


<p><b>Reading</b></p>	<p><b>Class Text:</b> Charlotte’s Web – E. B. White</p> <p><b>Key comprehension focuses for this term:</b></p> <ul style="list-style-type: none"> <li>• Role of setting</li> <li>• Role of characters</li> <li>• Structure/plot</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the graphemes met so far.</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discuss their favourite characters, events, words and phrases.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>
<p><b>Writing</b> Genre:</p>	<p><b>Non-fiction:</b> Newspaper recounts <b>Fiction revisit:</b> Quest stories <b>Model text:</b> Blizzard Causes Chaos!</p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• 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].</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Continue to use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Use 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 detail events in chronological sequence.</li> <li>• To know the difference between 1st person and 3rd 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>
<p><b>SPAG</b></p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them.</li> <li>• Add the following suffixes to spell words: -tion, -ation.</li> </ul> <p><b>Punctuation and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Statement, question, exclamation, command.</li> <li>• Prefix and suffix.</li> <li>• Prepositions and conjunctions.</li> <li>• Consolidate sentence accuracy fundamentals from Year 3 such as capital letters and finger spaces.</li> <li>• Use of paragraphs to organise ideas around a theme.</li> <li>• To develop an understanding of standard English forms for verb inflections (instead of local forms).</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number: Addition and Subtraction</b> 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> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts for multiplication tables up to 12 × 12</li> </ul>

	<ul style="list-style-type: none"> <li>• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three 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</li> <li>• To multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>Area:</b></p> <ul style="list-style-type: none"> <li>• Find the area of rectilinear shapes by counting squares.</li> <li>• Compare and order shapes by area (both estimated and calculated).</li> </ul> <p><b>Arithmetic:</b></p> <ul style="list-style-type: none"> <li>• To know how to find 10, 100 and 1,000 more or less than a given number.</li> <li>• To know the place value of 4 digit numbers and identify a missing part in standard partitioning (e.g. <math>1000 + \_ + 20 + 4 = 1324</math>).</li> <li>• To recall multiplication and division facts for the 7, 8, 9, 11 and 12 times tables (in addition to previous times tables learned).</li> </ul> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p>
<p><b>Science</b></p>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• <b>Electricity</b> is generated using energy from <b>natural sources</b> such as the Sun, oil, water and wind. These can also be <b>called fuel sources</b>. Many household <b>devices</b> and <b>appliances</b> run on electricity.</li> <li>• To classify the materials that were suitable/not suitable for wires.</li> <li>• A <b>complete circuit</b> is a loop that allows electrical current to flow through <b>wires</b>.</li> <li>• A circuit contains a <b>battery (cell)</b>, wires and an appliance that requires electricity to work (such as a <b>bulb, motor</b> or <b>buzzer</b>).</li> <li>• The electrical current flows through the wires from the battery (cell) to the bulb, motor or buzzer).</li> <li>• A <b>switch</b> can break or reconnect a circuit.</li> <li>• A switch controls the <b>flow</b> of the electrical current around the circuit. When the switch is off, the current cannot flow.</li> <li>• If there is a break in the circuit, a loose connection or a short circuit, the <b>component</b> will not work.</li> <li>• To explore whether or not a lamp will light in a <b>simple series circuit</b>, based on whether or not the lamp is part of a complete circuit with a battery.</li> <li>• How to recognise some common <b>conductors</b> and <b>insulators</b>, and associate <b>metals</b>, such as stainless steel, with being good conductors. To explore the link between good conductors and <b>magnetism</b>.</li> <li>• Metals are good conductors so they can be used as wires in a circuit. Non-metallic solids are insulators except for graphite (pencil lead).</li> <li>• Water also conducts electricity.</li> <li>• Some appliances use <b>batteries</b> and some use <b>mains</b> electricity.</li> <li>• Batteries come in different sizes depending on how much and for how long the appliance is used.</li> </ul> <p><b>Energy:</b> the power from sources such as electricity that makes machines work or provides heat.</p> <p><b>Mains:</b> where the supply of water, electricity, or gas enters a building.</p> <p><b>Motor:</b> a device that uses electricity or fuel to produce movement.</p> <p><b>Power:</b> Power is energy, especially electricity that is obtained in large quantities from a fuel source and used to operate lights, heating, and machinery.</p>
<p><b>Religious Education</b></p>	<p><b>What it means to be a Hindu in Britain today (Terms 1 &amp; 2)</b></p> <ul style="list-style-type: none"> <li>• That we use the term Hinduism but Hindus often call it Sanatana Dharma (Eternal Way).</li> <li>• What Hindus have in their home to show their faith – murtis (statues of gods), family shrine, pictures of deities, puja tray</li> <li>• That Hindus carry out rituals at home that show their faith - daily puja which means offering prayers, light, incense, flowers and food to the gods; aarti (thanksgiving to the deities using light) and bhajans (devotional songs).</li> <li>• That Hindus believe in the ideas of karma (that the benefits and detrimental effects of past deeds impact on life) – with the idea of action and reaction and how this can affect decisions about good and bad.</li> </ul>

