



Year 4 - Spring Medium Term Plan
Topic: High Voltage!



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum booklet for parents ● Scrutinies ● Headteacher’s nominations ● Spring 2 OTrack assessment ● Spring 2 classtrack assessment ● EAL and PP Tracking to be completed 	<ul style="list-style-type: none"> ● World Religion Day ● Safer Internet Day ● Fairtrade Fortnight ● Women’s History Month ● World Book Day ● Sport Relief ● Science Week 	<ul style="list-style-type: none"> ● Entry point - Electricity Day ● Exit point - Stem Activity ● Class Story - Charlie and the Chocolate Factory ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar)</u>
<p>Focus:</p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>TLC: Can I read books that are structured in different ways and read for a range of purposes?</p> <p>TLC: Can I be familiar with a wide range of books, and know the difference between fairy tales, myths and legends (retelling some of these orally)?</p> <p>TLC: Can I Identify and discuss themes and conventions in a wide range of books?</p> <p>TLC: Can I show understanding through intonation, tone, volume and action When reading poems and plays?</p> <p>TLC: Can I Discuss and record words and phrases that capture the reader’s interest and imagination?</p> <p>TLC: Can I check that the text makes sense by discussing my understanding and explaining the meaning of words in context?</p> <p>TLC: Can I retrieve and record information from non-fiction?</p> <p>TLC: Can I participate in discussion about books that are read to me and those I can read for myself?</p>	<p>Spoken Language skills embedded across all subjects</p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● Drama/reading aloud ● Balanced argument discussion <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> <p>TLC: Can I talk and listen confidently in a wide range of contexts?</p> <p>TLC: Can I ask questions to clarify or develop understanding?</p> <p>TLC: Can I give an answer and justify it with evidence?</p> <p>TLC: Can I sequence, develop and communicate ideas in an organized, logical way in complete sentences?</p>	<p>Focus:</p> <p><i><u>Grammar (Spring 1 alongside Charlie and the Chocolate factory)</u></i></p> <p>TLC: Can I identify and use expanded noun phrases?</p> <p>TLC: Can I choose nouns for clarity, cohesion and to avoid repetition?</p> <p><i><u>Grammar (Spring 2 alongside Should We Feed Animals In National Parks?)</u></i></p> <p>TLC: Can I extend sentences using subordinating conjunctions?</p> <p>TLC: Can I use Standard English in my writing?</p> <p><i><u>Handwriting</u></i></p> <p>TLC: Can I use diagonal and horizontal strokes to join letters?</p> <p>TLC: Can I understand which letters are break letters?</p> <p>TLC: Can I read my own handwriting and so can my teacher?</p> <p>TLC: Can I space my letters between lines, making sure ascenders and descenders do not touch?</p>



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TLC: Can I show an understanding of the main points and significant details in a discussion?
 TLC: Can I show I have listened carefully through making relevant comments?
 TLC: Can I choose vocabulary dependent on the audience and purpose?
 TLC: Can I present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear?

Spelling
 List coverage:
 TLC: Can I spell words with 'ssion' endings?
 TLC: Can I spell words with an 'ation' suffix?
 TLC: Can I spell words with 'cian' endings?
 TLC: Can I spell words with 'ly' suffix ? (change the 'y' to an 'i')
 TLC: Can I spell words with 'y' suffix? (-le changed to -ly)
 TLC: Can I spell words with further -ly and -ally suffixes?
 TLC: Can I spell words with 'ous' suffix?
 TLC: Can I spell words with 'sure and -ture' endings?
 TLC: Can I spell words with the 's' sound spelt 'c'?
 TLC: Can I spell words with 'ough' words?
 TLC: Can I spell words with Unstressed vowels?

