



Year 4
Summer Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
<p>April</p> <ul style="list-style-type: none"> ● Earth Day (22nd April) ● Lunch theme day - St George's Day (23rd April) ● Y2 Career workshop (27th April) ● Get Ahead School Games (28th April) ● Y5 STEM superstars workshop (29th April) ● Year 5 Firefighter readers <p>May</p> <ul style="list-style-type: none"> ● Get Ahead Games (8th May) ● Y6 SATs week (wc 11th May) ● Mental Health Awareness Week (wc 11th May) ● Colour Carnival (15th May) ● Lunch theme day - Fiesta Fun (21st May) ● Year 3 STEM wind turbine challenge (21st May) ● Year 5 Firefighter readers <p>June</p> <ul style="list-style-type: none"> ● National Fieldwork Week (wc 1st June) ● Y4 Multiplication Check week (wc 1st June) ● Y1 Phonics Screening Check week (wc 8th June) ● Make Music Day (11th June) ● Y3 and Y4 AIM High Writing Day (12th June) ● Pyjamarama (12th June) ● Athlete Mentor Day (15th June) ● Refugee Week (wc 15th June) ● Lunch theme day - World Cup (18th June) ● Ninja Run (19th June) ● Windrush Day (22nd June) ● Sports Week (wc 22nd June) ● KS1 sports festival day (24th June) ● LKS2 sports festival day (25th June) ● Year 5 Firefighter readers 	<p><u>Focus Summer 1: Decimals B</u> LO:To make a whole with tenths LO:To make a whole with hundredths LO:To partition decimals LO:To compare decimals LO:To order decimals LO:To round to the nearest whole number LO:To recognise a half and a quarter as a decimal</p> <p><u>Money</u> LO:To write money using decimals LO:To convert between pounds and pence LO:To compare amounts of money LO:To calculate and solve problems with money.</p> <p><u>Time</u> LO:To recap the relationship between years, months, weeks and days LO:To recap the relationship between hours, minutes and seconds LO:To convert between analogue and digital time LO:To convert between 12 and 24 hour clock times</p>	<p><u>Focus Summer 2:Shape</u> LO:To understand angles as turns LO:To identify angles LO:To compare and order angles LO:To identify triangles LO:To identify quadrilaterals LO:To identify polygons LO:To identify lines of symmetry LO:To complete a symmetric figure</p> <p><u>Statistics</u> LO:To read charts LO:To solve comparison, sum and difference problems LO:To read line graphs LO:To draw line graphs</p> <p><u>Position and Direction</u> LO:To describe position using co-ordinates LO:To plot co-ordinates LO:To draw a 2D shape on a grid LO:To translate on a grid LO:To describe translations on a grid</p>



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<p>July</p> <ul style="list-style-type: none"> • Languages Day (14th July) • Transition (activities running in the final 2 weeks of school) 		
English (Spoken Language)	English (Reading)	English (Phonics and Spelling)
<p><u>Opportunities to develop spoken language across the curriculum:</u></p> <p>Planned, purposeful talk in every lesson Structured opportunities for discussion embedded in teaching sequences (EYFS/KS1: talk for understanding; KS2: talk for reasoning, explaining and evaluating).</p> <p>Explicit teaching of oracy skills Progressive development of speaking and listening behaviours (e.g. clarity, vocabulary, turn-taking, confidence).</p> <p>High-quality adult modelling of language Adults model ambitious vocabulary, sentence structures and thinking aloud (EYFS: narration and extension through to KS2: precise, subject-specific language).</p> <p>Dialogic teaching and questioning Use of open, probing questions and discussion routines to deepen thinking (progressing from simple responses to justification and critique through challenge, build, accept).</p> <p>Collaborative talk structures Planned partner/group talk with clear roles and expectations (KS1: supported interaction through to KS2: accountable talk, building on and challenging ideas).</p> <p>Opportunities for purposeful talk beyond lessons Playtimes, lunchtimes and transitions used to promote social communication (EYFS: play-based language through to KS2: peer-led discussion and negotiation).</p>	<p><u>Focus - Summer 1</u></p> <p>LO: To find the meaning of new words using the context of the sentences</p> <p>LO To retrieve and record information from a fiction or non-fiction text.</p> <p>LO: To recognise authorial choices and the purpose of these</p> <p>LO: To identify and compare themes from a wide range of books</p> <p>LO: To highlight key information and record it in bullet points, diagrams, maps etc</p> <p>LO: To use more than one piece of evidence to justify their answer</p> <p>LO: To monitor these predictions and compare them with the text as they read on</p> <p><u>Focus - Summer 2</u> <u>(revisit with more challenging texts)</u></p> <p>LO: To find the meaning of new words using the context of the sentences</p> <p>LO To retrieve and record information from a fiction or non-fiction text.</p> <p>LO: To recognise authorial choices and the purpose of</p>	<p><u>Focus -Summer Term</u> <u>Phonics/ Spelling</u></p> <p>Step 25: Words that are homophones</p> <p>Step 26: Words spelled with 'c' before 'i' and 'e'</p> <p>Step 27: Words containing 'sol' and 'real'</p> <p>Step 28: Words containing 'phon' and 'sign'</p> <p>Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'</p> <p>Step 30: Words with the prefix 'bi-' meaning 'two'</p> <p><u>Phonics/ Spelling Summer Term</u></p> <p>Step 31: Challenge Words</p> <p>Step 32: Words that are plurals with possessive apostrophes</p> <p>Step 33: Revision Words</p> <p>Step 34: Revision Words</p> <p>Step 35: Revision Words</p> <p>Step 36: Revision Words</p>



