



Year 4
Spring Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
<ul style="list-style-type: none"> World Religion Day NSPCC Number Day Safer Internet Day Women's History Month World Book Day Comic Relief STEM Week 	<p><u>Focus Spring 1:</u> <u>Multiplication and Division B</u> LO:To identify factor pairs LO:To use factor pairs LO:To multiply by 10 LO:To multiply by 100 LO:To divide by 10 LO:To divide by 100 LO:To recall fact families LO:To multiply LO:To divide LO:To solve correspondence problems</p> <p><u>Fractions</u> LO: To understand the whole LO: To count beyond 1 with fractions LO: To partition a mixed number fraction LO: To count fractions on a number line LO:To understand improper fractions LO: To convert mixed numbers to improper fractions LO: To convert improper fractions to mixed numbers LO:To find equivalent fractions</p>	<p><u>Focus Spring 2:</u> <u>Fractions</u> LO:To add fractions LO:To subtract fractions</p> <p><u>Decimals A</u> LO:To recognise tenths as fractions LO:To recognise tenths as decimals LO:To represent tenths on a place value chart LO:To represent tenths on a number line LO:To divide a 1 digit number by 10 LO:To divide a 2-digit number by 10 LO:To recognise hundredths as fractions LO:To recognise hundredths as decimals LO:To represent hundredths on a place value chart LO: To divide a 1 or 2 digit number by 100</p> <p><u>Length and Perimeter</u> LO:To measure length LO:To find equivalent lengths LO:To calculate perimeter on a grid LO:To calculate the perimeter of a rectangle LO:To calculate the perimeter of rectilinear shapes LO:To find missing lengths in rectilinear shapes LO:To calculate perimeter of rectilinear shapes LO:To calculate the perimeter of regular polygons</p>
<u>English (Spoken Language)</u>	<u>English (Reading)</u>	<u>English (Phonics and Spelling)</u>
<p><u>Opportunities to develop spoken language across the curriculum:</u></p> <ul style="list-style-type: none"> Specific subject vocabulary explicitly taught 	<p><u>Focus Spring 1:</u> <u>Vocabulary</u> LO: To discuss new and unusual vocabulary and clarify the meaning of these</p>	<p><u>Phonics/ Spelling Spring 1</u> Step 13: Words ending in '-sion' Step 14: Words ending in '-ous'</p>



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- Challenge, Build, Accept discussions and teacher questioning
- Paired and group work

Retrieval

LO: To use relevant quotes to support their answers to questions.

Explanation

LO: To identify how language, structure, and presentation contribute to meaning

Summary

LO: To identify and compare themes from a wide range of books

LO: To summarise whole paragraphs, chapters or texts

Inference

LO: To consolidate the skill of justifying using a specific reference point in the text

Prediction

LO: To use relevant prior knowledge as well as details from the text to form predictions and to justify them.

Focus Spring 2:

(revisit with more challenging texts)

Vocabulary

LO: To discuss new and unusual vocabulary and clarify the meaning of these

Retrieval

LO: To use relevant quotes to support their answers to questions.

Explanation

LO: To identifying how language, structure, and presentation contribute to meaning

Summary

Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains

Step 16: Words where a suffix is added to words ending in 'y'

Step 17: Words ending in '-ious' and 'eous'

Step 18: Challenge Words

Phonics/ Spelling Spring 2

Step 19: Words where 'au' makes an /or/ sound

Step 20: Words ending in '-tion'

Step 21: Words ending in '-sion'

Step 22: Words ending in '-cian'

Step 23: Words that are adverbs of manner

Step 24: Challenge Words



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LO: To identify and compare themes from a wide range of books
 LO: To summarise whole paragraphs, chapters or texts
Inference
 LO: To consolidate the skill of justifying using a specific reference point in the text
Prediction
 LO: To use relevant prior knowledge as well as details from the text to form predictions and to justify them.

English (Writing)

Handwriting Spring 1

Unit 11: Practising spacing within words constellation, station, relaxation, education, habitation, nation
 Unit 12: Practising joining to and from the letter w owf, owb, owm, owd
 Unit 13: Practising joining from the letter m circumnavigate, circumstance, circumvent, circumference
 Unit 14: Practising joining to the letter a from the letter w wan, was, wav, wax
 Unit 15: Practising using a diagonal joining line ship, ment, ness, less

Handwriting Spring 2

Unit 16: Practising speedwriting department, ten o'clock, accident and emergency, as soon as possible
 Unit 17: Practising joining from the letter i lig, rig, tig, mig
 Unit 18: Practise the diagonal join to ascenders al, all, alt, afl
 Unit 19: Practising joining to and from the letter f ff, lfs, lfe, ife
 Unit 20: Practising joining to and from the letter e rec, red, ved, ves

