



Medium Term Plan Year: 4 Term: 6

Maths

<p>Week 1 - Consolidation week</p>	<p>Week 2 - Shape - Geometry - understand angles as turns - identify angles - compare and order angles - name and identify properties of different triangles</p>	<p>Week 3 - Shape - Geometry - name and identify properties of different quadrilaterals - name and identify properties of polygons - identify lines of symmetry - complete a symmetric figure</p>	<p>Week 4 - Statistics - interpret charts - solve comparison, sum and difference problems - interpret line graphs - draw line graphs</p>	<p>Week 5 - Position and Direction - Geometry - describe position using coordinates - plot coordinates</p>	<p>Week 6 - Position and Direction - Geometry - draw 2-D shapes on a grid - translate on a grid - describe translation on a grid</p>
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English Writing

Non-fiction unit (Debate)			Narrative unit (Character Description)		
<p>Week 1 - use first person - act in role - write detailed description - use possessive apostrophes and pronouns</p>	<p>Week 2 - explore features of debate - plan - use subordinating conjunctions - read loudly and clearly</p>	<p>Week 3 - gather ideas - use persuasive techniques - describe using synonyms - use inverted commas for direct speech</p>	<p>Week 4 - use varied vocabulary - use adverbs of time and cause - edit - use a range of noun phrases</p>	<p>Week 5 - use features of a haiku - use formal tone - present - present perfect form</p>	<p>Week 6 - plan - use a variety of sentence types - edit</p>

English Reading - VIPERS

<p>Vocabulary - Discuss the meaning of new or unusual words in context</p>	<p>Inference - Draw inferences from the texts</p>	<p>Prediction - Read 'between the lines' and draw on experience to predict what might happen next</p>	<p>Explanation - Express views and preferences, justifying them by reference to the text</p>	<p>Retrieval - Make and organise your own notes from a non-fiction book or website to answer questions</p>	<p>Sequence/Summarise - Summarise a text in 2 sentences</p>
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Art & Design: Drawing/painting/ Printing: Mono Printing, Althea McNish	Geography: The UK in the World	Science: Living Things and their habitats
<p>Knowledge</p> <ul style="list-style-type: none"> - Know that Althea McNish was a textile designer of African-Caribbean descent - Know that mono-printing can be used to produce a one-off print <p>Skills</p> <ul style="list-style-type: none"> - Develop intricate patterns and a range of tones and lines using different grades of pencil. - Use light and dark, complementary and harmonious colours for effect. - Mix colour, shades and tones with increasing confidence. - Understand the process of mono-printing to create unique prints - Confidently use equipment and media to produce a clean image. <p>Vocabulary</p> <ul style="list-style-type: none"> - Textile designer - Complementary and harmonious colours - Mono-print - Printing ink, Brayer (roller) <p>Learning Revisited</p> <ul style="list-style-type: none"> - Use printmaking to create a simple mono colour print and repeating pattern. <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who was Althea McNish? -What does it mean if colours are complementary or harmonious/analogous? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know how to use maps, atlases and globes to find the United Kingdom, the 7 continents, the 5 oceans and the different countries that the children have in their heritage and describe these in relation to lines of latitude, longitude Equator, Northern Hemisphere and Southern Hemisphere - Know the significance of the Prime/Greenwich Meridian and time zones (including day and night) across the world. - Know that when it is a time in the UK, it is a different time in other parts of the world - can you find out the time differences linked to countries that the children have in their heritage or they have relatives living in. <p>Skills</p> <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, - Identify the Prime/Greenwich Meridian and time zones (including day and night) <p>Vocabulary</p> <p>Prime/ Greenwich Meridian, Time Zones. Longitude</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What are the 7 continents? - What are the 5 oceans? - Can you explain what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are and how these are significant? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What is the importance of the Prime/Greenwich Meridian? - When it is (eg. 10am) in London, what time is it in New York, Sydney, Delhi, etc? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know and recognise that living things can be grouped in a variety of ways. - Explore and know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment. - Know and recognise that environments can change and that this can sometimes pose dangers to living things. <p>Skills (Working Scientifically)</p> <p>Classifying: To observe closely</p> <ul style="list-style-type: none"> - Be able to compare objects based on more sophisticated, observable features. - Present observations in labelled diagrams. <p>Classifying: To evaluate an enquiry</p> <ul style="list-style-type: none"> - Suggest improvements, such as a wider range of objects; - Suggest new questions arising from the investigation <p>Observing over time: To gather/record results</p> <ul style="list-style-type: none"> - Prepare own tables to record data <p>Pattern seeking: To ask scientific questions</p> <ul style="list-style-type: none"> - Ask a range of questions linked to a topic (Classification keys) <p>Researching: To interpret results</p> <ul style="list-style-type: none"> - Be able to answer their questions using simple scientific language. - Research global environmental issues and their impact on living things. <p>Vocabulary</p> <p>-classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate, herbivore, carnivore, omnivore, producer, predator, prey</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals in their habitats, including micro-habitats. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - In what different ways might you group living things? - How do classification keys work? And why are they useful? - In what ways do environments change and how can this sometimes pose dangers to living things?

