

<b>Writing</b>	<p><b>Fiction:</b> Suspense stories  <b>Model Text:</b> The Unseen Ocean  <b>Non-fiction revisit:</b> Information texts</p> <p><b>Handwriting:</b>  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><b>Transcription:</b>  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><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Providing further detail within the sentence through adverbials (fronted or otherwise)</li> <li>• Use of rhetorical question framed as MC's thoughts to show uncertainty</li> <li>• Develop a setting using similes, metaphors and personification.</li> <li>• To know how to develop characterisation by showing their behaviour and reactions.</li> <li>• Use devices to build tension such as empty words, ellipse and short sentences.</li> <li>• Develop strategies to proofread their own writing.</li> </ul>
<b>Reading</b>	<p><b>Class Text:</b> 'Floodland' by Marcus Sedgwick</p> <p><b>Key comprehension focuses for this term:</b></p> <ul style="list-style-type: none"> <li>• Role of setting</li> <li>• Structure/plot</li> <li>• Main themes/ideas</li> </ul> <p><b>Word reading:</b>  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Comprehension:</b>  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>
<b>SPAG</b>	<p><b>Spelling:</b>  Revisit -es/-ed/-ing/-y to nouns/verbs ending -y <i>e.g. cries, copied vs cries, copied</i>  Revisit -es/-ed/-ing/-y to words of one syllable ending in single consonant <i>e.g. patting vs 'pating'</i>  Suffixes beginning with vowel letters to polysyllabic <i>e.g. forgetting, forgotten, beginning</i>  Common Exception and Tricky Words: <u>address</u>, <u>appear</u>, disappear, <u>arrive</u>, <u>different</u>, <u>opposite</u>, <u>possible</u>, possess, <u>suppose</u>, difficult</p> <p><b>Punctuation and Grammar:</b>  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>
<b>Mathematics</b>	<p><b>Number: Multiplication and Division</b>  To count in multiples of 25 and 1000  To be able to use formal short multiplication</p> <p><b>Fractions</b>  To understand the concept of one whole and partition it  To identify unit and non-unit fractions  To find equivalent fractions using models  To explore fractions greater than 1 (improper fractions)  To convert improper fractions to mixed numbers and vice versa</p>

	<p>To add and subtract fractions with the same denominator</p> <p>To add and subtract mixed numbers</p> <p>To find fractions of a set of objects and solve problems</p> <p><b>Decimals</b></p> <p>To understand tenths and fractions as decimals.</p> <p>To divide 1 and 2 digit numbers by 10.</p> <p>To understand hundredths and fractions as decimals.</p> <p>To divide 1 and 2 digit numbers by 100.</p> <p><b>Arithmetic:</b></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>
<b>Science</b>	<p><b>Sound</b></p> <p>To know that sounds are caused by vibrations that travel through solids, liquids and gases to our ears.</p> <p>That sound travels in waves and these are a form of energy.</p> <p>To summarise that sound travels fastest through solid materials and more slowly through gases like air. Sound does not travel when there is no air.</p> <p>That scientists, such as Alexander Graham Bell, discoveries shaped the way in which we see the world today. To know that the volume of sound depends on the strength or size of the vibrations. Stronger vibrations make louder sounds. Weaker vibrations make quieter sounds.</p> <p>To draw simple conclusions from results of a comparative test.</p> <p>That sounds decrease in volume as they get further from the sound source because vibrations decrease as they travel through the medium.</p> <p>To make sensible predictions about how sound travels.</p>
<b>Religious Education</b>	<p><b>What can we learn from religions about deciding what is right and wrong?</b></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 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>
<b>Physical Education</b>	<p><b>Indoor P.E. - Dance:</b></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><b>Outdoor P.E. – Football:</b></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>
<b>Music</b>	<p><b>The Doot Doot Song (Interrelated dimensions: Pulse, Rhythm, Pitch, Timbre, Structure, Notation, Tempo, Texture, Dynamics)</b></p> <p>Singing</p> <p>To Sing swung rhythms lightly and accurately.</p> <p>To Sing Part 2 of a partner song rhythmically and to adopt a rhythmic accompaniment while singing.</p> <p>To 'Doodle' with voices over the chords in a song.</p> <p>Listening</p> <p>To develop a knowledge and understanding of the history of music of acoustic pop, country and folk</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p> <p>Performing</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole-class teaching. Identify static and moving parts.</p>
<b>History</b>	<p><b>Early Islamic Civilisations</b></p> <p>To know how historians make judgements about the similarities and differences between societies at the same time, particularly the earliest civilisations.</p> <p>That an ancient civilisation began in Mesopotamia around 5300BC, 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>How historians decide what makes a place significant e.g. one of the earliest recorded civilisations</p> <p>That the religion of Islam was founded by the Prophet Muhammad around 610 AD and that after Muhammad died, the Islamic government was called the 'Caliphate' and was ruled by a 'caliph.'</p> <p>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 Caliphate. This location was chosen because of its trade routes across land and sea.</p> <p>That the ancient city of Baghdad was a round city: in the centre was a Mosque and a palace, where the caliph lived and outside of the city walls were markets and homes.</p> <p>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>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>
<b>RSHE</b> (across terms 3 and 4)	<p><b>Health and Wellbeing</b></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</p>

	<p>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 &amp; 2).</p>
<b>Computing</b> (Online safety across terms 3 and 4)	<b>Online Safety:</b> 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.
<b>Art</b>	<b>Landscape: One-point perspective landscapes</b> To learn that using <b>perspective</b> in <b>2D</b> art can create the illusion of it being <b>3D</b> . That things appear to get smaller as they get further away. That the <b>horizon line</b> 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 <b>vanishing point</b> 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 <b>foreground</b> , <b>midground</b> and <b>background</b> . 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 <b>colour palettes</b> 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.
<b>Primary Languages – Spanish</b> (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)



## Medium Term Plan

### Year 4 – Term 3 – 2025/2026

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.

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