English (Writing)

Focus: Spring 1
Charlie and the Chocolate Factory (Adventure story)

Writing
 TLC: Can I identify the features of an adventure story?
 TLC: Can I Discuss the main plot features of Charlie and the Chocolate Factory? (ED1) (D1)
 TLC: Can I use descriptive language to create my own chocolate bar? (ED2) (D2)
 TLC: Can I write sentences using adverbs? (SS1) (D3)
 TLC: Can I use conjunctions to extend sentences? (SS2) (D4)
 TLC: Can I compose and write sentences with varied vocabulary? (SS3) (D5)
 TLC: Can I use adverbials at the start of sentences? (SS4) (D6)
 TLC: Can I use conjunctions to extend sentences? (SS5) (D7)
 TLC: Can I compose and write a range of sentence structures? (SS6) (D8)

Focus: Spring 2
Should We Feed Animals In a National Park (Balanced Argument)

Writing
 TLC: Can I understand the features of a balanced argument? (FTS1) (D1)
 TLC: Can I identify the features of a balanced argument? (FTS2) (D2)
 TLC: Can I ask relevant questions to find information? (ED1) (D3)
 TLC: Can I begin to use simple organisational devices? (lists and paragraphs) (SS1) (D4)
 TLC: Can I use conjunctions to extend a sentence? (SS2) (D5)
 TLC: Can I independently research an animal? (ED2) (D6)
 TLC: Can I use subordinating conjunctions? (SS3) (D7)
 TLC: Can I use fronted adverbials? (SS4) (D8)
 TLC: Can I use varied vocabulary in my writing? (SS5) (D9)



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TLC: Can I create an invitation using rich vocabulary? (ED3) (D9)
TLC: Can I use expanded noun phrases in my writing? (SS8) (D10)

Independent writing - Adventure story.

TLC: Can I plan the key events of my adventure story?
TLC: Can I organise paragraphs with a clear theme?
TLC: Can I write an adventure story using a clear structure for the plot, setting and characters?
TLC: Can I edit my work and make improvements?
TLC: Can I proofread for spelling and punctuation errors?

TLC: Can I read aloud my writing to a group? (ED3) (D10)
TLC: Can I use fronted adverbials? (SS6) (D11)

Independent writing - A Balanced argument

TLC: Can I create a success criteria for my balanced argument?
TLC: Can I plan the key features of my balanced argument?
TLC: Can I write a balanced argument using organisational features?
TLC: Can I edit my work and make improvements?
TLC: Can I proofread for spelling and punctuation errors?

Maths

Focus:

Multiplication and division

TLC: Can I recall my 11 and 12 times tables?
TLC: Can I multiply three numbers?
TLC: Can I multiply 2 digits by 1 digits?
TLC: Can I multiply 3 digits by 1 digits?
TLC: Can I divide two digits by 1 digit?
TLC: Can I divide three digits by 1 digit?
TLC: Can I solve correspondence problems?

Area

TLC: Can I calculate the area of a shape?
TLC: Can I use my knowledge of area to solve problems?

Focus:

Fractions

TLC: Can I identify unit and non-unit fractions?
TLC: Can I identify and use tenths?
TLC: Can I find equivalent fractions?
TLC: Can I count in fractions?
TLC: Can I add fractions with the same denominator?
TLC: Can I subtract fractions with the same denominator?
TLC: Can I subtract from whole amounts?
TLC: Can I calculate fractions of a quantity?
TLC: Can I problem solve using fractions?

Decimals

TLC: Can I recognise tenths and hundredths?
TLC: Can I recognise tenths and hundredths on a place value chart (Concrete)?
TLC: Can I recognise tenths and hundredths as decimals?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family Problem of the Week



