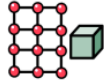

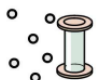


<p>Writing</p>	<p>Fiction: Suspense stories Model Text: The Unseen Ocean Non-fiction revisit: Information texts</p> <p>Handwriting: Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Transcription: 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> <p>Composition:</p> <ul style="list-style-type: none"> • Providing further detail within the sentence through adverbials (fronted or otherwise) • Use of rhetorical question framed as MC's thoughts to show uncertainty • Develop a setting using similes, metaphors and personification. • To know how to develop characterisation by showing their behaviour and reactions. • Use devices to build tension such as empty words, ellipse and short sentences. • Develop strategies to proofread their own writing.
<p>Reading</p>	<p>Class Text: 'Floodland' by Marcus Sedgwick</p> <p>Key comprehension focuses for this term:</p> <ul style="list-style-type: none"> • Role of setting • Structure/plot • Main themes/ideas <p>Word reading: Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension: Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination. Participate in discussion about both books that are read to them and those they can read for themselves. Recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p>
<p>SPAG</p>	<p>Spelling: To add the prefixes in- and il- to a variety of root words. To spell words using 'ch' making the sound of /sh/ (French origin). To spell words using 'ch' making the sound of /k/ (Greek origin).</p> <p>Punctuation and Grammar: To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition To use conjunctions, adverbs and prepositions to express time and cause To use a range of fronted adverbials and accurately use commas after fronted adverbials. To accurately use and punctuate direct speech</p>
<p>Mathematics</p>	<p>Number: Multiplication and Division Recall and use multiplication and division facts for multiplication tables up to 12×12. Count in multiples of 6, 7, 9, 25 and 1000 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. 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> <p>Measurement: Length & Perimeter</p>

	<p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Convert between different units of measure [for example, kilometre to metre].</p> <p>Arithmetic:</p> <p>To know and quickly recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Commutative law: To recognise commutativity of addition and multiplication calculations.</p> <p>Associative law: To recognise that when adding or multiplying, the order of numbers being used to calculate does not matter.</p> <p>Associative law: In multiplication calculations, to recognise that if one or both of the multipliers is 10x, 100x or 1000x bigger, then the product will correlate.</p> <p>To be able to use the inverse calculation to check answers and calculate missing numbers.</p>
<p>Science</p>	<p>States of Matter</p> <p>To know how to compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Particles:</p> <p>Particles are what materials are made from.</p> <p>They are so small that we cannot see them with our eyes.</p> <p>The properties of a substance depend on what its particles are like, how they move and how they are arranged</p> <p>Particles behave differently in solids, liquids and gases.</p> <p>Solid:</p> <p>In the solid state, the material holds its shape.</p> <p>Solids have vibrating particles, which are closely packed in and pattern.</p> <p>This explains the fixed shape of a solid and why it can't poured.</p> <p>Solids always take up the same amount of space (fixed volume).</p> <p>Liquid:</p> <p>In the liquid state, liquid holds the shape of the container it is in</p> <p>This means that liquids can change shape, depending on the</p> <p>Liquids have particles which are close together but random.</p> <p>Liquid particles can move over each other.</p> <p>Liquids can be poured.</p> <p>Gas:</p> <p>In the gas state, particles can escape from open containers and</p> <p>Gases have particles which are spread out and move in all</p> <p>To know how to observe that some materials change state when cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Melting is a state change from solid to liquid.</p> <p>Boiling is a change of state from liquid to gas that happens when a liquid is heated to 100 degrees Celsius and bubbles of the gas can be seen in the liquid. When water (in its liquid form) is heated, the particles start to move faster and faster until they have enough energy to move about more freely. The water has evaporated into a water vapour.</p> <p>When water is cooled, the particles start to slow down until a solid structure (ice) is formed. The water has frozen. Freezing is a state change from liquid to solid. The freezing point of water is 0 degrees Celsius.</p> <p>Evaporation is the same state change as boiling (liquid to gas), but it happens slowly at lower temperatures and only at the surface of the liquid. Evaporation happens more quickly if the temperature is higher, the liquid is spread out or it is windy.</p> <p>Condensation is the change back from a gas to a liquid caused by cooling.</p> <p>Pupils identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>The Water Cycle</p> <p>Water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. When too much water has condensed, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>form a regular</p> </div> <div style="text-align: center;">  <p>(fixed volume). container.</p> </div> <div style="text-align: center;">  <p>fill all available space. directions. they are heated or</p> </div> </div>
<p>Religious Education</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>How we learn right from wrong and how do non-believers or Humanists look for guidance.</p>