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<p>Oracy for presentation and audience Regular opportunities to present, perform and adapt speech for different audiences (progression from informal sharing to formal presentation). Inclusive, scaffolded approaches Use of sentence stems/ repeated phrases and structures, visuals, pre-teaching and structured support to ensure all pupils can participate, with gradual removal of scaffolds over time.</p>	<p>these LO: To identify and compare themes from a wide range of books LO: To highlight key information and record it in bullet points, diagrams, maps etc LO: To use more than one piece of evidence to justify their answer LO: To monitor these predictions and compare them with the text as they read on</p>	
English (Writing)		
<p><u>Handwriting- Summer 1</u> Unit 22: Practising consistency in forming and joining letters ear, are, rew, new Unit 23: Practising printing to make captions whole alphabet Unit 24: Practising joining to and from the letter v live, tive, sive, five Unit 25: Practising break letters bl, pl, gl</p> <p><u>Handwriting- Summer 2</u> Unit 26: Practising drafting and editing Unit 27: Practising speedwriting 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 one, two, three, four, five, six, seven, eight, nine, ten Unit 28: Practising printing to make a poster Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p>	<p><u>Grammar (Classroom secrets)</u> LO: To use expanded noun phrases LO: To use a range of suffixes</p> <p><u>Grammar and Composition Summer 1</u> <u>Focus: Feast</u></p> <p>L1 LO: To write a narrative Adverbial phrase, alliteration, dialogue L2 LO: To write a narrative Preposition, taste, feelings L3 LO: To write a narrative Repetition, inner thought, repetition L4 LO: To write a narrative Simile, action, feelings L5 LO: To write a narrative Short sentences, action, conjunction L6 LO: To write a narrative Question, pathetic fallacy, opener L7 LO: To write a narrative Simile, onomatopoeia, fronted adverbial L8 LO: To write a narrative</p>	<p><u>Grammar and Composition Summer 2</u> <u>Focus: The Great Chocoplot</u></p> <p>L1 LO: To write an adventure narrative expanded noun phrase, simile/plural possession, repetition L2 LO: To write an adventure narrative Metaphor, onomatopoeia, relative clause L3 LO: To write an adventure narrative Noticing, fronted adverbial, imagining L4 LO: To write an adventure narrative Fronted adverbial, complex sentence, alliteration L5 LO: To write an adventure narrative Noticing, smelling, simile L6 LO: To write an adventure narrative Metaphor, simile, contrasting conjunction L7 LO: To write an adventure narrative Fronted adverbial, dialogue, alliteration L8 LO: To write an adventure narrative Feeling, imagining, dialogue</p> <p><u>Grammar (Classroom secrets)</u></p>



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	<p>Relative clause, dialogue, commas in a list L9 LO: To write a narrative Alliterative/noun phrase, adjectives, repetition</p>	<p>Revisit</p>
<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
<p><u>Focus Summer 1</u> <u>Craft and Design: Fabric of Nature</u> LO: To understand starting points in a design process. LO: To explore techniques to develop imagery. LO: To explore using a textile technique to develop patterns. LO: To learn how to create a repeating pattern. LO: To understand how art is made for different purposes.</p> <p><u>Focus Summer 2:</u> <u>Sculpture and 3D: Mega Materials</u> LO: To develop ideas for 3D work through drawing and visualisation in 2D. LO: To use more complex techniques to shape materials. LO: To explore how shapes can be formed and joined in wire. LO: To consider the effect of how sculpture is displayed. LO: To choose and join a variety of materials to make sculpture.</p>	<p><u>Focus - Summer 1</u> <u>Data Handling - Investigating weather</u> LO: To log data taken from online sources in a spreadsheet. LO: To design an automated machine to respond to sensor data. LO: To understand how weather forecasts are made.</p> <p><u>Focus - Summer 2</u> <u>Programming 2 - Computational thinking</u> LO: To understand that computational thinking is made up of four key strands. LO: To understand what decomposition is and how to apply it to solve problems. LO: To understand what pattern recognition and abstraction mean. LO: To understand how to create an algorithm and what it can be used for. LO: To combine computational thinking skills to solve a problem.</p>	<p><u>Focus- SummerTerm</u> <u>Cooking and Nutrition: Adapting a Recipe</u> L1: LO: To evaluate existing biscuit products L2: LO: To prepare and cook a dish L3: LO: To select ingredients and follow a budget</p>



