



**Year 4 – Spring Medium Term Plan**  
**Topic: William Shakespeare (Arts Award)**

**Jobs, key dates etc. for the term**

- Safer Internet Day
- Chinese New Year
- Children’s Rights – UNICEF
- Parents meetings
- World Countries and Religion day
- SEN-D reviews
- Fairtrade Fortnight
- World Book Day
- Science Week
- Sports Relief
- Healthy Me Days 1+2
- Poetry Day
- World Art Day

**English (Reading)**

**Focus:**

From Reading Guide (content domain):

- **Spring 1:** 2a Vocabulary; 2c Summarising and Paraphrasing; 2d Inferring and Analysing; 2g Authorial Intent
- **Spring 2:** 2b retrieving and clarifying; 2e Predicting and Questioning; 2g Authorial Intent

The following objectives are taken directly from the National Curriculum and will be covered throughout guided reading lessons and whole class guided reading lessons.

TLC: Can I maintain positive attitudes to reading and understanding of what I read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?
- Reading books that are structured in different ways and reading for a range of purposes?
- Being familiar with a wide range of books, and know the difference between fairy tales, myths and legends (retelling some of these orally)?
- Identifying and discussing themes and conventions in a wide range of books?
- Recognising different forms of poetry?

**English (Writing and Grammar)**

**Focus:**

**Handwriting**

- TLC: Can I understand which letters, when adjacent to one another, are best left unjoined?  
TLC: Can I increase the legibility, consistency and quality of my handwriting?

**Grammar and Writing**

- Spring 1** – Independent creative writing. Assessed piece: Non-Chronological report on Macbeth.  
TLC: Can I create a non-chronological report? (Cold Task)  
TLC: Can I find out about William Shakespeare?  
TLC: Can I use further prefixes?  
TLC: Can I use a dictionary to check spellings?  
TLC: Can I use Standard English?  
TLC: Can I identify the features of a non-chronological report?  
TLC: Can I sequence the events of Macbeth?  
TLC: Can I recall the main events of Macbeth?  
TLC: Can I identify parts of a sentence?  
TLC: Can I identify and use noun phrases?  
TLC: Can I identify and use 2A sentences?

<ul style="list-style-type: none"> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action?</li> <li>• Discussing and recording words and phrases that capture the reader’s interest and imagination?</li> </ul> <p>TLC: Can I understand what I have read by:</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense, discussing my understanding and explaining the meaning of words in context?</li> <li>• Asking questions to improve my understanding?</li> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying these with evidence, commenting on what I have read?</li> <li>• Predicting what might happen from details stated and deduced information?</li> <li>• Identifying main ideas and commenting on the theme of a text, drawn from more than one paragraph and summarising these?</li> <li>• Identifying how language, organisational features and text type features contribute to meaning?</li> <li>• Retrieving and recording information from non-fiction?</li> <li>• Participating in discussion about books that are read to me and those I can read for myself, taking turns and listening to what others say by making connections between similar texts, using prior knowledge and experience by raising queries about the text?</li> </ul>	<p>TLC: Can I research information for a non-chronological report?  TLC: Can I plan a non-chronological report?  TLC: Can I create a non-chronological report? (Hot Task)  TLC: Can I identify and use synonyms?</p> <p><b>Spring 2 – Talk4Writing (Persuasive Letter)</b></p> <ul style="list-style-type: none"> <li>• Cold Task – letter to Mrs Thorpe to watch The Lion King</li> <li>• Imitate – letter to Mrs Thorpe to reduce to 4 day week</li> <li>• Innovate – letter to Mrs Thorpe to go to London (Shakespeare)</li> <li>• Independent - letter to Mrs Thorpe to watch The Lion King (Assessed piece)</li> </ul> <p>TLC: Can I create a persuasive letter? (Cold Task) – followed by Hook – see Music  TLC: Can I follow a spelling strategy?  TLC: Can I imitate a persuasive letter?  TLC: Can I recall a persuasive letter?  TLC: Can I identify features of a paragraph?  TLC: Can I research Shakespeare’s London?  TLC: Can I innovate a persuasive letter?  TLC: Can I create 3 If sentences?  TLC: Can I research Shakespeare’s Hamlet?  TLC: Can I create a persuasive letter? (Hot Task)</p> <ul style="list-style-type: none"> <li>• In non-narrative material, use organisational devices appropriate to the text type.</li> <li>• Evaluate and edit by assessing the effectiveness of own and others’ writing and suggesting improvements.</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Read aloud own writing to group/class using appropriate intonation, tone and volume so meaning is clear.</li> </ul> <p><b>Spelling:</b>  TLC: Can I spell using:</p> <ul style="list-style-type: none"> <li>• Further prefixes and suffixes and understand how to add them to root words?</li> <li>• Further homophones and words that are often misspelt?</li> <li>• Words from the Y3/4 statutory word lists?</li> </ul>	
<p><b>Maths</b></p> <p><b>Spring 1</b>  <b>Focus: Measurement (Unit 4 and 7)</b>  Cold Task - Measurement  TLC: Can I convert between metres and kilometres?</p>	<p><b>Maths</b></p> <p><b>Spring 1</b>  <b>Focus: Multiplication and Division (Unit 5)</b>  Cold Task - Multiplication and Division  TLC: Can I improve my 6x table knowledge?</p>	<p><b>Art</b></p> <p><b>Spring 1</b>  <b>Focus: Drawing / Collage</b>  TLC: Can I evaluate a stained glass window? (Artist focus)  TLC: Can I sketch lightly to produce a stained glass window? (Plan)</p>