	<p>What acts as a guide for living for Christians and Humanists -Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1– 22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists.</p> <p>How religion can help with difficult decisions.</p> <p>Why religion helps people to be good - Jewish teachings about being thankful; The Siddur prayer book; Christian teachings on the Beatitudes (Matthew 5: 2–13)</p> <p>How religious stories explore the idea of temptation- Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4.</p> <p>About the good works of important historical figures-Desmond Tutu, Martin Luther King Jr and how religion helped to guide them.</p>
<p>Physical Education</p>	<p>Indoor P.E. - Dance:</p> <p>To copy, remember and adapt set choreography.</p> <p>To choreograph considering structure individually, with a partner and in a group.</p> <p>To use action and reaction to represent an idea.</p> <p>To change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p> <p>Outdoor P.E. – Football:</p> <p>To link dribbling the ball with other actions with increasing control.</p> <p>To change direction when dribbling with feet with some control in game situations.</p> <p>To change direction when dribbling with feet with some control in game situations.</p> <p>To use a variety of throwing techniques with increasing success in game situations.</p> <p>To kick with increasing success in game situations.</p> <p>To catch a ball passed to them using one and two hands with increasing success.</p> <p>To receive a ball using different parts of the foot under pressure.</p> <p>To strike a ball using varying techniques with increasing accuracy.</p> <p>To change direction to lose an opponent with some success.</p> <p>To create and use space with some success in game situations.</p> <p>To use simple tactics to help their team score or gain possession.</p>
<p>Music</p>	<p>Recorders: Blown Away 2</p> <p><u>Singing</u></p> <p>To sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Eg https://www.Singup.Org/song-bank/song/560-step-back-baby/</p> <p><u>Listening</u></p> <p>To listen and appreciate pieces of music from tudor times featuring recorders.</p> <p>https://www.Youtube.Com/watch?V=yief8mf-fci</p> <p><u>Composing</u></p> <p>To improvise on the instrument they are learning (recorder) making use of musical features including staccato and legato.</p> <p>To combine rhythmic notation with letter names to create short pentatonic phrases on the recorder.</p> <p>To sing and play these phrases as self standing compositions.</p> <p><u>Performing</u></p> <p>To play and perform melodies in staff notation using a small range as whole class or in groups.</p> <p>To read and perform pitch notation within defined range</p> <p>To follow and perform simple scores to a steady beat.</p>
<p>History</p>	<p>Overview of Ancient Civilisations</p> <p>To know that a civilisation is a society with its own social organisation (written records, system of government) and culture (beliefs and customs).</p> <p>To know the rough dates that each early civilisation was established: Ancient Sumer (Southern Mesopotamia) 5300 BC -1940 BC; Indus Valley in 3300BC - 1300BC; Ancient Egypt 2950 BC - 30BC; Shang Dynasty of Ancient China 1600BC - 1046 BC to be able to place them on a timeline.</p> <p>To understand that each of these civilisations were situated in a similar position on the globe, located next to a river. To know that this is because rivers were essential for drinking water, fertile land and transport routes for trade and travel.</p> <p>To know that each civilisation had a social structure and hierarchy which ensured they were an</p>



