

Summer Term Medium Term Planning Yr 4 2019 (Second half) NEW NATIONAL CURRICULUM

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
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| <p>Numeracy</p> | <p>Measurement: Time</p> <ul style="list-style-type: none"> Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | | <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | | <p>Geometry: Properties of shape</p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. | | | <p>Geometry: Position and direction</p> <ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down. |
| <p>Literacy</p> | <p>Reading-word reading</p> <ul style="list-style-type: none"> 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading -Comprehension</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> 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 using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] | | | | | | | |

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
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

Writing-Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- 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
- 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].

Writing-Composition

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

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)

- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- 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.

Writing-vocabulary, grammar and punctuation

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| | <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>Genre focus: Recount: Newspaper entry. Autobiography</p> |
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| Computing | We are co-authors - designing a wiki page | | | | |
| | Planning the content for a wiki | Using wikipedia to find information | Getting started on the class wiki | Editing the wiki page | Review and assess wiki page |

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| <p>IPC Includes: Science History Geography Art</p> <p>D & T</p> | <p><u>Scavengers and Settlers (Weeks 1 and 2)</u></p> <p>Humans are special. Unlike other animals, we can adapt and learn new skills in order to survive, which is exactly what our ancestors did in the Stone, Bronze and Iron Ages. (See first half summer planning for details)</p> <p><u>Material World</u></p> <p>Hundreds of different materials are used to make everyday objects. Some materials occur naturally, e.g. wood from trees while others are manmade in factories, e.g. plastic. Some materials are magnetic; some allow heat and electricity to pass through them. But with so many different materials to choose from, how do we decide which to use?</p> <p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> • How and why different materials are used • How to test the properties of a material • About the uses for glass and plastic • About the metals that are attracted to magnets • Which materials allow electricity to pass through them • Which materials allow heat to pass through them • About solids, liquids and gases and the water cycle |
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| | <ul style="list-style-type: none"> • How natural and manmade materials are different <p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> • About moving mechanisms including gears, levers and linkages • How to design and make a product for a bicycle <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • Where materials come from • Why plastic waste is a global problem and what we can do about it |
| <p>Science</p> | <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p><u>Electricity</u></p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. |
| <p>PE</p> | <p>Outdoor PE- swimming, athletics and striking and fielding games</p> <p>Indoor- dance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. |

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| Languages | <p><u>'Where in the World?'</u></p> <p>In this unit the children will learn key vocabulary related to countries/continents and animals. They will learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator.</p> <ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - 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. | | | | | | |
| PSHE/Citizenship/SEAL | Living long and living strong | | | | | | |
| | Do I know differences and similarities between males and females? | Can I understand personal space? | Can I understand that all families are different? | Can I understand why rest and relaxation is an important part of being healthy? | Can I make positive choices to support a healthy lifestyle? | Can I identify ways to overcome barriers to achieving my goals? | |
| RE Devon agreed syllabus | RE this term will be focussing on Christianity and Islam with a view to investigating 'Beliefs and Questions' and 'Teaching and Authority' | | | | | | |
| Environmental Work | <p>Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives.</p> <p>Each class has an eco councillor who meets weekly to discuss environmental issues in school.</p> | | | | | | |
| Cultural Awareness | To learn about the tradition and culture within our host country; Peru | | | | | | |