



Medium Term Plan Year: 4 Term: 3

Maths

<p>Week 1 - Multiplication and division - <i>Number</i></p> <ul style="list-style-type: none"> - understand factor pairs - use factor pairs - multiply by 10 - multiply by 100 - divide by 10 	<p>Week 2 - Multiplication and division - <i>Number</i></p> <ul style="list-style-type: none"> - divide by 100 - recall and use related facts (multiplication and division) - understand informal written methods for multiplication - multiply a 2-digit number by a 1-digit number - multiply a 3-digit number by a 1-digit number 	<p>Week 3 - Multiplication and division - <i>Number</i></p> <ul style="list-style-type: none"> - divide a 2-digit number by a 1-digit number (1) - divide a 2-digit number by a 1-digit number (2) - divide a 3-digit number by a 1-digit number - solve correspondence problems - use efficient multiplication methods 	<p>Week 4 - Length and Perimeter - <i>Measurement</i></p> <ul style="list-style-type: none"> - measure in kilometres and metres - calculate equivalent lengths (kilometres and metres) - measure perimeter on a grid - measure perimeter of a rectangle - measure perimeter of rectilinear shapes 	<p>Week 5 - Length and Perimeter - <i>Measurement</i></p> <ul style="list-style-type: none"> - find missing lengths in rectilinear shapes - calculate perimeter of rectilinear shapes - measure perimeter of regular polygons - measure perimeter of polygons 	<p>Week 6 - Fractions - <i>Number</i></p> <ul style="list-style-type: none"> - understand the whole - count beyond 1 - partition a mixed number - understand number lines with mixed numbers - compare and order mixed numbers
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Year 4 Term 3: Theseus and the Minotaur - Marcia Williams

Non-fiction unit (Persuasive Speech)

Narrative unit (Myth)

<p>Week 1</p> <ul style="list-style-type: none"> - use a thesaurus - identify features of persuasive writing - collect relevant ideas and vocabulary 	<p>Week 2</p> <ul style="list-style-type: none"> - plan - use a variety of conjunctions - use paragraphs - edit 	<p>Week 3</p> <ul style="list-style-type: none"> - read work aloud - retell a familiar myth - explore the structure of myths - plan a myth 	<p>Week 4</p> <ul style="list-style-type: none"> - use simile and metaphor - use expanded noun phrases - choose verbs and adverbs for effect 	<p>Week 5</p> <ul style="list-style-type: none"> - punctuate direct speech correctly - use paragraphs - edit - present 	
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English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
<ul style="list-style-type: none"> - use a thesaurus to find synonyms. 	<ul style="list-style-type: none"> - infer characters' feelings, thoughts and motives from their stated actions. 	<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"> - identify how language, structure, and presentation contribute to meaning. 	<ul style="list-style-type: none"> - retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> - identify themes from a wide range of books.

Science: Sound

Lesson 1:
-explore the relationship between vibration and sound (step 1)

Knowledge:
-Identify how sounds are made, associating some of them with something vibrating.

Working Scientifically:
-Ask relevant questions and use different types of scientific enquiries to answer them.

Vocabulary:
vibration, ear, sound, volume, pitch

Lesson 2:
-record using labelled diagrams (step 2)

Knowledge:
-Recognise that vibrations from sounds travel through a medium to the ear.

Working Scientifically:
-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Vocabulary:
outer ear, ear bones, cochlea, ear canal, ear drum

Lesson 3:
-investigate and measure sound (step 3)

Knowledge:
-Identify how sounds are made, associating some of them with something vibrating

Working Scientifically:
-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Vocabulary:
sound, volume, decibel (dB), decibel meter, vibration

Lesson 4:
-explore volume (step 4)
-explore pitch (step 5)

Knowledge:
-Find patterns between the volume of a sound and the strength of the vibrations that produced it. (step 4)

-Find patterns between the pitch of a sound and features of the object that produced it. (step 5)

Working Scientifically:
-Set up simple practical enquiries, comparative and fair tests. (step 4)

-Identify differences, similarities or changes related to simple scientific ideas and processes. (step 5)

Vocabulary:
vibration, volume, insulate, decibel (dB), decibel meter (step 4)

pitch, high-pitched, low-pitched, sound (step 5)

Lesson 5:
-plan; volume experiment (step 6)

Knowledge:
-Recognise that sounds get fainter as the distance from the sound source increases.

Working Scientifically:
-Set up simple practical enquiries, comparative and fair tests. (step 6)

Vocabulary:
independent variable, dependent variable, controlled variable (step 6)

Lesson 6:
-investigate; volume experiment (step 7)
-evaluate; volume experiment (step 8)

Knowledge:
-Recognise that sounds get fainter as the distance from the sound source increases.

Working Scientifically:
-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (step 7)

-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (step 8)

Vocabulary:
volume, decibel (dB), decibel meter, ear. background noise (step 7)

Conclusion, volume, decibel (dB), evaluate (step 8)

Art and Design: 3D/Sculpture: Papier Mache masks & Drawing: Proportions of the human body

