

<p>Reading</p>	<p>Class Text: Charlotte’s Web – E. B. White</p> <p>Word Reading:</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the graphemes met so far. <p>Comprehension:</p> <ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discuss the sequence of events in books and how items of information are related. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite characters, events, words and phrases. Draw on what they already know or on background information and vocabulary provided by the teacher.
<p>Writing Genre:</p>	<p>Non-fiction: Newspaper recounts Fiction revisit: Quest stories Model text: Blizzard Causes Chaos!</p> <p>Handwriting:</p> <ul style="list-style-type: none"> Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Transcription:</p> <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Continue to use the first two or three letters of a word to check its spelling in a dictionary. <p>Composition:</p> <ul style="list-style-type: none"> Use time adverbials help sequence events. To know how to use information from a text to write diary entries in characters. To detail events in chronological sequence. To know the difference between 1st person and 3rd person writing and consistently use the correct pronouns within a piece of writing. To know the importance of proofreading and develop strategies to check and correct their own writing.
<p>SPAG</p>	<p>Spelling:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Add the following suffixes to spell words: -sion, -ssion, -cian and -ous. <p>Punctuation and Grammar:</p> <ul style="list-style-type: none"> Continue to consolidate sentence accuracy fundamentals from Year 3 such as capital letters and finger spaces. Use of paragraphs and indents to organise ideas around a theme. To continue to develop an understanding of standard English forms for verb inflections (instead of local forms).
<p>Mathematics</p>	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12 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 Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout 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. <p>Area:</p> <ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares. Compare and order shapes by area (both estimated and calculated). <p>Arithmetic:</p> <ul style="list-style-type: none"> To know how to find 10, 100 and 1,000 more or less than a given number.

	<ul style="list-style-type: none"> To know the place value of 4 digit numbers and identify a missing part in standard partitioning (e.g. $1000 + _ + 20 + 4 = 1324$). To recall multiplication and division facts for the 7, 8, 9, 11 and 12 times tables (in addition to previous times tables learned). Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Science	<p>Electricity</p> <ul style="list-style-type: none"> Electricity is generated using energy from natural sources such as the Sun, oil, water and wind. These can also be called fuel sources. Many household devices and appliances run on electricity. Some appliances use batteries and some use mains electricity. Batteries come in different sizes depending on how much and for how long the appliance is used. A complete circuit is a loop that allows electrical current to flow through wires. A circuit contains a battery (cell), wires and an appliance that requires electricity to work (such as a bulb, motor or buzzer). The electrical current flows through the wires from the battery (cell) to the bulb, motor or buzzer). A switch can break or reconnect a circuit. A switch controls the flow of the electrical current around the circuit. When the switch is off, the current cannot flow. If there is a break in the circuit, a loose connection or a short circuit, the component will not work. To explore whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete circuit with a battery. How to recognise some common conductors and insulators, and associate metals, such as stainless steel, with being good conductors. To explore the link between good conductors and magnetism. Metals are good conductors so they can be used as wires in a circuit. Non-metallic solids are insulators except for graphite (pencil lead). Water also conducts electricity.
Religious Education	<p>What it means to be a Hindu in Britain today (Terms 1 & 2)</p> <ul style="list-style-type: none"> What symbolises being a Hindu in Britain today - murtis, family shrine, pictures of deities. What families do to show they are Hindus - blessing food, singing hymns, reading holy texts, visit the temple (Mandir). That Hindus today can show this in different ways e.g. puja. About the Hindu ideas of karma. That being can be shown in what they do in the wider community - performing rituals, singing hymns/songs, offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God. About Hindu iconography – how the different images show the different characters and attributes of the deities. To suggest the reason why it is both good and difficult being a Hindu in Britain today – coming together to perform rituals and a sense of community. The Hindu ideas of karma and moksha. About the life of important Hindu people such as Mahatma Gandhi. About the similarities and differences with the family values and home rituals of pupils in the class.
Physical Education	<p>Fitness</p> <ul style="list-style-type: none"> To demonstrate how and when to speed up and slow down when running. To link hopping and jumping actions with some control. To jump for distance and height showing balance and control. To throw with some accuracy and power towards a target area. To demonstrate good balance when performing other fundamental skills. To show balance when changing direction at speed in combination with other skills. To begin to co-ordinate their body at speed in response to a task.
Geography	<p>The World: Regions at Risk</p> <ul style="list-style-type: none"> How to identify Europe, Russia, North and South America on a map. That climate change refers to changes in the Earth's usual weather conditions over many years.

