

Medium Term Plan- Year 4 – Spring 1

Value: Honesty British Value: Individual liberty

	English	Reading	Spelling	Maths	Geography	Science	RSE	RE	Computing	Art	PE	Music	MFL
<p><b>Class Reader: Charlotte's Web AWE AND WONDER – EXTENDED WRITING</b></p> <p><b>Enrichment opportunities:</b></p>													
Week 1	<p><u>Text Type</u> Narrative – Bike Boy</p> <p><u>Skill/Grammar</u> Identify verbs</p>	<p>The Last bear – Fiction Book Talk Retrieval Inference Vocabulary Ordering</p>	<p>Homophones &amp; Near Homophones Examples: accept, except, affect, effect, aloud, allowed, weather, whether, whose, who's</p>	<p><u>Arithmetic</u> Multiplication – split method Power Maths Unit 5 x and ÷ (1) Lessons 1-4</p>	<p>Why are jungles so wet and deserts so dry? Lesson 1 – Weather and Climate</p>	<p>States of Matter - Materials – Kapow – L1 - Solids</p>	<p>RSE Respectful relationships Lesson 1 - When should I be assertive? (No Outsiders)</p>	<p>Sikhi – Enquiry 2 – Piece 1 - Do Sikhs think it's important to share? – Discuss why it is important to share.</p>	<p>Programme B - Repetition in games - Lesson 1 - Using loops to create shapes</p>	<p><b>Sculpture – Lesson 1 - Who was Barbra Hepworth?</b></p>	<p>REAL PE Cognitive cog – Dynamic Balance Get Set Dance – copy and create actions in response to an idea and be able to adapt this using changes of space.</p>	<p>'Let it be.' by The Beatles unit with Mr Baglee – Performance and instrumental focus L1</p>	<p>Je me présente: Lesson 1- revise basic greetings and will learn how to ask and answer the question 'how are you?'</p>
Week 2	<p><u>Text Type</u> Narrative – Bike Boy</p> <p><u>Skill/Grammar</u> Add suffixes to change nouns to adjectives</p>	<p>The Last bear – Fiction Big Read – Predictions Retrieval Inference Vocabulary Vocabulary</p>	<p>Homophones &amp; Near Homophones Examples: cereal, serial, check, cheque, through, threw, draft, draught, stares, stairs</p>	<p><u>Arithmetic</u> Adding 3 numbers with up to 4-digits Power Maths Unit 5 x and ÷ (1) Lessons 5-8</p>	<p>Why are jungles so wet and deserts so dry? Lesson 2 – U.K. Climate</p>	<p>States of Matter - Materials – Kapow – L1 – Liquids and Gases</p>	<p>RSE Respectful relationships Lesson 2 - (No Outsiders) How do we show acceptance?</p>	<p>Sikhi – Enquiry 2 – Piece 2 - Do Sikhs think it's important to share? – Talk about why Sikhs might choose to share.</p>	<p>Programme B - Repetition in games - Lesson 2 - Different loops</p>	<p>Sculpture – Lesson 2 - Clay skills</p>	<p>REAL PE Cognitive cog – Dynamic Balance Get Set Dance – choose actions that relate to a theme.</p>	<p>'Let it be.' by The Beatles unit with Mr Baglee – Performance and instrumental focus L2</p>	<p>Je me présente: Lesson 2 - consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?'</p>
Week 3	<p><u>Text Type</u> Narrative – Bike Boy <b>Independent write</b></p> <p><u>Skill/Grammar</u> Use prefixes to change the meaning of root words</p>	<p>The Last bear – Fiction Big Read – Predictions Retrieval Inference Vocabulary Tabulation</p>	<p>Pixl Rule 17 Nouns ending in the suffix – ation The suffix –ation is added to verbs to form nouns. The rules already learnt still apply. Examples: information, adoration, sensation, preparation, admiration, education</p>	<p><u>Arithmetic</u> Subtracting with ex. Power Maths Unit 5 x and ÷ (1) Lessons 9-12</p>	<p>Why are jungles so wet and deserts so dry? Lesson 3 – How the climate impacts upon the landscape</p>	<p>States of Matter - Materials – Kapow – L3 – Melting and Freezing</p>	<p>RSE Respectful relationships Lesson 3 - (No Outsiders) How are customs around the world different?</p>	<p>Sikhi – Enquiry 2 – Piece 3 - Do Sikhs think it's important to share? – Begin to explain an example of sharing in Sikhi history which may impact on a believer today</p>	<p>Programme B - Repetition in games - Lesson 3 - Animate your name</p>	<p>Sculpture – Lesson 3 - Research different sculptures in the style of Barbra Hepworth</p>	<p>REAL PE Cognitive cog – Dynamic Balance Get Set Dance – Develop a dance using matching and mirroring.</p>	<p>'Let it be.' by The Beatles unit with Mr Baglee – Performance and instrumental focus L3</p>	<p>Je me présente: Lesson 3 - consolidate numbers 1-10 and will progress to learning numbers 11-20</p>
Week 4	<p><u>Text Type</u> Non-Fiction – Digestion</p> <p><u>Skill/Grammar</u> Write a pronoun</p>	<p>National parks of the USA - Non – fiction Book Talk Retrieval Inference Vocabulary Tabulation</p>	<p>Pixl Rule 17 Nouns ending in the suffix - ation Examples: creation, dedication, radiation, indication, regulation, demonstration</p>	<p><u>Arithmetic</u> Multiplication 1 x 2-digit with ex. Power Maths Unit 5 x and ÷ (1) EOUC Unit 6 x and ÷ (2) Lessons 1-3</p>	<p>Why are jungles so wet and deserts so dry? Lesson 4 – flora and fauna of major biomes</p>	<p>States of Matter - Materials – Kapow – L4 – Condensing and Evaporating</p>	<p>RSE Respectful relationships Lesson 4 - (No Outsiders) How do I pay it forward?</p>	<p><b>Sikhi – Enquiry 2 – Piece 4 - Do Sikhs think it's important to share? – Talk about why Sikhs sit and share food (Langar) together in the Gurdwara and how this shows their belief in equality (am – share food and write about an event when we have shared something with others)</b></p>	<p>Programme B - Repetition in games - Lesson 4 - Modifying a game</p>	<p>Sculpture – Lesson 4 - Plan sculpture</p>	<p>REAL PE Cognitive cog – Ball Skills Get Set Dance – Learn and create dance moves in the theme of carnival.</p>	<p>'Let it be.' by The Beatles unit with Mr Baglee – Performance and instrumental focus L4</p>	<p>Je me présente: Lesson 4 - consolidate their knowledge of numbers 1-20 and apply this knowledge to be able to say how old they are.</p>

