



Medium Term Plan
Year 4 – Term 5 – 2022/2023

Writing	<p>Fiction: Defeating the villain stories Model text:</p> <p>Non-fiction revisit: Recounts (newspaper reports)</p> <p>Handwriting: 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> <p>Composition: Providing further detail within the sentence through adverbials (fronted or otherwise). To use paragraphs to organise ideas logically around a theme, and to signal a change in place or time. Take control over formality of texts and recognise the different language used in formal and informal pieces. To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To use fronted adverbials for a range of purposes. To develop a character through description of appearance and movement. To develop strategies when re-reading their own writing and be able to correct some errors independently.</p>
Reading	<p>Class Text: 'Kensuke's Kingdom' by Michael Morpurgo Key comprehension focuses for this term:</p> <ul style="list-style-type: none">• Role of characters• Role of setting• Perspectives: writer/narrator/character/reader <p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination. Using dictionaries to check the meaning of words that they have read. To discuss words and phrases that capture the reader's interest and imagination. To check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. To ask questions based on the content that has been explored within a text. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To predict what might happen from details stated and implied.</p>
SPAG	<p>Spelling: To add the -ous suffix to spell words. The spelling pattern 'sc' that makes an /s/ sound, with Latin etymology. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French origin). The following words from the statutory Year 3/4 list: answer, believe, busy/business, calendar, caught, early, earth, exercise, experiment, famous, favouereite, forward(s), fruit.</p> <p>Punctuation and Grammar: Apostrophes to mark singular and plural possession [for example, the girl's name, the girls' names]. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. That determiners are a modifying word that determines the kind of reference a noun or noun group has, for example a/an, the, every, and quantity.</p>

	<p>That prepositions are a word usually preceding a noun or pronoun, expressing a relation to another word or element in the clause.</p>
<p>Mathematics</p>	<p>Decimals: Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to one half, one quarter and three-quarters. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Money: Estimate, compare and calculate different measures, including money in pounds and pence. Pupils build on their understanding of place value and decimal notation to record metric measures, including money. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Time: Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Arithmetic: To know and quickly recall multiplication and division facts for multiplication tables up to 12 x 12. Commutative law: To recognise commutativity of addition and multiplication calculations. Associative law: To recognise that when adding or multiplying, the order of numbers being used to calculate does not matter. Associative law: In multiplication calculations, to recognise that if one or both of the multipliers is 10x, 100x or 1000x bigger, then the product will correlate. To be able to use the inverse calculation to check answers and calculate missing numbers. To use mental and written methods to solve 2- and 3-digit by 1-digit multiplication and division calculations. To be able to divide whole numbers by 10, 100 and 1000 to get decimal answers.</p>
<p>Science</p>	<p>Living things and their habitats Living things live in a habitat, which provides an environment to which they are suited. These environments may change naturally, for example through flooding, fire or earthquakes.</p> <p>Humans also cause the environment to change. This can be in a good way (positive human impact, such as setting up nature reserves) or in a bad way (negative human impact, such as littering). These environments also change with the seasons: different living things can be found in a habitat at different times of the year.</p> <p>All living things, which can also be called organisms, have to do certain things to stay alive. These are the life processes:</p> <ul style="list-style-type: none"> movement respiration sensitivity growth reproduction excretion nutrition <div data-bbox="766 1568 1197 1803" data-label="Diagram"> </div> <p>Living things can be grouped (classified) in different ways according to their features, where they live and what type of organism they are. For example, a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs. Compare and contrast the living things observed. Use classification keys to name unknown living things.</p>



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	<p>Classify living things found in different habitats based on their features. Create a simple identification key based on observable features.</p> <p>Use fieldwork to explore human impact on the local environment e.g. litter, tree planting. Use secondary sources to find out about how environments may naturally change. Use secondary sources to find out about human impact, both positive and negative, on environments.</p>
Art	<p>Printmaking: Ancient Greek frescoes</p> <p>That a mural or fresco is usually when a piece of art is directly applied to a wall or ceiling. That Ancient Greek frescoes were when you would paint wet plaster directly onto a wall. Due to the materials used, most frescoes have not survived over time. Example: The Minoan Dolphin fresco is actually historians' recreation from the remaining pieces of plaster. How to use a print repeatedly to create tessellation across an art piece. To analyse and compare historically traditional and contemporary art. That artists can draw inspiration from different eras of time, and can use traditional elements or techniques alongside modern ones. That contemporary art aims to deconstruct traditional art, is often very abstract and can invade real-life spaces, such as graffiti. To collaborate to make a whole class project: planning and making their own pieces then bringing it together to make a fresco. To use learning from across the curriculum (history) to inspire a piece of art. To take pride in a finished piece and understand the value of their own art.</p>
Religious Education	<p>How do people from religious and non-religious communities celebrate key festivals?</p> <p>To make connections between stories, symbols and beliefs with what happens in at least two festivals - Easter and Eid. To give ideas about what matters most to believers during festivals such as Easter and Eid. That there are different ways of celebrating which are religious and non-religious and these are all respected in a diverse world How people express their festivals through signs, symbols, dance and story. To compare the similarities and differences between the way Eid and Easter are celebrated. That we can find out about different festivals through observing different religions.</p>
Physical Education	<p>Tennis</p> <p>To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others. I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>Athletics</p> <p>To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. To reflect on their own performance and achieve their personal best.</p>
History	<p>Ancient Greece</p> <p>That Ancient Greece was a civilisation that emerged after 800 BC and was made up of many independent city-states. How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period.</p>