Computing	French (MFL)	Music	Physical Education
<p>Programming – Repetition in games</p> <ul style="list-style-type: none"> - Develop the use of count-controlled loops in a different programming environment - Explain that in programming there are infinite loops and count controlled loops - Develop a design that includes two or more loops which run at the same time - Modify an infinite loop in a given program - Design a project that includes repetition - Create a project that includes repetition 	<p>Description, revision and assessments</p> <ul style="list-style-type: none"> - Understand aural descriptions of clothing - Memorise and present a short-spoken text - Revise words for parts of the body, colours, clothes, months, numbers, personal descriptions and family <p>Assessments</p> <p>French food project</p> <ul style="list-style-type: none"> - Learn about different types of French food and drink and where they are from - Test out French food/drink and conduct a survey 	<p>Strings (2 classes)</p> <ul style="list-style-type: none"> - Locate the four strings of the instrument and understand their pitch relations - Hold the bow, gain control, locate and play open strings - Play using special bow technique-tremolo and special left hand technique-glissando - Use their left hand fingers to match all hand signs of the octave in the key of D Maj <p>Band (1 class)</p> <ul style="list-style-type: none"> - Assemble and disassemble instruments, hold the instrument correctly in both rest and playing positions - Use embouchure and breath control to play pitches - Change dynamics using breath control - Improvise 8 or 16 beat rhythmic and melodic patterns in context of 12-bar blues - Improvise 4 or 8 beat rhythmic and melodic patterns in call and response pattern 	<p>Outdoor Adventure Activity</p> <ul style="list-style-type: none"> - Take part in outdoor and adventurous activity challenges, both individually and within a team - Work together with others on different scavenger hunt activities - Work with others, developing problem-solving skills - Communicate effectively with others to complete blindfolded challenges - Read, follow and understand maps - Take part in an orienteering exercise - Set up a simple orienteering course for others to follow
PSHE	Religious Education	Mastering Number	Word Expert
<p>Living in the Wider World: Money and Work</p> <ul style="list-style-type: none"> - understand the different ways to pay for things and how people make different spending decisions based on their budget, values and needs -know how to keep track of money and why it is important to know how much is spent -recognise how people spend money can have positive or negative effects on others <p>Physical Health, Mental Wellbeing: Keeping Safe</p> <ul style="list-style-type: none"> -know what is meant by the word ‘drug’ and identify some of the effects and risks related to different drugs -identify the importance of taking medicines correctly and using household products safely - understand how drugs common to everyday life affect health and wellbeing and that for some people using drugs can be a habit which is difficult to break 	<p>Sikhism - Belonging to the Sikh community</p> <ul style="list-style-type: none"> - Know the importance of Guru Gobind Singh to those who follow the Sikh faith. -Understand the Khalsa tradition, the 5 Ks and Sikh names. -Learn about the celebration of Vaisakhi. - Becoming part of the Khalsa Sikh community and the rituals and festivals that are observed by this community. -Understand the significance of the Amrit Ceremony 	<p>MTC Readiness:</p> <ul style="list-style-type: none"> - Revising all times tables and their associated division facts up to 12 x 12. 	<p>Revision</p> <ul style="list-style-type: none"> - Suffixes and prefixes
Handwriting	Developing speed and fluency, revising break letters, capital letters: presentation		
Story time texts	Macbeth - William Shakespeare (Andrew Matthews / Tony Ross)		
Texts for writing	Oliver Twist - Charles Dickens		

