </ul>   |
| <b>Music</b>  | <ul style="list-style-type: none"> <li>To know how to create different pitches on percussion instruments</li> <li>To know how to control the volume of a percussive instrument through strength of contact</li> <li>To maintain a set tempo following a metronome</li> <li>To understand how sound is projected from a drum (link to science)</li> </ul>  |
| <b>Physical Education</b>                                 | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Use an increasing range of actions, directions and levels in their sequence</li> <li>Move with clarity, fluency and expression</li> <li>Show changes of direction, speed and level during a performance</li> <li>Travel in different ways – Tiptoe step, jump and hop, Hopscotch, Skipping, Chassis step, Straight jump half turn, Cat leap</li> <li>Rolls – Forward roll from standing, Straddle forward roll, Tucked backward roll, backward roll to straddle</li> <li>Improve the placement and alignment of body parts in balances</li> <li>Carry out balances, recognising the position of their centre of gravity and how this affects the balance</li> <li>Begin to develop good technique when travelling, balancing and using equipment</li> <li>Develop strength, technique and flexibility throughout performances</li> </ul>  |



## Medium Term Plan Year 4 – Term 2 - 2021

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| <b>History</b>                     | <ul style="list-style-type: none"><li>• To know that the Anglo-Saxon and Vikings fought for control of Britain from 793 AD. This marked the beginning of the period known as The Middle Ages, which ended in 1066.</li><li>• To know the Vikings travelled from Northern Europe to raid Lindisfarne in 793AD.</li><li>• From 865AD Vikings sought to conquer Britain and raided to steal precious items including jewellery, bibles and religious artefacts to sell.</li><li>• To know that the Anglo-Saxons opposed the Vikings due to disputes over land for farming, wealth, better trading routes and religious views.</li><li>• To know that Alfred the Great was an early English monarch who fought with the Vikings before agreeing peace in 890AD.</li><li>• To know that after Alfred the Great's death, unrest followed due to land taken back from the Vikings whilst under the rule of subsequent monarchs.</li><li>• To know that Edward the Confessor, an Anglo-Saxon monarch and descendent of Alfred the Great, died in 1066. This led to the Battle of Hastings after which the Normans invaded Britain.</li></ul> |
| <b>RSHE</b>                        | <ul style="list-style-type: none"><li>• To deepen their understanding of good and not so good feelings (revision).</li><li>• To understand what positively and negatively affects their physical, mental and emotional health</li><li>• To learn about people who are responsible for helping them stay safe and ways that they can support these people.</li><li>• To begin to understand the benefits of rationing time spent online and using electronic devices and to know why some social media and games are age restricted.</li></ul>  |
| <b>DT</b>                          | <ul style="list-style-type: none"><li>• To know how to measure, mark out materials and components with accuracy</li><li>• To know how to join materials and assemble moving parts</li><li>• To know how cams make an object appear to move</li><li>• To know how to safely use sheet materials and construction tools</li><li>• Evaluate the appearance and usability of own and pre-existing products</li><li>• To know that market research impacts the development of new products</li></ul>  |
| <b>Primary Languages – Spanish</b> | <ul style="list-style-type: none"><li>• To know the Spanish numbers 1-100</li><li>• To know the days of the week in Spanish</li><li>• To know how to describe the weather in Spanish: good/bad weather, sunny, rainy, windy, hot/cold</li><li>• To know modes of transport in Spanish (car, train, boat, plane) and to use these to accurately respond to questions about travelling to different places</li><li>• To learn the verb 'ir' (to go) and use the I conjugation</li></ul>  |