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	TLC: Can I identify tenths and hundredths on a number line? TLC: Can I divide a number by 10 and 100?	
<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p><u>Focus:</u></p> <p><u>Drawing</u> TLC: Can I evaluate artwork by Leonardo Di-Vinci? (drawing) TLC: Can I select and use different pencils to create different techniques? TLC: Can I accurately draw people and objects using the correct proportions? TLC: Can I plan and create a drawing using different techniques and pencil types? TLC: Can I evaluate a peers drawing and make suggestions for improvement? TLC: Can I make improvements to my drawing based on my peer's evaluation?</p> <p>Printing TLC: Can I research and discuss different types of printing? TLC: Can I replicate patterns from the enviroment? TLC: Can I use a printing block to create repeating patterns?</p>	<p><u>Focus:</u></p> <p><u>Coding (4.1)</u> TLC: Can I create a simple design to represent a program? TLC: Can I understand and use variables in programing? TLC: Can I make a character respond to my keyboard input? TLC: Can I use timers in my program design? TLC: Can I create an algorithm modelling the sequence of a simple event?</p> <p><u>Writing for different purposes (4.4)</u> TLC: Can I explore how text and font can affect the impact of a text? TLC: Can I produce a piece of text using different text and font for impact?</p> <p><u>Hardware Investigators (4.8)</u> TLC: Can I understand that network and communication components can be found in many different devices to join the internet? TLC: Can I recognise the main component parts of hardware which allow computers to join and form a network?</p>	<p><u>Focus:</u></p> <p><u>Electrical Systems - See Science for further TLCS</u> <u>STEM (DT and science)</u> TLC: Can I use research to design a product and evaluate it against my design criteria? (torch) TLC: Can I independently select from a range of materials to create my product? TLC: Can I create my product using a simple circuit with a bulb and switch? (science) TLC: Can I evaluate my product against my design criteria?</p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Focus:</u></p> <p><u>French Culture</u></p>	<p><u>Focus:</u></p> <p><u>Mapwork</u> TLC: Can I identify keys and symbols?</p>	<p><u>Focus:</u></p> <p><u>Women's History Month</u> TLC: Can I research influential women in history?</p>



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<p>TLC: Can I understand the significance of La Galette des Rois? <u>Family</u> TLC: Can I understand different nouns for family members? TLC: Can I discuss male and female members of my family? TLC: Can I ask questions about other people's families? TLC: Can I say how old my family members are? TLC: Can I use possessives to describe my family? TLC: Can I understand the concept of mon, ma and mes in French?</p> <p><u>The Classroom</u> TLC: Can I identify and pronounce classroom objects? TLC: Can I identify which words are masculine and feminine? TLC: Can I recall classroom objects and use the correct gender? TLC: Can I recall and spell classroom object vocabulary? TLC: Can I identify the objects I have and do not have in my pencil case? TLC: Can I follow classroom commands? TLC: Can I write sentences about what I do or do not have in my pencil case?</p>	<p>TLC: Can I use a range of maps to identify features in my local area? TLC: Can I use a range of maps to navigate around my local area?</p> <p><u>Fairtrade Fortnight</u> TLC: Can I locate countries using a range of maps? (fairtrade)</p>	<p>TLC: Can I compare influential women in history?</p>
Music	Physical Education	Personal, Social and Health Education
<p>Focus:</p> <p><u>Mamma Mia</u> <u>Lesson 1</u> - TLC: Can I identify the instruments and voices in the song Mamma Mia? (Listen) TLC: Can I create and record a joyful rhythm using simple symbols? (Transcribe) <u>Lesson 2</u> - TLC: Can I appraise a Pop song? (Dancing Queen, Appraise) TLC: Can I recognise and write a minim and semibreve? (Transcribe, recap)</p>	<p>Focus:</p> <p><u>Hockey</u> 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?</p>	<p>Focus:</p> <p><u>Dreams and Goals (4.2)</u> a) PSHE b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1: a) TLC: Can I say what my hopes and dreams are? b) TLC: Can I explain how it feels to have hopes and dreams ?</p> <p>Jigsaw Piece 2:</p>



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Lesson 3 - TLC: Can I find the pulse and notice its changes while listening to The Winner Takes It All? (Listen)
TLC: Can I write and recognise note F on the music staff? (Transcribe)

Lesson 4 - TLC: Can I improvise using G to improve the performance of Mamma Mia? (Improvise)

Lesson 5 - TLC: Can I compose simple rhythms with a song Mamma Mia? (Compose)

Lesson 6 - TLC: Can I contribute to the performance of Mamma Mia by singing, playing an instrument or improvising? (Perform)

Spring 1

TLC: Can I explain why Anna Meredith composes using body percussion?

Spring 2

TLC: Can I explain how Vivaldi's four seasons sound different?

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?

Netball

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?

- a) TLC: Can I understand that hopes and dreams sometimes do not come true?
- b) TLC: Can I explain how disappointment feels and why?

Jigsaw Piece 3:

- a) Can I understand that reflecting on happy and positive experiences can help me counteract disappointment?
- b) Can I explore how to cope with disappointment and help others to cope with theirs?

Jigsaw Piece 4:

- a) TLC: Can I understand how to make new plans and goals even if I have been disappointed?
- b) TLC: Can I understand what it means to be resilient and have a positive attitude?

