

<p>Reading</p>	<p>Class Text: Aquila – Andrew Norriss</p> <p>Word Reading:</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the graphemes met so far. <p>Comprehension:</p> <ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discuss the sequence of events in books and how items of information are related. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. Draw on what they already know or on background information and vocabulary provided by the teacher.
<p>Writing Genre:</p>	<p>Fiction: Portal stories Non-fiction revisit: Persuasion texts Model Text: The Sunken Gateway</p> <p>Handwriting:</p> <ul style="list-style-type: none"> Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Transcription:</p> <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Use the first two or three letters of a word to check its spelling in a dictionary. <p>Composition:</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. In narratives, creating settings, characters and plot. Proofread for spelling and punctuation errors.
<p>SPAG</p>	<p>Spelling:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Add the following suffixes to spell words: -tion, -ation. <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> Consolidate sentence accuracy fundamentals from Year 3 such as capital letters and finger spaces. Use of paragraphs to organise ideas around a theme. To develop an understanding of standard English forms for verb inflections (instead of local forms).
<p>Mathematics</p>	<p>Number: Place Value</p> <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000. Recognising the place value of digits in numbers up to 10,000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. <p>Multiplication:</p> <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12. <p>Arithmetic:</p> <ul style="list-style-type: none"> To know how to find 10, 100 and 1,000 more or less than a given number. To know the place value of 4 digit numbers and identify a missing part in standard partitioning (e.g. $1000 + _ + 20 + 4 = 1324$). To recall multiplication and division facts for the 2, 3, 4, 5, 6 and 10 times tables. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
<p>Science</p>	<p>Animals Including Humans</p> <ul style="list-style-type: none"> Living things can be classified as producers, predators and prey according to their place in the food chain. <p>Teeth:</p> <ul style="list-style-type: none"> Teeth are used for cutting and chewing food. They start the digestive process which gives us the energy we need to live. Humans look after their teeth by brushing and flossing and ensuring that they do not eat foods high in sugar. Not looking after teeth can lead to an increase in plaque and tooth decay. Canines are pointed for tearing and ripping food - these are usually used when chewing meat. Incisors are shovel shaped and help bite lumps out of and cutting food. Premolars and molars are flat and they grind and crush food. <p>The Digestive System:</p> <ul style="list-style-type: none"> The smell of food triggers saliva to be produced. The digestive system begins with the mouth and teeth where food is ingested and chewed. Saliva is mixed with the food which helps to break it up. When the food is small enough to be swallowed, it is pushed down the oesophagus by muscles to the stomach. In the stomach, food is mixed further. The mixed food is then sent to the small intestine which absorbs nutrients from the food. Any leftover broken down food then moves on to the large intestine. The food minus the nutrients arrives in the rectum where muscles turn it into faeces. It is stored here until it is pushed out by the anus. This is called excretion.
<p>Religious Education</p>	<p>What it means to be a Hindu in Britain today (Terms 1 & 2)</p> <ul style="list-style-type: none"> What symbolises being a Hindu in Britain today - murtis, family shrine, pictures of deities. What families do to show they are Hindus - blessing food, singing hymns, reading holy texts, visit the temple (Mandir). That Hindus today can show this in different ways e.g. puja. About the Hindu ideas of karma. That being can be shown in what they do in the wider community - performing rituals, singing hymns/songs, offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God. About Hindu iconography – how the different images show the different characters and attributes of the deities. To suggest the reason why it is both good and difficult being a Hindu in Britain today – coming together to perform rituals and a sense of community. The Hindu ideas of karma and moksha. About the life of important Hindu people such as Mahatma Gandhi. About the similarities and differences with the family values and home rituals of pupils in the class.
<p>Physical Education</p>	<p>Basketball</p> <ul style="list-style-type: none"> To link dribbling the ball with other actions with increasing control. To use a variety of throwing techniques with increasing success in game situations. To catch a ball passed to them using one and two hands with increasing success. To receive a ball from distance under pressure.