<p>TLC: Can I find the perimeter of a rectangle?  TLC: Can I convert using different units of measure?  TLC: Can I solve problems using units of measure?  TLC: Can I identify the properties of 2D shapes?  TLC: Can I find the perimeter of rectilinear shapes?  TLC: Can I find the area of rectilinear shapes?  TLC: Can I describe positions as coordinates?  Hot Task - Measurement</p>	<p>TLC: Can I multiply and divide by 6?  TLC: Can I improve my 9x table knowledge?  TLC: Can I multiply and divide by 9?  TLC: Can I improve my 7x table knowledge?  TLC: Can I multiply and divide by 7?  Hot Task - Multiplication and Division</p>	<p>TLC: Can I create a stained glass window using different media?</p>
<p><b>Maths</b></p> <p><b>Focus: Additional Maths Teaching</b></p> <p>Daily:</p> <ul style="list-style-type: none"> <li>Counting</li> <li>Learn Its – times tables</li> </ul> <p>Weekly:</p> <ul style="list-style-type: none"> <li>Times tables carousel lesson</li> <li>Arithmetic test</li> <li>Times Tables grids test</li> </ul>	<p><b>Spring 2</b></p> <p><b>Focus: Multiplication and Division (Unit 6)</b></p> <p>Cold Task - Multiplication and Division</p> <p>TLC: Can I multiply 2 digits by 1 digit? (Concrete)</p> <p>TLC: Can I multiply 2 digits by 1 digit? (Short column method)</p> <p>TLC: Can I solve 2d x 1d multiplication problems?</p> <p>TLC: Can I multiply 3 digits by 1 digit? (Concrete)</p> <p>TLC: Can I multiply 3 digits by 1 digit? (Short column method)</p> <p>TLC: Can I solve 3d x 1d multiplication problems?</p> <p>TLC: Can I multiply 3 numbers together?</p> <p>TLC: Can I solve problems using multiplication facts?</p> <p>TLC: Can I use division facts?</p> <p>TLC: Can I solve problems using division facts?</p> <p>Hot Task - Multiplication and Division</p>	<p><b>Spring 2</b></p> <p><b>Focus: Sculpture</b></p> <p>TLC: Can I describe and appreciate different forms of sculpture? (Artist focus)</p> <p>TLC: Can I research and plan a sculpture? (Movement – PE focus)</p> <p>TLC: Can I design and develop a plan for a wire sculpture?</p> <p>TLC: Can I create and evaluate my draft wire sculpture? (Pipe-cleaner model)</p> <p>TLC: Can I create and evaluate a wire sculpture? (Wire final)</p>