Medium Term Plan
Year 4 – Term 3 – 2022/2023

	<p>organised community. To specifically know that those in power came from a long dynasty or monarchy (Pharaohs, Emperors, Kings and Queens).</p> <p>To understand that slavery was a common way to support the development of these civilisations.</p> <p>To know the important role that religion played in each of these civilisations: Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty civilisations were all polytheistic as they all believed in a range of different gods and had artwork, vases and religious buildings to demonstrate this.</p> <p>To have an overview of one of the key inventions from each civilisation: Ancient Sumerian chariot for wheel; grid street pattern in Indus Valley for wells, baths, drains and sewage; paper, jade and silk from Shang Dynasty; irrigation systems, pyramids and mummies of Egypt.</p>
<p>RSHE (across terms 3 and 4)</p>	<p>Health and Wellbeing</p> <p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>That regular exercise can benefit mental and physical health and to recognise opportunities to be physically active, as well as recognising some risks associated with an inactive lifestyle.</p> <p>That sleep contributes to a physically and mentally healthy lifestyle and that lack of sleep can have a negative effect on the body, feelings, behaviour and ability to learn.</p> <p>Routines that support good quality sleep, such as no screen time for 1 hour before bed and exercising earlier in the day, rather than right before bed.</p> <p>That bacteria and viruses can affect health and that everyday hygiene routines, such as sneezing into tissues and washing hands regularly, can limit the spread of infection.</p> <p>That medicines, when used responsibly, can contribute to health and that some diseases can be prevented by vaccinations.</p> <p>That correctly brushing twice a day and regularly flossing, along with regular visits to the dentist and not consuming too much sugar or too many acidic drinks, and not smoking, can help maintain good oral hygiene.</p> <p>That mental health, just like physical health, is part of daily life and it is equally important to take care of mental health as it is to take care of physical health.</p> <p>Strategies and behaviours that support mental health and wellbeing, including good quality sleep, physical exercise and time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends.</p> <p>The difference between healthy and unhealthy online behaviours particularly when gaming and using social media.</p> <p>The benefits of rationing time spent online and using electronic devices and why some social media and games are age restricted.</p> <p>That anyone can experience mental ill health.</p> <p>That most difficulties can be resolved with help and support and that it is important to discuss feelings with a trusted adult.</p> <p>That they can support their trusted adults to keep them healthy and safe by following rules and by sharing any concerns they may have about their health or safety with them.</p> <p>How bodies change as they approach and move through puberty and how puberty links to reproduction (SRE lessons 1 & 2).</p>
<p>Computing (Online safety across terms 3 and 4)</p>	<p>Online Safety:</p> <p>To know all the SMART rules and what each letter stands for.</p> <p>To know how to be respectful online and give examples.</p> <p>To know the difference between healthy and unhealthy online behaviours particularly when gaming and using social media.</p>
<p>Art</p>	<p>Landscape: Shane Record artist study and one-point perspective</p> <p>That perspective is the art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.</p> <p>That one-point perspective is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line.</p> <p>To evaluate art from a critical perspective, offering ideas for what they like and what to improve, and noting similarities in use of colour or medium.</p>



Medium Term Plan
Year 4 – Term 3 – 2022/2023

	<p>To learn and apply a range of techniques to make art look 3D: horizon line, vanishing point, lines of perspective and size changes in the foreground/background.</p> <p>To imitate an artist's style using a different medium.</p> <p>How to select a colour palette that suits the mood and setting of their art piece, e.g. blue for rainy and quiet, yellow for peaceful, etc.</p>
<p>Primary Languages – Spanish (across terms 3 and 4)</p>	<p>Home (en mi casa)</p> <p>Say whether they live in a house or an apartment and say where it is.</p> <p>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</p> <p>That in spoken Spanish, the 'yo' (I) is dropped before the verb.</p> <p>To be able to listen to and understand the new vocabulary.</p> <p>That some words are feminine and are often easily recognisable as they end with an 'a' (e.g. <i>una cocina</i>) and know which rooms are feminine and which are masculine.</p> <p>To join two ideas using the conjunction 'y' (and) in both spoken and written Spanish</p> <p>How to use the negative in Spanish using 'no' (e.g. '<i>No hay un despacho</i>' – There is not a study).</p> <p>To say what rooms they have or haven't got in their house using the negative form 'no'.</p> <p>To accurately say and write the conjunction 'y' (and) in both oral and written form.</p> <p>To pick out and understand key information from a short text.</p> <p>To ask somebody to describe their home to me using the phrase "<i>¿Cómo es tu casa?</i>"</p> <p>To attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</p>