

Summer Term Medium Term Planning Yr 4 2019 (First Half) NEW NATIONAL CURRICULUM

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
Numeracy	<p><u>Decimals</u></p> <ul style="list-style-type: none"> Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Understand the effect of dividing a one or two digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths. 			<p><u>Measurement: Money</u></p> <ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places. <p><u>Assessments</u></p>	
Literacy	<p><u>Reading-word reading</u></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><u>Reading -Comprehension</u></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] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • 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. <p>Writing-vocabulary, grammar and punctuation 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>Writing genres: Character description linked to IPC (describing someone who may have lived in the Stone Age)</p>				
<p>Computing</p> <p>We are HTML designers</p>	<p>All children must be taught to</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 				
	Step 1-Learning About the Web	Step 2-Editing HTML in web pages	Step 3-First Steps with HTML	Step 4-An HTML project	Step 5- Making a new web page
<p>IPC</p> <p>Includes:</p> <p>Science</p> <p>History</p> <p>Geography</p> <p>Art</p> <p>Music</p> <p>D & T</p>	<p><u>Scavengers and Settlers</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</p> <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> • Making our own timelines and placing the Stone Age on it so that we can see where in human history it is in relation to now. 				

	<ul style="list-style-type: none"> • How fossils are made and what we can learn from them • What our earliest ancestors might have looked like • How our ancestors were able to survive • How to use archaeological evidence to find out about a prehistoric hunter • Where our ancestors settled and how they lived • What life was like during the Bronze Age and Iron Ages <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> • How to create our own prehistoric cave paintings • How to make and decorate pottery, based on one of the periods we have explored <p>In Technology we'll be finding out:</p> <ul style="list-style-type: none"> • About the types of foods that the first farmers would have grown • How we can update the dishes that the early settlers may have eaten <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • How we can work together to learn new skills and achieve our goals
Science	<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>Living Things and their habitats (This unit is linked to IPC and we will cover)</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.
PE	<p>Outdoor- Team games</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,

	<p>rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> • 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. <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [eg, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. <p>Indoor-dance and gymnastics</p>					
Languages	<p><u>Focus topic:</u></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	Joining in	Joining up				
	Can I identify jobs I do at home and in school?	Can I understand how people are represented in school and the local community?	Can I understand what debating and voting is? Can I express my views in a debate?	Can I be an active member of my school community?	Can I understand that people can give up their own time to help others?	Can I work as part of a group and contribute to a project that supports a local community?
RE New Devon Syllabus and Understanding Christianity material	Using materials sourced from SACRE agreed resources; Year Four will focus on how stories from the Bible inform Christians about how they should live their lives and begin to be able to explain why this might be. They will look the importance of the role of Jesus and his example and how this informs living a life as a Christian. Using stories from the Bible and examples of from real life, children will be learning about how being a person of faith might be, and through the use of discussion how they might choose to live and behave in their own lives.					
Environmental Work	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.					
Cultural Awareness	To learn about the tradition and culture within our host country; Peru					