<p><b>History</b></p> <p><b>Focus: William Shakespeare</b></p> <p><b>Spring 1</b></p> <p>TLC: Can I research information for a non-chronological report? (Shakespeare’s life)</p> <p>TLC: Can I recall the main events of Macbeth?</p> <p><b>Spring 2</b></p> <p>TLC: Can I find out about Shakespeare’s London?</p>	<p><b>Music</b></p> <p><b>Focus: Composer of the Month</b></p> <p><b>Spring 1</b></p> <p>TLC: Can I listen and respond to a piece of music? (Anna Meredith – body percussion)</p> <p>TLC: Can I listen and respond to a piece of music? Can I create lyrics to complement a piece of music? (Antonio Vivaldi)</p> <p><b>Spring 2</b></p> <p>TLC: Can I listen and respond to a piece of music? (George Gershwin)</p> <p>TLC: Can I listen and respond to a piece of music? (Johann Sebastian Bach)</p> <p><b>Focus: Stop! (Charanga)</b></p> <p><b>Spring 1</b></p> <p>TLC: Can I listen and appraise a rap song?</p> <p>TLC: Can I contribute to the performance of a rap song?</p>	<p><b>Geography</b></p> <p><b>Focus: World Countries and Religions Day</b></p> <p><b>Spring 1</b></p> <p>TLC: Can I locate continents and oceans? (Y2 recap)</p> <p>TLC: Can I locate Thailand on a world map?</p> <p><b>Focus: William Shakespeare/Maths</b></p> <p><b>Spring 1</b></p> <p>TLC: Can I describe positions as co-ordinates? (Digi-maps local area)</p> <p><b>Spring 2</b></p> <p>TLC: Can I find out about Shakespeare’s London? (Co-ordinates)</p>
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<p><b><u>RE</u></b></p> <p><b><u>Focus: 4.2 Saints and Heroes</u></b>  TLC: Can I recognise heroes?  TLC: Can I explore how significant people of faith have committed heroic deeds? (Patron Saints)  TLC: Can I explore the teachings of significant religious people? (Sikhism)  TLC: Can I explore how people have demonstrated commitment to their faith? (Christianity)  TLC: Can I explore how people have demonstrated commitment to their faith? (Islam)  TLC: Can I compare teachings of religious people?  TLC: Can I explore local saints?</p> <p><b><u>Focus: World Countries and Religions Day</u></b>  <b>Spring 1</b>  TLC: Can I understand the eight-fold path's place in Buddhism?  TLC: Can I understand the purpose of meditation in Buddhism?</p> <p><b><u>Focus: Easter</u></b>  <b>Spring 2</b>  TLC: Can I explain why Easter is the most important festival for Christians?  TLC: Can I understand the events leading up to Jesus' death?  TLC: Can I understand the symbolism of food in the Easter story?</p>	<p><b><u>French</u></b></p> <p><b><u>Focus:</u></b>  <b>Spring 1 – Animals, Plants and Habitats</b>  TLC: Can I name and spell 5 animals?  TLC: Can I name and spell 5 habitats?  TLC: Can I explain what plants and animals need to survive in their habitat?  TLC: Can I name two different types of habitats?  TLC: Can I explain which animals live and grow in different habitats?  TLC: Can I explain which plants live and grow in different habitats?</p> <p><b>Spring 2 – At the cafe.</b>  TLC: Can I recall the phrases for hello, goodbye, please and thank you?  TLC: Can I recall food and drink items?  TLC: Can I understand and use phrases to order food and drink?  TLC: Can I ask what someone had for breakfast?  TLC: Can I order a French breakfast and snacks from a menu?  TLC: Can I order food and drink for my friend?  TLC: Can I ask for the bill?</p>	<p><b><u>Science</u></b></p> <p><b>Spring 1</b>  <b><u>Focus: Electricity (Workshop)</u></b>  TLC: Can I identify appliances that run on electricity?  TLC: Can I construct a simple series circuit and name the parts?  TLC: Can I identify if a lamp with light on not, based on whether the lamp is part of a complete circuit?  TLC: Can I explain the role of the switch?  TLC: Can I recognise some common conductors (associating this with metals) and insulators?</p> <p><b>Spring 2</b>  <b><u>Focus: Science Week</u></b>  TLC: Can I investigate how different variables will affect the speed at which a paper helicopter will fall?  TLC: Can I investigate which materials make the best thermal insulators?  TLC: Can I independently research information about Thomas Edison?  TLC: Can I use a microscope and describe what I can see?</p> <p><b><u>Focus: States of Matter</u></b>  TLC: Can I group materials in a variety of ways according to their properties?  TLC: Can I observe how materials change state as they are heated and cooled?  TLC: Can I identify the role of evaporation and condensation in the water cycle? (Geography recap from Autumn)  TLC: Can I understand how temperature affects the rate of evaporation?</p> <p><i>Use of Explorify/STEM activities throughout.</i></p>
