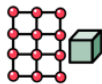

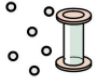


Writing	<p>Fiction: Suspense stories Model Text: The Unseen Ocean Non-fiction revisit: Information texts</p> <p>Handwriting: Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Transcription: Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Continue to use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Composition:</p> <ul style="list-style-type: none"> • Providing further detail within the sentence through adverbials (fronted or otherwise) • Use of rhetorical question framed as MC's thoughts to show uncertainty • Develop a setting using similes, metaphors and personification. • To know how to develop characterisation by showing their behaviour and reactions. • Use devices to build tension such as empty words, ellipse and short sentences. • Develop strategies to proofread their own writing.
Reading	<p>Class Text: 'Floodland' by Marcus Sedgwick</p> <p>Key comprehension focuses for this term:</p> <ul style="list-style-type: none"> • Role of setting • Structure/plot • Main themes/ideas <p>Word reading: Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension: Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination. Participate in discussion about both books that are read to them and those they can read for themselves. Recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p>
SPAG	<p>Spelling: To add the prefixes in- and il- to a variety of root words. To spell words using 'ch' making the sound of /sh/ (French origin). To spell words using 'ch' making the sound of /k/ (Greek origin).</p> <p>Punctuation and Grammar: To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition To use conjunctions, adverbs and prepositions to express time and cause To use a range of fronted adverbials and accurately use commas after fronted adverbials. To accurately use and punctuate direct speech</p>
Mathematics	<p>Number: Multiplication and Division Recall and use multiplication and division facts for multiplication tables up to 12×12. Count in multiples of 6, 7, 9, 25 and 1000 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. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Measurement: Length & Perimeter</p>

	<p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Convert between different units of measure [for example, kilometre to metre].</p> <p>Arithmetic:</p> <p>To know and quickly recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Commutative law: To recognise commutativity of addition and multiplication calculations.</p> <p>Associative law: To recognise that when adding or multiplying, the order of numbers being used to calculate does not matter.</p> <p>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.</p> <p>To be able to use the inverse calculation to check answers and calculate missing numbers.</p>
Science	<p>States of Matter</p> <p>To know how to compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Particles:</p> <p>Particles are what materials are made from.</p> <p>They are so small that we cannot see them with our eyes.</p> <p>The properties of a substance depend on what its particles are like, how they move and how they are arranged</p> <p>Particles behave differently in solids, liquids and gases.</p> <p>Solid:</p> <p>In the solid state, the material holds its shape.</p> <p>Solids have vibrating particles, which are closely packed in and pattern.</p> <p>This explains the fixed shape of a solid and why it can't poured.</p> <p>Solids always take up the same amount of space (fixed volume).</p> <p>Liquid:</p> <p>In the liquid state, liquid holds the shape of the container it is in</p> <p>This means that liquids can change shape, depending on the</p> <p>Liquids have particles which are close together but random.</p> <p>Liquid particles can move over each other.</p> <p>Liquids can be poured.</p> <p>Gas:</p> <p>In the gas state, particles can escape from open containers and</p> <p>Gases have particles which are spread out and move in all</p> <p>To know how to observe that some materials change state when cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Melting is a state change from solid to liquid.</p> <p>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. When water (in its liquid form) is heated, the particles start to move faster and faster until they have enough energy to move about more freely. The water has evaporated into a water vapour.</p> <p>When water is cooled, the particles start to slow down until a solid structure (ice) is formed. The water has frozen. Freezing is a state change from liquid to solid. The freezing point of water is 0 degrees Celsius.</p> <p>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. Evaporation happens more quickly if the temperature is higher, the liquid is spread out or it is windy.</p> <p>Condensation is the change back from a gas to a liquid caused by cooling.</p> <p>Pupils identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>The Water Cycle</p> <p>Water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. When too much water has condensed, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>form a regular</p> </div> <div style="text-align: center;">  <p>(fixed volume). container.</p> </div> <div style="text-align: center;">  <p>fill all available space. directions. they are heated or</p> </div> </div>
Religious Education	<p>What can we learn from religions about deciding what is right and wrong?</p>

