

<p><b>Writing</b></p>	<p><b>Non-fiction:</b> Explanation texts <b>Model text:</b></p> <p><b>Fiction revisit:</b> Portal stories</p> <p><b>Poetry:</b> 'Eastbourne' by Joseph Coelho 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> <p><b>Handwriting:</b> 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><b>Composition:</b> Providing further detail within the sentence through adverbials (fronted or otherwise). To use paragraphs to organise ideas logically around a theme. To use topic sentences to clearly introduce the topic of each paragraph in a piece of writing. To use causal conjunctions and time conjunctions to guide a reader through the explanation of a process. Take control over formality of texts and recognise the different language used in formal and informal pieces.</p>
<p><b>Reading</b></p>	<p><b>Class Text:</b> 'James and the Giant Peach' by Roald Dahl <b>Key comprehension focuses for this term:</b></p> <ul style="list-style-type: none"> <li>• Role of characters</li> <li>• Role of setting</li> <li>• Use of language including figurative</li> </ul> <p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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> <p><b>Comprehension</b> 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. Using dictionaries to check the meaning of words that they have read</p>
<p><b>SPAG</b></p>	<p><b>Spelling:</b> To add the following prefixes to spell words: im-, inter- Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French origin) The following words from the statutory Year 3/4 list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February.</p> <p><b>Punctuation and Grammar:</b> Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. Use of commas after fronted adverbials.</p>

	<p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. That determiners are a modifying word that determines the kind of reference a noun or noun group has, for example a/an, the, every, and quantity.</p>
<p><b>Mathematics</b></p>	<p><b>Fractions:</b> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 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. Add and subtract fractions with the same denominator.</p> <p><b>Decimals:</b> Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to one half, one quarter and three-quarters. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><b>Arithmetic:</b> To know and quickly recall multiplication and division facts for multiplication tables up to 12 x 12. Commutative law: To recognise commutativity of addition and multiplication calculations. Associative law: To recognise that when adding or multiplying, the order of numbers being used to calculate does not matter. 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. To be able to use the inverse calculation to check answers and calculate missing numbers.</p>
<p><b>Science</b></p>	<p><b>Living things and their habitats</b> Living things live in a <b>habitat</b>, which provides an <b>environment</b> to which they are suited. These environments may change naturally, for example through flooding, fire or earthquakes.</p> <p>Humans also cause the environment to change. This can be in a good way (positive human impact, such as setting up nature reserves) or in a bad way (negative human impact, such as littering). These environments also change with the seasons: different living things can be found in a habitat at different times of the year.</p> <p>All living things, which can also be called <b>organisms</b>, have to do certain things to stay alive. These are the life processes:</p> <ul style="list-style-type: none"> <li>movement</li> <li>respiration</li> <li>sensitivity</li> <li>growth</li> <li>reproduction</li> <li>excretion</li> <li>nutrition</li> </ul> <div data-bbox="766 1500 1197 1747" data-label="Diagram"> </div> <p>Living things can be grouped (<b>classified</b>) in different ways according to their features, where they live and what type of organism they are. For example, a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs.</p> <p>Compare and contrast the living things observed. Use classification keys to name unknown living things. Classify living things found in different habitats based on their features. Create a simple identification key based on observable features.</p>

	<p>Use fieldwork to explore human impact on the local environment e.g. litter, tree planting. Use secondary sources to find out about how environments may naturally change. Use secondary sources to find out about human impact, both positive and negative, on environments.</p>
<p><b>Design and Technology</b></p>	<p><b>Electrical: Light-up sign/light-box</b> Identify a number of ways a sign may be illuminated. Consider the purpose of illuminated signs. Make simple circuits with one or more bulbs, considering how some components may be hidden. Suggest some problems with using traditional, incandescent bulbs in products. Suggest some aesthetic and practical reasons for using LEDs instead. Construct a simple circuit with an LED and other components. Design and make an illuminated sign for a given purpose (using LEDs and scrap materials).</p> <p><b>Design</b> To identify potential audiences and purposes for a light-box sign. Suggest practical considerations about how to fit essential components in/on a product. Consider tools and techniques they may need to use when constructing a light-box of their own design. Consider ways in which electrical components in a simple circuit can be partially 'hidden' inside products to make them more attractive. To develop and draw designs for their own decorative, light-box style sign.</p> <p><b>Make Light-box</b> Effectively and safely cut balsa wood, cardboard, polystyrene and thick card using a retractable and lockable box cutter knife (See Risk assessment). Effectively and safely use a strong adhesive to bond materials together. Consider the pros and cons of using different materials (either using 'new' or 'scrap' DT materials). Identify ways in which their existing designs could be adapted for the materials available. Select appropriate tools and materials for constructing their light-box.</p> <p><b>Electrical circuit</b> Effectively and safely cut electrical wires with a wire cutter. Effectively and safely strip wires with a wire stripper. Select and use appropriate tools, materials and components to construct a circuit. Decide on an appropriate way to fit electrical components inside their design. Construct a simple switch using scrap materials, drawing pins, paper clips, etc... Include a simple switch inside their finished decorative light-box to make the design more permanent.</p> <p><b>Evaluate</b> Identify what they did well. Identify what could be improved. Identify ways in which they could improve their light-box in the future.</p>