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<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p>Focus- Summer Term <u>French food - miam, miam!</u> L.O. To begin to understand a conversation in French. L.O. To read and say amounts of money in French. L.O. To identify and pronounce the names of French shops correctly. L.O. To work out the meaning of unfamiliar words. L.O. To create a French menu based on authentic texts. Assessment (end of unit quiz)</p>	<p>Focus Summer Term <u>What are rivers and how are they used?</u> LO: To describe how the water cycle works. LO: To recognise the features and courses of a river. LO: To name and locate some of the world's longest rivers. LO: To describe how rivers are used. LO: To identify and locate human and physical features on a map. LO: To collect data on the features of a local river.</p> <p><u>Better Planet Schools (L3)</u> Which animals might live in our school grounds?</p>	<p>Focus - Summer Term Key Question: How did the achievements of the Maya civilisation influence their society and beyond?</p> <p>LO; To explore the challenges faced by the ancient Maya when settling in the rainforest. LO: To infer how the ancient Maya valued and used cacao by exploring historical artefacts. LO: To describe the role of Maya gods and goddesses by studying images and scenarios. LO: To develop recording skills through exploration of Ancient Maya inventions. LO: To make deductions about an ancient Maya city by exploring remains. LO: To evaluate historians' claims on the decline of the ancient Maya cities.</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<p>Focus:Summer Term <u>Adapting and transposing motifs</u></p> <p>LO: To sing in tune and in time LO: To understand what a musical motif is LO: To compose and notate a motif LO: To develop and transpose a musical motif LO: To combine and perform different versions of a musical motif</p>	<p>Focus Summer 1</p> <p>Rounders LO: To develop throwing and catching with accuracy and apply these to a striking and fielding game. LO: To develop bowling and learn the rules of the skill within this game. LO: To develop batting technique and understand where to hit the ball. LO: To develop fielding techniques and apply them to game situations.</p>	<p>Focus Summer 1 - Relationships</p> <p>Knowledge Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p>



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LO: To play different roles in a game and begin to think tactically about each role.
LO: To apply skills and knowledge to compete in a tournament.

Focus Summer 2

Athletics

LO: To develop stamina and an understanding of speed and pace in relation to distance.
LO: To develop power and speed in the sprinting technique.
LO: To develop technique when jumping for distance.
LO: To develop power and technique when throwing for distance.
LO: To develop a pull throw for distance and accuracy.
LO: To develop officiating and performing skills.

Social and emotional skills

Can identify feelings and emotions that accompany jealousy
• Can suggest positive strategies for managing jealousy •
Can identify people who are special to them and express why •
Can identify the feelings and emotions that accompany loss •
Can suggest strategies for managing loss •
Can tell you about someone they no longer see •
Can suggest ways to manage relationship changes including how to negotiate

Focus Summer 2 - Changing Me
(Teach the NSPCC PANTS lesson)

Knowledge

LO: To know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm (taught in Big Talk in January)
LO: To know that babies are made by a sperm joining with an ovum (taught in Big Talk in January)
LO: To know the names of the different internal and external body parts that are needed to make a baby (taught in Big Talk in January)
LO: To know how the female and male body change at puberty (taught in Big Talk in January)
LO: To know that personal hygiene is important during puberty and as an adult (taught in Big Talk in January)
LO: To know that change is a normal part of life and that some cannot be controlled and have to be accepted (taught in Big Talk in January)
LO: To know that change can bring about a range of different emotions (taught in Big Talk in January)

Social and emotional skills

LO: To appreciate our own uniqueness and that of others



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		<p>LO: To express any concerns we have about puberty (taught in Big Talk in January)</p> <p>LO: To say who we can talk to about puberty if we are worried (taught in Big Talk in January)</p> <p>LO: To apply the circle of change model to ourselves to have strategies for managing change</p> <p>LO: To have strategies for managing the emotions relating to change</p>
<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<p><u>Focus Summer Term</u> Pilgrimage</p> <p>To explain why the city of Jerusalem is a place of pilgrimage for Jews, Christians and Muslims.</p> <p>To understand the meaning of pilgrimage for Christians.</p> <p>To understand the meaning of pilgrimage and the festival of Kumbh Mela, for Hindus.</p> <p>To identify the positive and negative impacts on the environment that pilgrimages have.</p>	<p><u>Focus Summer 1</u> <u>Animals including Humans</u></p> <p>To identify different types of human teeth and their functions</p> <p>To name and describe the basic parts of the digestive system</p> <p>To identify and understand the roles of producers, predators and prey</p> <p><u>Focus Summer 2</u> <u>Living Things and Their Habitats</u></p> <p>To recognise that living things can be grouped in various ways (Recap of animal groups, vertebrates and invertebrates)</p> <p>To explore and name various living things in my local environment</p> <p>To explore and use classification keys to help group, identify and name various living things in my local environment</p> <p>To recognise that environments can change and sometimes pose dangers to living things</p>	<p>No Outsiders lessons (PSHE)</p> <p>Weekly assemblies (Picture News and PSHE)</p> <p>11 before 11 opportunities</p> <p>Pol Ed Lessons embedded within PSHE</p> <p>Project evolve - online safety</p> <p>Project Based Learning</p> <p>Children's University</p> <p>Transition</p> <p>Specific curriculum days</p> <p>Outdoor learning opportunities</p>



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