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<p><b>Jigsaw/ PSHCE</b> PSHE Social and Emotional Development Learning</p> <p><b>Focus: Dreams and goals (4.3)</b> <b>Spring 1</b> TLC: Can I identify my hopes and dreams for the future? TLC: Can I understand that my hopes and dreams may not always come true and why? TLC: Can I understand how to deal with disappointment in my life? TLC: Can I reflect on my disappointment and make new plans and goals? TLC: Can I help others to achieve their dreams and goals? TLC: Can I identify the contributions made to help others achieve their goals?</p> <p>TLC: Can I describe how it feels to have hope and dreams? TLC: Can I identify when I have felt disappointed? TLC: Can I understand how to deal with disappointment and how to help others ? TLC: Can I understand what it means to be resilient and to have a positive attitude? TLC: Can I enjoy being part of a group challenge? TLC: Can I understand how to share in the success of a group?</p> <p><b>Focus: Healthy Me (4.4)</b> <b>Spring 2</b> TLC: Can I understand how different friendship groups are formed and how these affect me? TLC: Can I understand the roles of mine and others' in a group?</p>	<p><b>Enrichment</b></p> <p>Class story for the end of the day: Selection of William Shakespeare plays/stories, poems, picture books.</p> <p>Class novel within English lessons: Selection of William Shakespeare plays/stories.</p> <p>Curriculum days/ events:</p> <ul style="list-style-type: none"> <li>● World Countries and Religion Day</li> <li>● Fairtrade Fortnight</li> <li>● World Book Day</li> <li>● Science Week</li> <li>● Sports Relief</li> <li>● Red Nose Day</li> <li>● Healthy Me Day</li> <li>● Poetry Day</li> <li>● World Art Day</li> <li>● Safer Internet Day</li> <li>● Chinese New Year</li> <li>● Children's Rights – UNICEF</li> </ul>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>● Golden Mile</li> <li>● Go Noodle/BBC Supermovers</li> </ul> <p><b>Focus: Hockey</b> <b>Spring 1</b> TLC: Can I complete short passes with good weight and accuracy? TLC: Can I identify when to pass with one or two touches on the ball? TLC: Can I create space and options for a player in possession of the ball? TLC: Can I identify when it is best to pass and when to dribble? TLC: Can I demonstrate fast, long accurate passes and use effective communication when passing? TLC: Can I create strategies and tactics to defend within a small sided game?</p> <p><b>Focus: Netball</b> <b>Spring 2</b> TLC: Can I perform a chest pass accurately and know when to use it? TLC: Can I perform a bounce and overhead pass accurately and know when to use them? TLC: Can I understand the footwork rule and how to pivot? TLC: Can I develop the dodging technique and learn how to mark a player? TLC: Can I learn how to shoot the ball and understand the importance of finding space? TLC: Can I understand the different positions in netball and apply this to a game?</p>
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<p>TLC: Can I understand the facts and effects smoking has on health? TLC: Can I understand the facts and effects alcohol has on health? TLC: Can I understand the reasons why people may put me under pressure and explain the ways I can resist it? TLC: Can I identify what I believe is right and wrong? TLC: Can I identify the feelings I have about my friends? TLC: Can I understand how different people and groups can impact on me? TLC: Can I recognise and deal with different negative feelings in peer-pressure situations? TLC: Can I identify feelings of anxiety and fear associated with peer-pressure? TLC: Can I tap into my inner strength and know how to be assertive?</p>		<p><b>Computing</b></p> <p><b>Spring 1</b> <b>Focus: Coding (Unit 4.1)</b> TLC: Can I understand the role of coding in ICT? (Design, code, test and debug)</p> <p><b>Spring 2</b> <b>Focus: Writing for Different Audiences (Unit 4.4)</b> TLC: Can I understand the role of font? TLC: Can I create persuasive letter using ICT?</p>
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