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

<p><b>Religious Education</b></p>	<p><b>Why is Jesus inspiring to some people?</b>          To make connections between some of Jesus’ teachings and the way Christians live today through love, fairness, service, sacrifice, joy and caring for others.          To know that Christians are guided by the Holy Spirit to help them follow Jesus.          To describe how Christians, celebrate Holy Week and Easter Sunday, including Palm Sunday.          To identify the most important parts of Easter for Christians and say why they are important.          To be able to give simple definitions of some key Christian terms (incarnation, Gospel, salvation) and illustrate them with events from Holy Week and Easter and the message of forgiveness.          To know that Jesus is inspiring to Christians because he has had a profound effect on the way people live their lives today and believe in the message behind his stories.</p>
<p><b>Physical Education</b></p>	<p><b>Outdoor PE : Hockey</b>          To link dribbling the ball with other actions with increasing control.          To change direction when dribbling with feet with some control in game situations.          To strike a ball using varying techniques with increasing accuracy.          To change direction to lose an opponent with some success.</p> <p><b>Indoor PE : Gymnastics</b>          To use body tension to perform balances both individually and with a partner.          To demonstrate increasing strength, control and technique when taking own and others weight.          To demonstrate increased flexibility and extension in more challenging actions.          To plan and perform sequences showing control and technique with and without a partner.</p>
<p><b>Geography</b></p>	<p><b>Extreme Weather- Climate Zones</b>          Use maps and aerial images to find the sites of mountains and volcanoes, and the countries which hold them.          That climate zones are areas around the world with specific patterns of weather.          That if a pattern of weather occurs over a long period, this can be described as its climate.          The major climate zones are: arid, continental, polar, Mediterranean, temperate and tropical. Pupils learn the main features of these.          That Earth is made from five layers: the inner and outer core, the lower and upper mantle, and the crust.          That tectonic plates are the separate rocky parts of the Earth's crust. These move around on the soft mantle underneath them, and when they collide - along plate boundaries - they can create earthquakes and volcanoes and mountains are formed.          That the Richter magnitude scale is used to measure the size of earthquakes.          That earthquakes beneath the ocean can create a series of huge waves, called a tsunami.          That volcanoes are formed when magma, which is located at the centre of the Earth, pushes its way upwards.          That eruptions happen when gas bubbles inside magma expand and cause pressure to build up. This pressure pushes on weak spots in the earth's surface, or crust, causing magma to exit the volcano.          That volcanoes can be active, dormant or extinct.          About an earthquake- In Alaska in 1964, a magnitude 9.2 earthquake jarred the earth so strongly it caused fishing boats to sink in Louisiana.          About a volcano - Mount Vesuvius. In Italy in AD 79, this volcano devastated the nearby cities of Pompeii and Herculaneum.</p>
<p><b>RSHE</b> (across terms 3 and 4)</p>	<p><b>Health and Wellbeing</b>          To understand what positively and negatively affects their physical, mental and emotional health.          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.          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.          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.          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 &amp; 2).</p>
<p><b>Computing</b></p>	<p><b>Further Coding with Scratch:</b></p> <p>To know that a variable is a type of input data which is collected by a program.</p> <p>To know that a computer program stores a variable to use for a form of output function or output information.</p> <p>To be able to use decomposition to identify a variable within a simple Scratch program.</p> <p>To be able to create a simple variable within a Scratch program.</p> <p>To be able to use the following Scratch commands: if, ask, say, else, join</p> <p><b>Online Safety:</b></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><b>Primary Languages – Spanish</b> (across terms 3 and 4)</p>	<p><b>Home (Mi casa)</b></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 "¿Cómo es tu casa?"</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>