	<ul style="list-style-type: none"> • That environmental regions are at risk due to human activity. • That the Amazon rainforest is threatened by deforestation, flooding and climate change. • That 42% of the Northern Great Plains, which are temperate grasslands, have been converted to crops, and to understand why this is an issue. • That the North Sea is threatened by climate change and rising sea levels and why this is an issue.
<p>RSHE</p>	<p>Relationships (Terms 1 & 2)</p> <ul style="list-style-type: none"> • To recognise and respond appropriately to a wider range of feelings in others. • That there are different types of relationships, including friendships, family relationships, romantic relationships and online relationships. • That shared characteristics of healthy family relationships include commitment, care, spending time together, and being there for each other in times of difficulty. • That respect is important in all relationships and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society. (SRE lesson 3) • That the characteristics of a healthy relationship include mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties. (SRE lesson 3) • The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. • That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. • To work collaboratively towards shared goals. • How to give rich and constructive feedback and support to benefit others as well as themselves. • That disputes and conflict can be solved through negotiation and appropriate compromise and that verbal or physical aggression should never be used during disputes and conflict. • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability. • To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour, and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying. • That discrimination is when a person is treated differently (in a negative way) because of some aspect of their identity, such as their gender, race, or religion and that discrimination is against the law. • That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.
<p>Computing</p>	<p>Stop-motion animation</p> <ul style="list-style-type: none"> • To know how animation has developed over time. Including; flip book, Thaumatrope and Zoetrope. • To use stop motion software to create an animation to give animated figures the impression of movement. • To edit animations by inserting, deleting or changing the order of frames • To know that onion skinning is seeing a number of frames at once. • To know that the camera needs to stay still, small movements make a smoother animation and more images are needed for a longer animation. • To understand how companies entice users to buy online using 'in-app purchases' and 'pop-ups'. • To know why it is important to avoid making purchases when using online platforms.
<p>DT</p>	<p>Cooking: Salmon and dill fishcakes Person study: Jamie Oliver</p> <ul style="list-style-type: none"> • Know what constitutes a healthy diet • Understand the role of each food group in the body (e.g. carbohydrates= energy) • Know how to treat minor burns (PSHE link) • Understand how Jamie Oliver has impacted on the healthiness of school dinners and the public's understanding of healthy eating



Medium Term Plan
Year 4 – Term 2 – 2022/2023

	<p>Moderate supervision</p> <ul style="list-style-type: none">• Sieve flour, raising agents or spices• Use a masher to mash hot food to a fairly smooth texture (e.g. potato)• Peel harder foods (e.g. potato)• Use both bridge hold and claw grip to cut the same food using a serrated vegetable knife <p>Close supervision</p> <ul style="list-style-type: none">• Handle hot foods safely using oven gloves
<p>Primary Languages – Spanish</p>	<p>La Aula (<i>The Classroom</i>) (Terms 1 & 2)</p> <ul style="list-style-type: none">• To know the following words in Spanish: A pencil sharpener (un sacapuntas), an exercise book (un cuaderno), a pencil (un lápiz), a pen (un bolígrafo), a pencil case (un estuche), a reading book (un libro), a rubber (una goma), a ruler (una regla), a calculator (una calculadora), a pair of scissors (unas tijeras), a glue stick (una barra de pegamento), a school bag (una cartera).• To know which words use 'un' and which use 'una' depending on whether they are feminine or masculine.• To recall the numbers 1-100 in Spanish.