Jigsaw Piece 5:

- a) TLC: Can I understand how to work as a group to successfully achieve a goal?
- b) TLC: Can I enjoy being part of a group challenge?

Jigsaw Piece 6:

- a) TLC: Can I identify the contributions made by myself and others to the groups' achievements?
- b) TLC: Can I understand how to share the success of a group and how to learn from this experience?

Healthy Me (4.2)

Jigsaw Piece 1:

- a) TLC: Can I recognise how different friendship groups are formed and how I can fit into them?
- b) TLC: Can I identify the feelings I have about my friends and my different friendship groups?

Jigsaw Piece 2:

- a) TLC: Can I understand the different roles in groups?
- b) TLC: Can I understand how different people and groups impact on me and recognise the people I most want to be friends with?



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Jigsaw Piece 3:

- a) Can I understand the facts about smoking and the effects on health?
- b) Can I recognise and understand negative feelings in peer pressure situations?

Jigsaw Piece 4:

- a) Can I understand the facts about alcohol and its effects on health, in particular the liver?
- b) Can I recognise and understand negative feelings in peer pressure situations?

Jigsaw Piece 5:

- a) Can I recognise when people are putting me under pressure and explain ways to resist this?
- b) Can I identify feelings of anxiety and fear associated with peer pressure?

Jigsaw Piece 6:

Can I identify what I feel is right and wrong?
Can I tap into my inner strength and know how to be assertive?

Religious Education

Science including STEM

Science including STEM

Focus

Christianity - Living

TLC: Can I identify how baptism relates to The Trinity?
TLC: Can I explain how baptism helps Christians belong to the Christian community?
TLC: Can I show my understanding of the importance of holy communion for Christians and how it connects to Christian beliefs about God?
TLC: Can I understand and explain how Roman Catholics carry out their beliefs?

Focus:

States of Matter

TLC: Can I understand the differences between solids, liquids and gases?
TLC: Can I group and compare solids, liquids and gases?
TLC: Can I observe that some materials change state when heated or cooled?
TLC: Can I research and measure at what temperature different materials change state?
TLC: Can I link the rate of evaporation with temperature?
TLC: Can I identify the part that evaporation plays in the water cycle?

Electricity

TLC: Can I identify appliances that run on electricity?
TLC: Can I identify and name the parts of a series circuit?
TLC: Can I construct a simple series circuit?
TLC: Can I identify if a lamp will light in a simple series circuit?
TLC: Can I identify the function of a switch in a circuit?
TLC: Can I recognise some common conductors and insulators and associate metals with being good conductors?

Working Scientifically

TLC; Can I record findings using drawings?



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TLC: Can I understand and explain how The Orthodox Church carry out their beliefs?
TLC: Can I understand and explain how Anglicanist carry out their beliefs?
TLC: Can I understand and explain how Methodists carry out their beliefs?
TLC: Can I understand and explain how Quakers carry their beliefs?
TLC: Can I understand and explain how Evangelicals carry their beliefs?
TLC: Can I compare and contrast different Christian denominations beliefs?

TLC: Can I identify the part that condensation plays in the water cycle?

Working Scientifically

TLC: Can I use different scientific enquiries?
TLC: Can I set up simple practical enquiries?
TLC: Can I set up simple comparative tests?
TLC: Can I set up simple fair tests?
TLC: Can I make observations?
TLC: Can I take measurements using equipment?
TLC: Can I record findings using scientific language?
TLC: Can I record findings using scientific language?
TLC: Can I record findings using labelled diagrams?
TLC: Can I report on findings from enquiries?
TLC: Can I use results to make conclusions?
TLC: Can I use results to make predictions?
TLC: Can I identify differences, similarities or changes relating to scientific ideas and processes? (look at the ASE)
TLC: Can use scientific evidence to answer questions?
TLC: Can I report on findings using writing explanations, displays or presentations? (you can choose)

TLC: Can I use results to suggest improvements? (constructing circuits)
TLC: Can I use results to raise further questions?
STEM (fruit battery)
TLC: Can I research the components of a battery?
TLC: Can I create a battery?
TLC: Can I evaluate and improve my battery?

Science Week

TLC: Can I record findings using bar chart
TLC: Can I record findings using tables?