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	<p>To compare life in Ancient Greece by looking at Athens and Sparta, specifically understanding that Athens was one of the most democratic states (where citizens were allowed to vote except women and slaves who were not classed as citizens) whereas Sparta was a state famous for its warriors.</p> <p>That the ancient Greeks valued religion and honoured their Gods and Goddesses through different places and festivals e.g. Olympic Games (Zeus) and the Parthenon (Athena).</p> <p>To make suggestions about what culture in Ancient Greece was like based on source analysis e.g. the ancient Greeks valued entertainment as they built large outdoor theatres for dramatic performances, as well as the fact that ancient Greek artisans produced distinctive pottery, including bowls, urns, and vases, which were decorated with pictures.</p> <p>That the ancient Greeks were famous philosophers and understand how to make judgements about which Ancient Greek philosopher was the most significant, supporting with evidence.</p> <p>That in the 300s B.C., the independent city-states were forced to unite under one ruler: Alexander the Great. To know that he was the founder of the Ancient Greek Empire, which stretched into Europe, Egypt, and South-West Asia. To make judgements about why Alexander the Great was 'great'.</p>
<p>RSHE (across terms 5 and 6)</p>	<p>Health and Wellbeing How bodies change as they approach and move through puberty and how puberty links to reproduction (SRE lesson 2).</p> <p>Communities What being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. How to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Economic Well-being: Money & Aspirations, Work and Career That there is a broad range of different jobs/careers that people can have and that people often have more than one during their lifetime. What might influence people's decisions about a job or career, such as personal interests and values, family connections to certain trades or business, strengths and qualities. How to evaluate stereotypes in the workplace and understand a person's career/aspirations should not be limited by them. About enterprise and the skills that make someone 'enterprising' specifically looking at the concepts of 'interest', 'loan', 'debt' and 'tax'.</p> <p>Media literacy & digital resilience Some of the different ways information and data is shared and used online, including for commercial purposes. How information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information. That the internet and social media can be used both positively and negatively, by discussing their own views of what is and is not appropriate to share online. How to assess the reliability of sources including images and texts online and how to make safe, reliable choices from search results (SMART rules).</p>
<p>Music</p>	<p>The Pink Panther:</p> <p>Singing To experiment with voices to create different vocal styles.</p> <p>Listening That music for a film is known as a soundtrack To listen and appraise soundtracks.</p>



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	<p>To use musical terms to share responses. To discuss how composers have added to the mood, atmosphere and storytelling with musical choices. That major chords are usually associated with a happy sound and that minor chords are associated with a sad sound. That Timbre is the distinctive character or quality of a sound To recognise elements of music that establish mood and character e.g. rhythm.</p> <p>Composing To explore and develop knowledge of how sound effects are made. To explore major and minor chords. To include all instruments learned so far to expand their sound palette. To capture and record using any of: Graphic symbols, rhythm notation and time signatures, staff notation, technology To use the interrelated dimensions of music to improve and develop their compositions.</p>
<p>Primary Languages – Spanish (across terms 5 and 6)</p>	<p>Clothes (La ropa) Vocabulary</p> <p>To recognise and recall the vocabulary for a variety of clothes in Spanish:</p> <ul style="list-style-type: none">• Swim wear (traje de baño),• A jumper (un suéter),• A dress (un vestido),• A coat (un abrigo),• A t-shirt (una camiseta),• A blouse (una blusa),• A tie (una corbata),• A scarf (una bufanda),• A skirt (una falda),• A jacket (una chaqueta),• A shirt (una camisa),• A cap (una gorra),• Trousers (unos pantalones),• Shorts (unos pantalones cortos)• Gloves (unos guantes),• Shoes (unos zapatos),• Socks (unos calcetines),• Tights (unas medias),• Boots (unas botas),• Sandals (unas sandalias),• Glasses/sunglasses (unas gafas) <p>Grammar</p> <p>To recognise the difference between feminine and masculine using the singular indefinite articles 'un' and 'una' and the plural forms 'unos' and 'unas'. To conjugate the verb 'to wear' (llevar) in the present tense with increasing confidence to describe what they are wearing. That adjectives often go after the noun and often agree in terms of gender and number and apply this in written sentences to describe the colour of clothes (e.g. una falda roja). That different languages have different rules and we need to learn these in order to communicate accurately and effectively in writing and orally. To accurately use the possessive adjective 'my' in Spanish (e.g. mis pantalones) in and understand that 'mi' is used for singular and 'mis' is used for plural in written sentences. How to use the negative 'no' before the verb 'llevar' to change the meaning of the sentence.</p> <p>Phonics To accurately pronounce the following sounds: GA (gafas), GO (GORRA) and GU (guantes).</p>