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	<ul style="list-style-type: none"> • To throw a ball using varying techniques with increasing accuracy. • To change direction to lose an opponent with some success. • To create and use space with some success in game situations. • To use simple tactics to help their team score or gain possession. <p>Swimming</p> <p>Beginners:</p> <ul style="list-style-type: none"> • Submerge and regain feet in the water. • Breathe in sync with an isolated kicking action from poolside. • Use arms and legs together to move effectively across a short distance in the water. • Glide on front and back over short distances. • Float on front and back for short periods of time. • Confidently roll from front to back and then regain a standing position. <p>Developers:</p> <ul style="list-style-type: none"> • Confidently and consistently retrieve an object from the floor with the same breath. • Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Combine gliding and floating on front and back over an increased distance. • Float on front and back using different shapes with increased control. • Comfortably demonstrate sculling head first, feet first and treading water. <p>Intermediate:</p> <ul style="list-style-type: none"> • Confidently combine skills to retrieve an object from greater depth. • Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. • Confidently demonstrate good technique in a wider range of strokes over increased distances. • Combine gliding and transitioning into an appropriate stroke with good control. • Confidently link a variety of floating actions together demonstrating good technique and control. • Select and apply the appropriate survival technique to the situation.
History	<p>Early Islamic Civilisation</p> <ul style="list-style-type: none"> • To know that an <i>ancient</i> civilisation began in Mesopotamia, meaning the place between two rivers. • To know that the good soil and water supply meant that the people who lived near the rivers could farm and grow plenty of food. • To know that the religion of Islam was founded by the Prophet Muhammad. • To know that after Muhammad died, the Islamic government was called the 'Caliphate' and was ruled by a 'caliph.' • To know a caliph commissioned the construction of the city of Baghdad in 762 AD near the Tigris River in Mesopotamia and wanted it to be the capital of the Islamic empire. • To know that Baghdad was built in this location because of its trade routes across land and sea. • To know that the ancient city of Baghdad was a round city. • To know that at the centre of this round city was the Mosque and a palace, where the caliph lived. • To know that outside the city walls were markets and homes. • To know that Baghdad was the capital of an empire so many people wanted to visit, specifically to trade and to study. • To know the House of Wisdom housed a library and attracted scholars from around the world. • To know that the Islamic Golden Age was a period when science, technology, education and the arts flourished throughout the Islamic Empire. • To know that while the Islamic civilisation was having a Golden Age, Europe was experiencing the Dark Ages due to the downfall of the Roman Empire, characterised by the collapse of trade networks and widespread violence as different groups fought for land and power.
RSHE	<p>Relationships (Terms 1 & 2)</p> <ul style="list-style-type: none"> • To recognise and respond appropriately to a wider range of feelings in others. • That there are different types of relationships, including friendships, family relationships, romantic relationships and online relationships.

	<ul style="list-style-type: none"> • That shared characteristics of healthy family relationships include commitment, care, spending time together, and being there for each other in times of difficulty. • That respect is important in all relationships and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society. (SRE lesson 3) • That the characteristics of a healthy relationship include mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties. (SRE lesson 3) • The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. • That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. • To work collaboratively towards shared goals. • How to give rich and constructive feedback and support to benefit others as well as themselves. • That disputes and conflict can be solved through negotiation and appropriate compromise and that verbal or physical aggression should never be used during disputes and conflict. • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability. • To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour, and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying. • That discrimination is when a person is treated differently (in a negative way) because of some aspect of their identity, such as their gender, race, or religion and that discrimination is against the law. • That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.
<p>Music</p>	<p>This Little Light of Mine</p> <ul style="list-style-type: none"> • To know that staccato means detached. • Know that the pentatonic scale consists of five notes per octave. • Know that a blue note a flattened note that you do not expect to hear. • Know that gospel music is rooted in the African American spiritual and spread messages of hope and faith. <p>Singing:</p> <ul style="list-style-type: none"> • Pitch voice accurately and follow directions for getting louder and quieter. • Begin to sing repertoire with small and large leaps. • Sing a simple second part. • Perform a range of songs in school assemblies. <p>Listening:</p> <ul style="list-style-type: none"> • Listen and appreciate examples of gospel Music eg 'This little light of mine' by Sister Rosetta Tharpe and Soweto Gospel Choir • Improvise using the voice on a pentatonic scale. <p>Performing:</p> <ul style="list-style-type: none"> • Play rhythm patterns along with a melody.
<p>Art</p>	<p>Human form</p> <p>Proportion:</p> <ul style="list-style-type: none"> • To know that proportion lines are used by artists to help create consistency within a desired facial structure (can be used for both realism and personalised art styles). This includes a vertical central line down the centre of the face and a horizontal eye line across the eyes. • To know that drawing a face from the front is a front view, from the side is a profile view, and halfway between the two is a 3/4 view. • To draw a peer's face from a front angle using proportion lines. <p>Shading:</p> <ul style="list-style-type: none"> • To create a clear gradient in tone using a pencil without having to smudge/blend. • To use different tools for smudge shading e.g. fingertips, blending stumps. • To use a rubber to create highlights. • To build up layers of tonal shading to gradient from light to dark.



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	<ul style="list-style-type: none">• To look at facial structure in terms of shape instead of the actual feature, to stop the mind from distorting what we are trying to draw.• To know that tonal shading means the use of light and dark shading in a piece of art. The lightest area is the highlight, the darkest is the core shadow and the tones that lie between light and shadow are midtones.• To know that a highlight will be on the side a light source points at, and a cast shadow at the opposite side. If the object is transparent, there may be multiple highlights within it.• To know that to blend shading means to create a smooth, consistent gradient without visibly individual strokes or sudden changes in lightness/darkness.• To know how to blend pencil using a softer surface, such as fingertips or blending stumps.
Primary Languages – Spanish	La Aula (<i>The Classroom</i>) (Terms 1 & 2) <ul style="list-style-type: none">• To know the following words in Spanish: A pencil sharpener (un sacapuntas), an exercise book (un cuaderno), a pencil (un lápiz), a pen (un bolígrafo), a pencil case (un estuche), a reading book (un libro), a rubber (una goma), a ruler (una regla), a calculator (una calculadora), a pair of scissors (unas tijeras), a glue stick (una barra de pegamento), a school bag (una cartera).• To know which words use 'un' and which use 'una' depending on whether they are feminine or masculine.• To recall the numbers 1-100 in Spanish.