Grammar and Composition Spring 1

Focus: Once Upon A Raindrop
 L1 LO: To write a tour script.
 Alliteration, adjectives, informal tone
 L2 LO: To write a tour script.
 Adjectives, precise verbs, fact
 L3 LO: To write a tour script.
 Complex sentence, simile, technical vocabulary
 L4 LO: To write a tour script.
 Direct address, parentheses, direct address
 L5 LO: To write a tour script.
 Action, question, repetition
 L6 LO: To write a tour script.
 Complex sentence, positive adjectives, precise verbs
 L7 LO: To write a tour script.
 Adverbs, verbs, onomatopoeia, verbs
 L8 LO: To write a tour script.
 Question, imagining, facts
 L9 LO: To write a tour script.
 Fact, informal, ellipsis

Grammar and Composition Spring 2

Focus: Float
 L1 LO: To write an adventure narrative
 Repetition, feelings, noticing
 L2 LO: To write an adventure narrative
 Precise verb, simile, onomatopoeia
 L3 LO: To write an adventure narrative
 Adverbial, personification, feelings
 L4 LO: To write an adventure narrative
 Conjunction, alliteration, repetition
 L5 LO: To write an adventure narrative
 Preposition, rhetorical question, expanded/noun phrase
 L6 LO: To write an adventure narrative
 Simile, apostrophes, dialogue
 L7 LO: To write an adventure narrative
 Complex sentence, relative clause, simile
 L8 LO: To write an adventure narrative
 Conjunction, pathetic fallacy, repetition
 L9 LO: To write an adventure narrative
 Repetition, dialogue, fronted adverbial



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<p>Unit 21: Practising punctuation . ' ! ?</p>	<p><u>Grammar (Classroom secrets)</u> LO: To indicate possession using the possessive apostrophe with plural nouns LO: To understand the difference between plural and possessive -s LO: To use apostrophes to mark plural possession LO: To punctuate direct speech</p>	<p><u>Grammar (Classroom secrets)</u> LO: To use expanded noun phrases LO: To use a range of suffixes</p>
<p><u>Art</u></p>	<p><u>Computing</u></p>	<p><u>Design and Technology</u></p>
<p><u>Focus Spring 1</u> <u>Painting and Mixed Media: Light and Dark</u> LO: To understand how to darken or lighten a colour when mixing paint. LO: To use tints and shades to give a three-dimensional effect when painting. LO: To explore how paint can create very different effects. LO: To consider proportion and composition when planning a still life painting. LO: To apply knowledge of colour mixing and painting techniques to create a finished piece.</p>	<p><u>Focus - Spring 1</u> <u>Programming 1 - Further coding with Scratch and microbits</u> LO: To understand how a Scratch game works by using decomposition to identify key features. LO: To recognise what a variable is. LO: To understand how to make a variable in Scratch</p> <p><u>Focus - Spring 2</u> <u>Safe use - Copyright and Ownership</u> L.O. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. L.O. To give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p><u>Focus Spring 1 Structures: Pavilions</u> L1 LO: To create a range of different shaped frame structures. L2 LO: To design a structure. L3 LO: To build a frame structure. L4 LO: To add cladding to a frame structure.</p> <p><u>Focus Spring 2 Textiles: Fastenings (World Book Day)</u> L1 LO: To explain the advantages and disadvantages of different types of fastening type. L2 LO: To design a product to meet design criteria. L3 LO: To make and test a paper template. L4: LO: To assemble a book jacket.</p>



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<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p>Focus <u>French numbers, calendars and birthdays</u> L.O. To recall and use numbers 1 to 31 in French. L.O. To say the days of the week in French. L.O. To say the months of the year. L.O. To select vocabulary to discuss the date in French. L.O. To compare birthday celebrations in France and England. Assessment (end of unit quiz)</p>	<p>Focus Autumn - Where does our food come from? LO: To explain the impact of food choices on the environment. LO: To understand the importance of trading responsibly. LO: To describe the journey of the cocoa bean. LO: To map and calculate the distance food has travelled. LO: To design and use data collection methods to find where our food comes from. LO: To discuss the advantages and disadvantages of buying both locally and imported food.</p> <p>Additional Sustainability Lesson LO: To create a sustainability action plan by investigating how resources are used in the school.</p> <p>Better Planet Schools (L3) What is being done to tackle the plastic problem?</p>	<p>Key Question: How hard was it to invade & settle in Britain?</p> <p>LO: To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain. LO: To identify change and continuity in Iron Age and Anglo-Saxon settlements. LO: To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo. LO: To identify how Christianity spread in Britain in the Anglo-Saxon period. LO: To explore bias by evaluating sources about Alfred the Great. LO: To evaluate how and why Anglo-Saxon rule ended.</p> <p>Women's History Month LO: To identify the key actions of Emmeline Pankhurst in the women's suffrage movement</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<p>Focus Spring 1 - Ukuleles</p> <p>Lesson 1 L.O. To sing unison songs with the range of an octave. L.O. To improvise on one string. L.O. To learn about the ukulele and start to develop the skills to play it.</p> <p>Lesson 2 L.O. To sing unison songs with the range of an octave.</p>	<p>Focus Spring 1 Tag rugby LO: To develop movement skills to dodge a defender. LO: To track an opponent and begin to defend as a team. LO: To apply the rules and skills you have learnt and play in a tag rugby tournament. LO: To play a game of tag rugby.</p> <p>Netball</p>	<p>Dreams and Goals Knowledge LO: To know what my own hopes and dreams are LO: To understand that sometimes hopes and dreams do not come true and that this can hurt, and recognise how resilience and support from others can help. LO: To understand what disappointment feels like and identify when I have felt that way</p>



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L.O. To understand the differences between crotchets, paired quavers and rests,

Lesson 3

L.O. To combine known rhythm notation with letter names to create short phrases using the open strings.