	<p>To learn that there are rules that religious and non-religious groups follow which may help them with difficult decisions.</p> <p>To make connections between stories of temptation and why people can find it difficult to be good.</p> <p>To learn from different religions how to live 'a good life' (Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'); or Christian teaching from Jesus on the Beatitudes (Matthew 5:2–13).</p> <p>To learn that religious believers use commands or guidance to help them decide what is right from wrong. Is this always clear?</p> <p>To learn if religions say that God inspires their rules for living, where do non-religious people look for guidance?</p> <p>To investigate how Humanists decide about right and wrong.</p> <p>To understand how to choose between right and wrong in different scenarios and explore whether it would be easier for a religious believer to decide.</p>
Physical Education	<p>Indoor P.E. - Dance:</p> <p>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>To choose actions which relate to the theme.</p> <p>To develop a dance using matching and mirroring.</p> <p>To develop a dance using formations, canon and unison.</p> <p>To develop a dance phrase and perform as part of a class performance.</p> <p>To understand how dynamics, space and relationships can be used to represent a state of matter.</p> <p>To use actions, dynamics, space and relationships to represent a states of matter.</p> <p>To order and structure phrases to create a dance performance.</p> <p>To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm.</p> <p>To learn and perform a partner dance in a 1960s style.</p> <p>To develop my own 1960s inspired dance using changes in relationships.</p> <p>Outdoor P.E. – Football:</p> <p>To develop the attacking skill of dribbling.</p> <p>To use protective dribbling against an opponent.</p> <p>To develop the bounce and chest pass and begin to recognise when to use them.</p> <p>To develop tracking and defending an opponent.</p> <p>To develop the technique for the set shot.</p> <p>To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</p> <p>To understand how exercise affects the body.</p>
Music	<p>Recorders: Blown Away 2 (Interrelated dimensions: Pulse, Rhythm, Pitch, Timbre, Structure, Notation, Tempo, Texture, Dynamics)</p> <p><u>Singing</u></p> <p>To sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>That a round is a song where 2 or more voices sing the same melody but beginning at different times</p> <p>That partner songs are 2 songs which can be sung together at the same time.</p> <p><u>Listening</u></p> <p>That recorders became popular during the Tudor and Renaissance periods.</p> <p>To listen and appreciate pieces of music from a variety of time periods.</p> <p>That legato means smooth.</p> <p><u>Composing</u></p> <p>To improvise on the instrument, they are learning (recorder) making use of musical features including staccato and legato.</p> <p>To combine rhythmic notation with letter names to create short pentatonic phrases on the recorder.</p> <p>To sing and play these phrases as self-standing compositions.</p> <p><u>Performing</u></p> <p>To play and perform melodies in staff notation using a small range as whole class or in groups.</p> <p>To read and perform pitch notation within defined range</p> <p>To follow and perform simple scores to a steady beat.</p>

