

**Spring Term Medium Term Planning Yr 4 2018 (First Half) NC14**

Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6
<b>Maths</b>	<p>Spring Block 1 - Multiplication and Division</p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li> <li>Recognise and use factor pairs and commutativity in mental calculations.</li> <li>Multiply two-digit and three-digit numbers by a one digit number using formal written layout.</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>			<p>Spring Block 2 - Area</p> <ul style="list-style-type: none"> <li>Find the area of rectilinear shapes by counting squares.</li> </ul>	<p>Spring Block 3 - Fractions (First 2 weeks of a 4 week block)</p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>Add and subtract fractions with the same denominator.</li> </ul>	
<b>English</b>	<p>Spoken language</p> <p>Reading- word</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p>Reading - Comprehension</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>					

	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>- spell further homophones</li> <li>- spell words that are often misspelt (English Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>- use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><b>Writing - composition</b></p> <ul style="list-style-type: none"> <li>- plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</li> <li>- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>- organising paragraphs around a theme</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- proof-read for spelling and punctuation errors</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Writing-vocabulary, grammar and punctuation</b> develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using fronted adverbials</li> <li>- learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>- using commas after fronted adverbials</li> <li>- indicating possession by using the possessive apostrophe with plural nouns</li> <li>- using and punctuating direct speech</li> <li>- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	
	<p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>- discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>- identifying how language, structure, and presentation contribute to meaning</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>	<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>- develop positive attitudes to reading and understanding of what they read by: listening to</li> </ul>

	<p>Writing vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>-</li> </ul> <p>Writing composition</p> <ul style="list-style-type: none"> <li>- in narratives, creating settings, characters and plot</li> <li>- organising paragraphs around a theme</li> </ul> <p>Focus genre:</p> <ul style="list-style-type: none"> <li>• Narrative - Short story writing: Focus story "The Snow Globe"</li> <li>• Non-chronological reports - Linked to IPC - How volcanoes erupt</li> </ul>	<p>and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Writing composition</p> <ul style="list-style-type: none"> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Poetry</p>
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• <u>We are musicians</u></li> <li>• Introduction</li> <li>• Making a start with sequencing</li> <li>• Recording music samples</li> <li>• Evaluating our music</li> </ul>	
<p><b>IPC</b>  <b>Includes:</b>  <b>Science</b>  <b>History</b>  <b>Geography</b>  <b>Art</b>  <b>Music</b>  <b>D &amp; T</b></p>	<p><u>Active Planet</u></p> <p>The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that devastate communities across wide areas. If we can understand what is happening underground we can learn to predict and protect ourselves in the future.</p> <p>In Geography, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About how the Earth is formed</li> <li>• What a volcano island is and where they are in the world</li> <li>• What causes an earthquake</li> <li>• How earthquakes can be measured</li> </ul> <p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About solids, liquids and gases in volcanoes</li> <li>• What happens when a volcano erupts</li> <li>• What happens when rock melts</li> <li>• How volcanoes give off poisonous gases</li> </ul> <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About the devastation of Pompeii</li> </ul>	

	<p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About hot and cold colours</li> <li>• About using different materials and techniques to represent a volcano</li> </ul>
<b>Science</b>	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>•</li> </ul> <p><u>States of Matter</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research temperature at which this happens in degrees Celsius (C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>
<b>History</b>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding British and world history, establishing clear narratives within and across the periods they study. (See IPC)</p>
<b>Geography</b>	<p><u>Locational knowledge (See IPC)</u></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe and the America (IPC link focus on the UK)</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including climate zones (temperate zone - focus on local area and physical features)</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate specific areas (locally) and describe features studied</li> </ul>
<b>Art</b>	<p>(See IPC)</p> <ul style="list-style-type: none"> <li>• improve their mastery of art as a form of self-expression using a range of mediums [for example, pencil, paint and clay]</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of art work</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• The Pirates of the Curry Bean lower KS2 performance</li> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>
<b>PE</b>	<p><u>Invasion Games (Outdoor)</u></p> <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, football, hockey, netball, tag rugby and tennis], and apply basic principles suitable for attacking and defending</li> </ul> <p><u>Gymnastics (Indoor)</u></p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> </ul>

<b>Languages</b>	<p><u>Focus topic: 'Les vêtements' - clothes</u></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<b>PSHE/Citizenship/SEAL</b>	<p>Dear Diary</p> <ul style="list-style-type: none"> <li>• Comfortable and uncomfortable feelings</li> <li>• Problems in relationships</li> <li>• Anti-Bullying</li> <li>• Help and support</li> </ul>
<b>RE Devon Agreed New Syllabus</b>	<p>Using materials sourced from SACRE agreed resources; Year Four will be studying Islam and how Muslims practice their faith and how the teachings inform Muslims' understanding of how they should live their lives. This leads to children being able to use this knowledge to help them discuss and understand how they might choose to live their own lives. They will then focus on why Christians call the day Jesus died 'Good Friday' and the meaning of Easter and will be investigating the implications for a Christian today.</p>
<b>Environmental Work</b>	<p>Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class has an eco-councillor who meets weekly to discuss environmental issues in school.</p>
<b>Cultural Awareness</b>	<p>To learn about the tradition and culture within our host country; Peru</p>