L.O. To follow and perform simple rhythmic scores to a steady beat.

Lesson 4

L.O. To sing unison songs with the range of an octave, following directions for getting louder and quieter.

L.O. To understand the differences between minims, crotchets, paired quavers and rests.

Focus Spring 2 - Ukuleles

Lesson 5

L.O. To begin to read and perform pitch notation of the open strings.

L.O. To develop reading pitch notation of the open strings.

Lesson 6

L.O. To play and perform melodies following staff notation for open strings and D.

L.O. To understand the differences between minims, crotchets, paired quavers and rests.

Lesson 7

L.O. To play and perform melodies following staff notation using a pentatonic scale.

L.O. To copy short melodic phrases using the pentatonic scale.

LO: To defend an opponent and try to win the ball.

LO: To develop the shooting action.

LO: To apply skills and knowledge to play games using netball rules.

LO: To play a game of netball.

Focus Spring 2

Football

LO: To apply attacking skills to move towards a goal.

LO: To use defending skills to delay an opponent and gain possession.

LO: To apply skills and knowledge to compete in a tournament.

LO: To play a game of football.

Hockey

LO: To use defending skills to delay an opponent and gain possession.

LO: To apply attacking skills to move towards goal and find space.

LO: To apply skills and knowledge to compete in a tournament.

LO: To play a game of hockey.

LO: To recognise the roles that people take in groups and how these can support or challenge me.

LO: To show respect to myself and notice how coping builds my self-esteem and resilience.

LO: To know that reflecting on positive and happy experiences can help me to counteract disappointment

LO: To know how to make a new plan and set new goals even if I have been disappointed

LO: To know how to work out the steps I need to take to achieve a goal

LO: To know how to work as part of a successful group

LO: To know how to share in the success of a group

Social Emotional Skills

LO: To talk about my hopes and dreams and the feelings associated with these

LO: To identify the feeling of disappointment

LO: To identify a time when I have felt disappointed

LO: To be able to cope with disappointment

LO: To help others to cope with disappointment

LO: To identify what resilience is

LO: To have a positive attitude

LO To enjoy being part of a group challenge

LO: To share my success with others

LO: To store feelings of success (in my internal treasure chest) to be used at another time

Healthy Me

Knowledge

LO: To know how different friendship groups are formed and how I fit into them

LO: To know which friends I value most

LO: To know that there are leaders and followers in groups

LO: To know that I can take on different roles according to the situation



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		<p>LO: To know the facts about smoking and vaping and its effects on health LO: To know some of the reasons some people start to smoke LO: To know the facts about alcohol and its effects on health, particularly the liver LO: To know some of the reasons some people drink alcohol LO: To know ways to resist when people are putting pressure on me LO: To know what I think is right and wrong</p> <p>Social Emotional Skills LO: To identify the feelings that I have about my friends and different friendship groups LO: To recognise how different people and groups I interact with impact on me LO: To identify which people I most want to be friends with LO: To recognise negative feelings in peer pressure situations LO: To identify the feelings of anxiety and fear associated with peer pressure LO: To tap into my inner strength and know-how to be assertive</p>
<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<p><u>Focus Spring Term</u> Christianity (Living) How do people express their religion and beliefs?</p> <p>To identify how The Trinity relates to baptism and belonging to the Christian community. To identify and compare the denominations of the Christian faith (Roman Catholics, Orthodox and Anglicanism). To identify the symbols in the Christian faith and their</p>	<p><u>Focus Spring 1</u> <u>States of Matter</u> To identify the parts that evaporation and condensation play in the water cycle To plan and carry out a fair test To associate the rate of evaporation with temperature</p> <p><u>Focus Spring 2</u> <u>Sound</u></p>	<p>No Outsiders lessons Weekly assemblies (Picture News and PSHE) 11 before 11 Pol Ed Lessons Project evolve - online safety Big Talk Project Based Learning The Grange Has Got Talent Children’s University</p>



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<p>importance.</p>	<p>To identify how sounds are made To recognise how vibrations from sounds travel to the ear To make links (find patterns) between the pitch of a sound and the object that made it To find links (find patterns) between the volume of a sound and the vibrations that produced it To recognise that sounds get fainter as the distance between the sound source increases</p>	<p>Parliament Assembly Wear Your Uniform to School Day (Brownies/Guides)</p>
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