<p>Week 1</p> <p>Skill objective: WALT: Develop intricate patterns and a range of tones and lines using different grades of pencil.</p> <p>Vocabulary: - pencil grades (HB, 2B, 4B, 6B)</p>	<p>Week 2</p> <p>Knowledge objective: WALT: Know that the human body follows certain rules of proportion</p> <p>Skill objective: WALT: Begin to understand and represent human proportions in drawing</p> <p>Vocabulary: Proportions</p>	<p>Week 3</p> <p>Knowledge objective: WALT: Know that papier mache is a material which can be used to create 3D sculpture when modelled over an armature/mask</p> <p>Skill objective:</p> <p>Vocabulary: - Papier mache - armature/mask</p>	<p>Week 4</p> <p>Skill objective: WALT: Work in a safe, organised way, caring for equipment. WALT: Confidently use papier mache to create an imaginary or realistic form (mythical creature mask) WALT: Model over an armature. WALT: Adapt work as and when necessary and explain why.</p> <p>Vocabulary: - Layer, mould, strengthen</p>	<p>Week 5</p> <p>Skill objective: WALT: Work in a safe, organised way, caring for equipment. WALT: Confidently use papier mache to create an imaginary or realistic form (mythical creature mask) WALT: Model over an armature. WALT: Adapt work as and when necessary and explain why.</p> <p>Vocabulary: - Layer, mould, strengthen</p>	<p>Week 6</p> <p>Skill objective: WALT: Work in a safe, organised way, caring for equipment. WALT: Confidently use papier mache to create an imaginary or realistic form (mythical creature mask) WALT: Model over an armature. WALT: Adapt work as and when necessary and explain why.</p> <p>Vocabulary: - Layer, mould, strengthen</p>
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History (Ancient Greece)

<p>Week 1</p> <p>WALT: know the location and time period of Ancient Greece</p> <p>Knowledge objective: Know the location and time period of Ancient Greece.</p> <p>Skill objective: Use terms related to the period and begin to date events.</p> <p>Vocabulary: B.C.E, C.E, civilisation</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>Week 2</p> <p>WALT: understand about daily life in Ancient Greece and how this was different for the wealthy and the poor.</p> <p>Knowledge objective: Know about daily life in Ancient Greece and how this was different for wealthy and poor people.</p> <p>Skill objective: Recognise that the lives of wealthy people were very different to those of poor people.</p> <p>Vocabulary: agora</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>Week 3</p> <p>WALT: compare the Olympics to then and now</p> <p>Knowledge objective: - Know that the Olympics began in Ancient Greece and compare the Olympics then to the Olympics now.</p> <p>Skill objective: Identify key features and events in a time period.</p> <p>Vocabulary: Olympia</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>WALT: know about religion in Ancient Greece</p> <p>Knowledge objective: Know the names and attributes of some Ancient Greek Gods and Goddesses.</p> <p>Skill objective: Develop a broad understanding of ancient civilisations.</p> <p>Vocabulary: Zeus, Poseidon, Hera, Hestia and Demeter, Hades</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>Week 5</p> <p>WALT: use and evaluate evidence to find out about the Ancient Greeks</p> <p>Knowledge objective: Know how Historians found out about the Ancient Greeks.</p> <p>Skill objective: Look at evidence available and begin to evaluate the usefulness of different sources.</p> <p>Vocabulary: primary source, secondary source, ostrakon</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>Week 6</p> <p>WALT: know how the Ancient Greeks have influenced our lives today</p> <p>Knowledge objective: Know how the legacy of the Ancient Greeks has influenced our lives today (specifically art and literature).</p> <p>Skill objective: Develop a broad understanding of ancient civilisations.</p> <p>Vocabulary: democracy</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>
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Computing	French (MFL)	Music	Physical Education
<p>Programming A – Repetition in shapes</p> <ul style="list-style-type: none"> - identify that accuracy in programming is important - create a program in a text-based language - explain what ‘repeat’ means - modify a count-controlled loop to produce a given outcome - decompose a task into small steps - create a program that uses count-controlled loops to produce a given outcome 	<p><u>.Lessons 13-18</u> Food, numbers, math calculations,</p> <ul style="list-style-type: none"> - Use ‘Je voudrais’, with different food items. - Pronounce words with phonemes e and an correctly - Revise words for months and numbers 1-15. - Learn numbers 16-31. - Solve maths calculations in French including division and multiplication - Understand and describe size - Pronounce words with the ‘r’ and ‘ch’ sound accurately 	<p>Playing musical instruments</p> <ul style="list-style-type: none"> - Recap term 1 notes, techniques and repertoire - Learn a new tune with increased range and learn notation - Work on articulation and Ensemble. Read new tune from pitch notation cards - Add percussion to a tune - Work on technique of the new section, esp. Trombones slide technique - Work on percussion keeping a good beat 	<p>Dance</p> <ul style="list-style-type: none"> - use freeze frame in our dances. - perform a slide and roll confidently. - use a variety of formations when performing. - extend our ‘mission dance’ phrases using canon. - sequence our dance actions to show good flow. - create a 5 action dance routine showing good ‘stage’ entry.
PSHE	Religious Education	Mastering Number	Handwriting
<p>Health and Wellbeing: Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Consider how we know when we are ill - Identify things we can do if we are ill - Understand how to look after our teeth - Know how to brush our teeth 	<p>Islam: Hajj - the journey of a lifetime</p> <ul style="list-style-type: none"> - Understand why muslims go on Hajj and why that pilgrimage so important - Know what ‘The Ka’aba’ is, talk about the requirements of the Hajj and the stories associated with the places of the Hajj - Recognise that the festival of Eid ul Adha that celebrates the gathering of the pilgrims on Mount Arafat is time for muslims to celebrate 	<p>11 times table</p> <ul style="list-style-type: none"> - Identify and understand the 11x table - Represent the 11x table. - Practise 11x table facts. - Apply 11x table to problems - Identify patterns in 11x table 	<ul style="list-style-type: none"> - Revising parallel ascenders - Revising break letters - Relative size of letters - Proportion of letters
Word Study	<ul style="list-style-type: none"> - Adding the suffix -ous - Words with the s sound spelt sc 		
Story time texts	Poems Aloud: An Anthology of Poems to Read Out Loud it- Joseph Coelho		
Texts for writing	Theseus and the Minotaur - Marcia Williams		