	<ul style="list-style-type: none"> <li>• That being a Hindu can be shown in what they do in the wider community- performing rituals, singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving <b>prashad</b> (an apple or sweet) representing the grace of God.</li> <li>• What some of the Hindu aims of life (purusharthas) - dharma (moral duty); artha (providing for the family) ; kama (enjoying life) and moksha (birth and rebirth), are through the story of Rama and Sita.</li> <li>• To suggest to reason why it is good and difficult being a Hindu in Britain today – coming together to perform rituals; sense of community, the commitment.</li> <li>• About the life of important Hindu people – Mahatma Gandhi and how this impacts on the world.</li> <li>• About the similarities and differences with the family values and home rituals of pupils in the class.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>FITNESS</b></p> <ul style="list-style-type: none"> <li>• To recognise different areas of <b>fitness</b> and explore what your body can do.</li> <li>• To develop <b>speed</b> and <b>strength</b>.</li> <li>• To develop <b>co-ordination</b>.</li> <li>• To develop <b>agility</b>.</li> <li>• To develop <b>balance</b>.</li> <li>• To develop <b>stamina</b>.</li> <li>• To understand that humans have different <b>components of fitness</b>.</li> </ul> <p><b>FOREST SCHOOL: EXPLORE AND CONSERVE</b> <b>Science – Animals including humans, Electricity, Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Living things can be classified as <b>producers</b>, <b>predators</b> and <b>prey</b> according to their place in the food chain.</li> <li>• <b>Canines</b> are pointed for tearing and ripping food - these are usually used when chewing meat.</li> <li>• <b>Incisors</b> are shovel shaped and help bite lumps out of and cutting food.</li> <li>• <b>Premolars</b> and molars are flat and they grind and crush food.</li> <li>• A <b>complete circuit</b> is a loop that allows electrical current to flow through <b>wires</b>.</li> <li>• To know how to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• Melting is a state change from solid to liquid.</li> <li>• Boiling is a change of state from liquid to gas that happens when a liquid is heated to 100 degrees Celsius and bubbles of the gas can be seen in the liquid.</li> <li>• Evaporation is the same state change as boiling (liquid to gas), but it happens slowly at lower temperatures and only at the surface of the liquid</li> <li>• Living things live in a <b>habitat</b>, which provides an <b>environment</b> to which they are suited. These environments may change naturally, for example through flooding, fire or earthquakes.</li> <li>• Humans also cause the environment to change. This can be in a good way or in a bad way. These environments also change with the seasons.</li> <li>• Living things classified in different ways according to their features, where they live and what type of organism they are.</li> </ul> <p><b>Design and technology – Pine Cone Decoration</b></p> <ul style="list-style-type: none"> <li>• To describe the difference between 'green' (wet) wood and</li> <li>• To use a sawhorse to cut a wooden disc with adult supervision</li> <li>• To finish their wooden disc by smoothing the edges with sand</li> <li>• To use a hacksaw to cut a wooden disc of a specific</li> <li>• Drill hole halfway through the disk using a manual hand drill</li> <li>• Glue a pine cone on top using strong wood glue</li> </ul> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>dry wood</p> <p>paper measurement</p> </div> </div> <p><b>Geography – The World and Climate Zones</b></p> <ul style="list-style-type: none"> <li>• That climate change refers to changes in the Earth's usual weather conditions over many years.</li> <li>• That the Amazon rainforest is threatened by deforestation, flooding and climate change.</li> <li>• That environmental regions are at risk due to human activity.</li> <li>• That if a pattern of weather occurs over a long period, this can be described as its climate.</li> </ul>
<p><b>Geography</b></p>	<p><b>The World- Regions at Risk</b> When using world maps...</p>