	That musicians make use of all the relevant interrelated dimensions of music to improve and create a desired effect for their performances.
History	<p>Early Islamic Civilisations</p> <p>To know that an <i>ancient</i> civilisation began in Mesopotamia, meaning the place between two rivers. This was important as it meant that the people who lived near the rivers could farm and grow plenty of food.</p> <p>To understand that the religion of Islam was founded by the Prophet Muhammad and that after Muhammad died, the Islamic government was called the 'Caliphate' and was ruled by a 'caliph.'</p> <p>To know that 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. This location was chosen because of its trade routes across land and sea.</p> <p>To understand that the ancient city of Baghdad was a round city: in the centre was Mosque and a palace, where the caliph lived and outside of the city walls were markets and homes.</p> <p>To know that Baghdad was the capital of an empire so many people wanted to visit here to trade and to study, particularly in the House of Wisdom.</p> <p>To understand that the Islamic Golden Age was a period when science, technology, education and the arts flourished throughout the Islamic Empire whereas in Britain, the population was living in a 'dark age' (Middle Ages).</p>
RSHE (across terms 3 and 4)	<p>Health and Wellbeing</p> <p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>That regular exercise can benefit mental and physical health and to recognise opportunities to be physically active, as well as recognising some risks associated with an inactive lifestyle.</p> <p>That sleep contributes to a physically and mentally healthy lifestyle and that lack of sleep can have a negative effect on the body, feelings, behaviour and ability to learn.</p> <p>Routines that support good quality sleep, such as no screen time for 1 hour before bed and exercising earlier in the day, rather than right before bed.</p> <p>That bacteria and viruses can affect health and that everyday hygiene routines, such as sneezing into tissues and washing hands regularly, can limit the spread of infection.</p> <p>That medicines, when used responsibly, can contribute to health and that some diseases can be prevented by vaccinations.</p> <p>That correctly brushing twice a day and regularly flossing, along with regular visits to the dentist and not consuming too much sugar or too many acidic drinks, and not smoking, can help maintain good oral hygiene.</p> <p>That mental health, just like physical health, is part of daily life and it is equally important to take care of mental health as it is to take care of physical health.</p> <p>Strategies and behaviours that support mental health and wellbeing, including good quality sleep, physical exercise and time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends.</p> <p>The difference between healthy and unhealthy online behaviours particularly when gaming and using social media.</p> <p>The benefits of rationing time spent online and using electronic devices and why some social media and games are age restricted.</p> <p>That anyone can experience mental ill health.</p> <p>That most difficulties can be resolved with help and support and that it is important to discuss feelings with a trusted adult.</p> <p>That they can support their trusted adults to keep them healthy and safe by following rules and by sharing any concerns they may have about their health or safety with them.</p> <p>How bodies change as they approach and move through puberty and how puberty links to reproduction (SRE lessons 1 & 2).</p>

Computing (Online safety across terms 3 and 4)	Online Safety: To know all the SMART rules and what each letter stands for. To know how to be respectful online and give examples. To know the difference between healthy and unhealthy online behaviours particularly when gaming and using social media.
Art	Landscape: One-point perspective landscapes To learn that using perspective in 2D art can create the illusion of it being 3D . That things appear to get smaller as they get further away. That the horizon line is the line that separates the land/sea and the sky, and is the limit of how far we can see before the Earth's surface curves out of sight. That the vanishing point is the point at which something gets so small you cannot see it anymore. That the vanishing point will sit on the horizon line (unless the subject is closer than the horizon). That landscape art will typically have three zones: the foreground , midground and background . That due to distance from the viewer, objects in the foreground appear biggest whilst objects in the background appear smallest. That Shane Record is a self-taught local painter known for his landscape paintings of places in our local area. That artists often have a preferred medium that they use to do art, but can use different mediums when it suits the art. To critically evaluate art by offering ideas for what they like and what they would improve. To notice similarities in use of colour or medium by the same artist. That colour palettes can affect the mood of a piece of art, and artists can choose specific palettes to suit their art. That sketches are done before adding colour so an artist can get accurate proportions and perspective. Neater lines can then be redrawn on top of the colour layer. To explain their own choices in colour palette and the effect it has on their art.
Primary Languages – Spanish (across terms 3 and 4)	Do you have a pet? (¿tienes una mascota?) Vocabulary: The nouns and indefinite articles for 8 common pets. A dog (un perro) A cat (un gato) A rabbit (un conejo) A hamster (un hámster) A fish (un pez) A mouse (un ratón) A parrot (una cotorra) A tortoise (una tortuga) I have (tengo) I don't have (no tengo) I have (tengo un/una) That is called (Que se llama) And (y) But (pero) How to ask somebody if they have a pet and use a positive or negative answer to respond. How to tell somebody the name of their pet. That accurate pronunciation is important when speaking other languages. Grammar: How to conjugate in the first person the following high frequency verbs: 'tener', 'ser' and 'vivir' That other languages follow different rules to English and we must learn these to fully master them. Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.



Medium Term Plan

Year 4 – Term 3 – 2023/2024

	That using longer sentences will enable us to communicate more effectively and efficiently.
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