



Medium Term Plan Year: 4 Term: 1

Maths

| | | | | | |
|---|---|--|--|---|---|
| <p>Week 1 - Place Value - Number</p> <ul style="list-style-type: none"> - represent numbers to 1,000 - partition numbers to 1,000 - use a number line to 1,000 - understand thousands - represent numbers to 10,000 | <p>Week 2 - Place Value - Number</p> <ul style="list-style-type: none"> - partition numbers to 10,000 - understand flexible partitioning of numbers to 10,000 - find 1, 10, 100, 1,000 more or less | <p>Week 3 - Place Value - Number</p> <ul style="list-style-type: none"> - use a number line to 10,000 - estimate on a number line to 10,000 - compare numbers to 10,000 - order numbers to 10,000 - understand and identify roman numerals | <p>Week 4 - Place Value - Number</p> <ul style="list-style-type: none"> - round to the nearest 10 - round to the nearest 100 - round to the nearest 1,000 - round to the nearest 10, 100 or 1,000 | <p>Week 5 - Addition and subtraction - Number</p> <ul style="list-style-type: none"> - add and subtract 1s, 10s, 100s and 1,000s - add up to two 4-digit numbers (no exchange) - add two 4-digit numbers (one exchange) - add two 4-digit numbers (more than one exchange) | <p>Week 6 - Addition and subtraction - Number</p> <ul style="list-style-type: none"> - subtract two 4-digit numbers - (no exchange) - subtract two 4-digit numbers - (one exchange) - subtract two 4-digit numbers - (more than one exchange) - identify efficient subtraction methods |
|---|---|--|--|---|---|

English Writing

| Narrative unit | | Non-fiction unit (Non-chronological report) | | | |
|--|--|--|---|--|---|
| <p>Week 1 WHOLE SCHOOL TEXT</p> | <p>Week 2 WHOLE SCHOOL TEXT</p> | <p>Week 3</p> <ul style="list-style-type: none"> - identify features of a non-chronological report - explain features of a non-chronological report - research - plan | <p>Week 4</p> <ul style="list-style-type: none"> - use features of a non-chronological report - use range of conjunctions - identify a variety of sentence structures - use variety of sentence structures | <p>Week 5</p> <ul style="list-style-type: none"> - use embedded clauses - edit - publish | <p>Week 6</p> <ul style="list-style-type: none"> - organise information - use possessive apostrophes (regular and irregular) - identify when to use 'a' or 'an' - sort differing verb tenses |

English Reading - VIPERS

| Vocabulary | Inference | Prediction | Explanation | Retrieval | Sequence/Summarise |
|---|---|---|--|--|--|
| <p><i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i></p> | <ul style="list-style-type: none"> - ask simple inference questions. | <ul style="list-style-type: none"> - identify clues the writer has planted for the reader. | <ul style="list-style-type: none"> - identify, discuss and describe themes in a text. | <ul style="list-style-type: none"> - skim and scan texts to record details. | <ul style="list-style-type: none"> - write a brief summary of main points in a text, identifying and using important information. |