	<ul style="list-style-type: none"> <li>• How to identify Europe, Russia, North and South America on a map.</li> <li>• That satellite maps can show how land has changed over time.</li> <li>• That Geographers study how human activity affects the world's land and climate.</li> </ul> <p>When considering the impact of humans on the planet...</p> <ul style="list-style-type: none"> <li>• That climate change refers to changes in the Earth's usual weather conditions over many years.</li> <li>• That environmental regions are at risk due to human activity.</li> <li>• That Geographers make observations and collect data to better understand a location.</li> <li>• That some areas of the world are susceptible to natural disasters, such as flooding.</li> </ul> <p>When studying some of the world's at-risk regions...</p> <ul style="list-style-type: none"> <li>• That the Amazon rainforest is threatened by deforestation, flooding and climate change.</li> <li>• That 42% of the Northern Great Plains, which are temperate grasslands, have been converted to crops, and to understand why this is an issue.</li> <li>• That the North Sea is threatened by climate change and rising sea levels, and why this is an issue.</li> </ul>
<p><b>RSHE</b></p>	<p><b>Relationships (Terms 1 &amp; 2)</b></p> <ul style="list-style-type: none"> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• That there are different types of relationships, including friendships, family relationships, romantic relationships and online relationships.</li> <li>• That shared characteristics of healthy family relationships include commitment, care, spending time together, and being there for each other in times of difficulty.</li> <li>• 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)</li> <li>• 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)</li> <li>• 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.</li> <li>• That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</li> <li>• To work collaboratively towards shared goals.</li> <li>• How to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.</li> </ul>
<p><b>Computing</b></p>	<p><b>Stop motion animation</b></p> <ul style="list-style-type: none"> <li>How <b>animation</b> has developed over time including; <b>flip book</b>, <b>Thaumatrope</b> and <b>Zoetrope</b>.</li> <li>That animations have developed over time due to technological advancements.</li> <li>The purpose of creating animations</li> <li>To use stop motion software to create an animation to give animated figures the impression of movement.</li> <li>That small movements make a smoother animation and more images are needed for a longer animation.</li> <li>To edit animations by inserting, deleting or changing the order of frames</li> <li>That <b>onion skinning</b> is seeing a number of frames at once.</li> <li>That companies deploy tactics to encourage users to spend money online</li> <li>How companies entice users to buy online using 'in-app purchases' and 'pop-ups.'</li> <li>Why it's important to avoid making purchases when using online platforms. (link to smart – safe)</li> </ul>
<p><b>Design and Technology</b></p>	<p><b>Cooking: Salmon and Dill fishcakes (Person study: Jamie Oliver)</b></p> <ul style="list-style-type: none"> <li>What constitutes a <b>healthy</b> diet.</li> <li>That <b>food groups</b> have different roles in the body (<b>carbohydrates</b> are for <b>energy</b>, <b>proteins</b> allow our bodies to grow and repair and fruit and vegetables help our <b>immunity</b>).</li> <li>That food <b>manufacturers</b> share the <b>nutritional</b> information on food packaging to inform consumers of what they are eating.</li> <li>That he has significantly <b>impacted</b> on school dinners and the public's understanding of healthy eating.</li> <li>That when we cook we make <b>purposeful</b> decisions about the ingredients we use. Salmon would be used as it is a healthy fish. Dill is a herb with an aniseed/soft taste which would <b>complement</b> the salmon.</li> <li>To <b>sieve</b> flour, raising agents or spices</li> <li>To use a masher to <b>mash</b> hot food to a fairly smooth texture (e.g. potato)</li> <li>To <b>peel</b> harder foods (e.g. potato)</li> <li>To use both <b>bridge</b> hold and <b>claw grip</b> to cut the same food using a <b>serrated</b> vegetable knife.</li> <li>That we handle hot foods safely using oven gloves.</li> <li>How to treat minor burns (PSHE link)</li> <li>To comment on what they like about it and what they could improve next time.</li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<p><b>La Clase (The Classroom) (Terms 1 &amp; 2)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>To say and write what items you have in your bag (e.g. en mi estuche, tengo una goma)</li> </ul> <p>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).</p> <p>I have (tengo), I have not got (no tengo).</p> <ul style="list-style-type: none"> <li>To ask what one another have in their school bags: What do you have in your bag? (¿Qué tienes en tu estuche?)</li> <li>To follow simple classroom commands in Spanish: Listen ( ¡Escuchad! ), Repeat ( ¡Repetid! ), Read ( ¡Leed! ), Silence ( ¡Silencio! ), Close your books ( ¡Cerrad los libros! ), Open your books ( ¡Abrid los libros ! ), Think ( ¡Pensad ! ), Ask ( ¡Preguntad ! ), Raise your hand ( ¡ Levantad la mano ! )</li> <li>To recognise and repeat from memory simple classroom objects.</li> <li>That being able to communicate in other languages helps us pass on important information.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>That 'yo' means 'I' but is often omitted in Spanish.</li> <li>Which words use 'un' and which use 'una' depending on whether they are feminine or masculine.</li> </ul>

## Medium Term Plan

### Year 4 – Term 2 – 2023/2024

- That an upside-down question mark and exclamation mark is used at the start of questions and exclamations.
- How to replace an indefinite article/determiner with the appropriate possessive adjective in Spanish.
- To accurately use the correct gender when saying classroom objects.
- That accents can only be written over vowels in Spanish and indicate the vowel is stressed.
- That accents can only be written over vowels in Spanish and indicate the vowel is stressed and also indicate a question as seen in "¿qué tienes en tu estuche?"
- That every language follows grammatical rules, and that these vary in each language.

#### **Phonics:**

- How to say CA (calculadora & cartera), CE (cerrad), CI (silencio), CU (escuchad)
- That words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras.
- That other languages sound different because they follow different rules.

#### **Cultural links:**

- Look at Spanish schools (and schools around the globe) and think about the differences/similarities (i.e. no school uniform, rules, lessons, etc.)