<p>Week 5</p>	<p><u>Text Type</u> Non-Fiction – Digestion</p> <p><u>Skill/Grammar</u> Correct use of an exclamation mark</p>	<p>National parks of the USA - Non – fiction Vocabulary Challenges Retrieval Inference Vocabulary Ordering</p>	<p>Pixl Rule 18 Adding the prefix sub- (meaning ‘under’) and adding the prefix super- (meaning ‘above’) Examples: submerge, subheading, submarine, superman, supervise, superpower</p>	<p><u>Arithmetic</u> Finding a fraction of an amount Power Maths Unit 6 x and ÷ (2) Lessons 4-7</p>	<p>Why are jungles so wet and deserts so dry? Lesson 5 – The Atacama Desert (Extended writing – desert factfile)</p>	<p>States of Matter - Materials – Kapow – L5 – The Water Cycle</p>	<p>RSE Respectful relationships Lesson 5 - (No Outsiders) How do choices I make effect the environment?</p>	<p>Sikhi – Enquiry 2 – Piece 5 - Do Sikhs think it’s important to share? – Discuss why it is important to share even though it is not always easy Describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs</p>	<p>Programme B - Repetition in games - Lesson 5 - Designing a game</p>	<p>Sculpture – Lesson 5 - Make sculpture</p>	<p>REAL PE Cognitive cog – Ball Skills Get Set Dance – develop a carnival dance using formations, canon and unison.</p>	<p>‘Let it be.’ by The Beatles unit with Mr Baglee – Performance and instrumental focus L5</p>	<p>Je me présente: Lesson 5 - learn how to ask and answer the question ‘where do you live?’ and simple adjectival agreement.</p>
<p>Week 6</p>	<p><u>Text Type</u> Non-Fiction – Digestion Independent write</p> <p><u>Skill/Grammar</u> Rewrite words as contractions</p>	<p>National parks of the USA - Non – fiction Vocabulary Challenges Retrieval Inference Vocabulary True-False</p>	<p>Plural Possessive Apostrophes with plural words The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s). Examples: girls’, boys’, babies’, parents’, women’s, children’s, mice’s (Note: singular proper nouns ending in an s use the ‘s suffix e.g. Cyprus’s population)</p>	<p><u>Arithmetic</u> Dividing by 10 and 100. Power Maths Unit 6 x and ÷ (2) Lessons 8-11</p>	<p>Why are jungles so wet and deserts so dry? Lesson 6 – Arica and Manaus and EOUC</p>	<p>States of Matter - Materials – Kapow – L6 – Climate Change and the Water Cycle</p>	<p>RSE Respectful relationships Lessons 6 &amp; 7 - (No Outsiders) Why save money? What is credit?</p>	<p>Sikhi – Enquiry 2 – Piece 6 - Do Sikhs think it’s important to share? – Say how it feels to share and explain how this contributes to a sense of belonging</p>	<p>Programme B - Repetition in games - Lesson 6 - Creating your games</p>	<p>Sculpture – Lesson 6 - Evaluate sculpture</p>	<p>REAL PE Cognitive cog – Ball Skills Get Set Dance – Develop a dance phrase and perform as part of a class performance.</p>	<p>‘Let it be.’ by The Beatles unit with Mr Baglee – Performance and instrumental focus L1 - Perform to the other Year 4 class and post the performance to seesaw.</p>	<p>Je me présente: Lesson 6 - revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>