Science: Group and classify living things / States of matter

| | | | | | |
|---|--|---|---|--|--|
| <p>Week 1 -identify and sort into groups (animals). (Step 1) -identify vertebrates and invertebrates. (Step 2)</p> <p>Knowledge: -Recognise that living things can be grouped in a variety of ways.</p> <p>Working Scientifically: -Talk about criteria for grouping, sorting and classifying (non-statutory). (step 1) -Ask relevant questions and use different types of scientific enquiries to answer them. (step 2)</p> <p>Vocabulary: mammal, bird, fish, amphibian, reptile, vertebrate (step 1)</p> <p>vertebrate, invertebrate, exoskeleton, insect, spider, soft-bodied invertebrate (step 2)</p> | <p>Week 2 -explore classification keys (animals). (Step 3)</p> <p>Knowledge: -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Working Scientifically: -Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Vocabulary: vertebrate, invertebrate, exoskeleton, insect, spider, soft-bodied invertebrate (step 3)</p> | <p>Week 3 -identify and sort into groups (plants). (Step 4) -explore classification keys (plants). (Step 5)</p> <p>Knowledge: Recognise that living things can be grouped in a variety of ways. (step 4) -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (step 5)</p> <p>Working Scientifically: -Talk about criteria for grouping, sorting and classifying (non-statutory). (step 4) -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (step 5)</p> <p>Vocabulary: flowering plant, non-flowering plant, stamen, pistil (step 4)</p> <p>flowering plant, pollination, non-flowering plant, fern, moss (step 5)</p> | <p>Week 4 -collect data and observe over time (Autumn) (step 1) -analyse data (step 2)</p> <p>Knowledge: -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Working Scientifically: -Gather, record, classify and present data in a variety of ways to help in answering questions. (step 1) -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. (step 2)</p> <p>Vocabulary: vertebrate, invertebrate, flowering plant, non-flowering plant (step 1)</p> <p>bar chart, pictogram, data, prediction (step 2)</p> | <p>Week 5 -explore states of matter (step 1)</p> <p>Knowledge: -Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Working Scientifically: -Talk about criteria for grouping, sorting and classifying (non-statutory).</p> <p>Vocabulary: solid, liquid, gas, volume, states of matter</p> | <p>Week 6 -explore states of matter (step 2)</p> <p>Knowledge: -Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Working Scientifically: -Identify differences, similarities or changes related to simple scientific ideas.</p> <p>Vocabulary: pouring solid, volume, oobleck, flow, states of matter</p> <p>PLEASE SEE Adaptations to Year 4 science, for guidance on terms longer than 6 weeks</p> |
|---|--|---|---|--|--|

Design and Technology: Design a headdress for carnival

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|--|--|--|---|---|
| <p>Knowledge objective:</p> <ul style="list-style-type: none"> - Know that a carnival headdress is worn by masqueraders on parade - Know that to be fit for purpose a headdress should be colourful, lightweight and strong <p>Vocabulary: Mass Band/Masquerader</p> | <p>Knowledge objective:</p> <ul style="list-style-type: none"> - Know that the mas bands follow a theme when creating their costumes <p>Skill objective:</p> <ul style="list-style-type: none"> - Create a design criteria and plan which shows function, purpose, order, equipment and tools - Describe design using an accurately labelled sketch and words <p>Vocabulary: Design criteria Mass Band/Masquerader</p> | <p>Skill objective:</p> <ul style="list-style-type: none"> - Select tools and materials, measure, mark out, cut and shape materials and work through a plan - Select suitable tools/equipment, and materials, explain choices. <p>Vocabulary: Components</p> | <p>Skill objective:</p> <ul style="list-style-type: none"> - Select tools and materials, measure, mark out, cut and shape materials and work through a plan - Select suitable tools/equipment, and materials, explain choices. <p>Vocabulary: Components</p> | <p>Skill objective:</p> <ul style="list-style-type: none"> - Assemble, join and combine materials and components and work through a plan - Select suitable tools/equipment, and materials, explain choices. <p>Vocabulary: Components Attachments</p> | <p>Knowledge objective:</p> <ul style="list-style-type: none"> - Know that to be fit for purpose a headdress should be colourful, lightweight and strong <p>Skill objective:</p> <ul style="list-style-type: none"> - Begin to apply a range of finishing techniques with some accuracy - Refer to design criteria to evaluate product <p>Vocabulary: Design criteria</p> |

History: Claudia Jones

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|---|--|---|---|---|
| <p>Knowledge objective:</p> <ul style="list-style-type: none"> - Know about important Black historical figures in British history <p>Skill objective:</p> <ul style="list-style-type: none"> - Develop thinking and questioning skills to learn about the past <p>Vocabulary: artefacts</p> | <p>Knowledge objective:</p> <ul style="list-style-type: none"> - Know who Claudia Jones was and where she was from <p>Skill objective:</p> <ul style="list-style-type: none"> - Explain the impact of a significant historical figure on life in Britain. <p>Vocabulary: Caribbean, Trinidad</p> | <p>Knowledge objective:</p> <ul style="list-style-type: none"> - Know the impact Claudia Jones had on the West Indian Community (to include the creation of the West Indian Gazette) | <p>Knowledge objective:</p> <ul style="list-style-type: none"> - Know that Claudia helped organise the first carnival in London in 1959. <p>Skill objective:</p> <ul style="list-style-type: none"> - Explain the impact of a significant historical figure on life in Britain. | <p>Knowledge objective:</p> <ul style="list-style-type: none"> - Know about Kelso Cochrane and how his murder is linked to what later became the Notting Hill Carnival. <p>Skill objective:</p> <ul style="list-style-type: none"> - Ask and answer complex questions through independent research. <p>Vocabulary: Notting Hill Carnival</p> | <p>Knowledge objective:</p> <ul style="list-style-type: none"> - Know how the carnival creates unity and the role of Mas bands at the carnival. <p>Skill objective:</p> <ul style="list-style-type: none"> - Ask and answer complex questions through independent research. <p>Vocabulary: Notting Hill Carnival</p> |

| Computing | French (MFL) | Music | Physical Education |
|--|--|--|--|
| <p>Computing systems and networks – The Internet</p> <ul style="list-style-type: none"> - describe how networks physically connect to other networks - recognise how networked devices make up the internet - outline how websites can be shared via the World Wide Web (WWW) - describe how content can be added and accessed on the World Wide Web (WWW) - recognise how the content of the WWW is created by people - evaluate the consequences of unreliable content | <p>Animals, dictionary work, body parts</p> <ul style="list-style-type: none"> - Revise: animals and classroom instructions - Learn words for four new animals in French - Start to learn how to use a bilingual French-English dictionary to find out plurals and genders. - Read and practise reciting an authentic French poem - Learn words for parts of the body - read and write parts of the body - Read, say and understand words for colours - Learn the words grand and petit to describe size. | <p>Strings (2 classes)</p> <ul style="list-style-type: none"> - Recognise and name stringed instrument - Learn rest and play position and plucking - Learn instrument care routines - Locate and name all strings on the instrument - Memorise a whole piece with simple structure - Play and count minims <p>Band (1 class)</p> <ul style="list-style-type: none"> - Recognise and name stringed instruments - Learn assembly, form embouchure - Learn the first note, learn about articulation - Learn the second note and changing notes - Secure first two notes, changing between them | <p>Netball</p> <ul style="list-style-type: none"> - protect the ball once we have caught it. - use basic shooting techniques in a game. - do one-to-one marking. - pivot once we have caught the ball. - use quick feet. - use preliminary moves. |
| PSHE | Religious Education | Multiplication (x 9) | Word expert |
| <p>Relationships: Safe Relationships</p> <ul style="list-style-type: none"> - Identify bullying behaviour - Recognise different types of cyber-bullying - Identify some different forms of peer pressure - Know when, how and why to be assertive and how to ask for help if we are experiencing bullying or cyber-bullying <p>Living in the wider world: Media Literacy & Digital Resilience</p> <ul style="list-style-type: none"> -Recognise how we all have a digital footprint and know how search results are ordered and how this affects the information we access -Understand how organisations use personal information to encourage us to buy things and how to distinguish between factual and advertising content | <p>Buddhism: Living as a Buddhist</p> <ul style="list-style-type: none"> - Understand the importance of a temple or a Buddhist centre (The Buddhist Community/The Sangha) - Understand that Buddhists try to follow the example of the Buddha and his teachings: <ul style="list-style-type: none"> • The Noble Eight Fold Path; • The Five Moral precepts; • The Story of The King’s Elephant (moral: keeping good company matters) - Know why Buddhists have images of the Buddha in their environment - Identify places that have a special meaning to Buddhists (places of devotion and worship/puja) | <ul style="list-style-type: none"> - identify and understand the 9x table. - represent the 9x table. - practise 9x table facts. - apply 9x table to problems. - identify patterns in 9x table. | <p>Unit 1</p> <p>Add prefix mis Revise un, in, dis</p> <p>Unit 2</p> <p>Adding prefix auto</p> <p>Unit 3</p> <p>Words ending in zhuh - sure</p> |
| Handwriting | Unit 1: Introducing a diagonal join from b/p onto an ascender Unit 2: Introducing a diagonal join from b/p, no ascender Unit 3: Introducing a diagonal join from b/p onto an anticlockwise letter Unit 4: Revising parallel ascenders/descenders Unit 5: Break letters | | |
| Story time texts | Finding the Green Stone - Alice Walker | | |
| Texts for writing | ‘The Journey’ - Francesca Sanna ‘Around the World in 80’s festivals’ - Nancy Dickmann | | |

