

**Year: 4 / Spring 1 Medium Term Plan**

	<b>Week 1</b> 06/01/20	<b>Week 2</b> 13/01/20	<b>Week 3</b> 20/01/20	<b>Week 4</b> 27/01/20	<b>Week 5</b> 03/02/20	<b>Week 6</b> 10/02/20
<b>Themed Week</b>						
<b>Events</b>	<ul style="list-style-type: none"> <li>❑ 6<sup>th</sup>-16<sup>th</sup> Jan: Y4 Swimming 2-4pm</li> </ul>	<ul style="list-style-type: none"> <li>❑ 6<sup>th</sup>-16<sup>th</sup> Jan: Y4 Swimming 2-4pm</li> <li>❑ Year 6 Arvon Residential</li> </ul>	<ul style="list-style-type: none"> <li>❑ Parents Evening &amp; Consultation Day 2pm - 7:30pm</li> </ul>	<ul style="list-style-type: none"> <li>❑ Y1 Forest Visits</li> <li>❑ Suffolk Reading Tests - Yr 5 and 6</li> <li>❑ Y4 visit Tate Britain</li> <li>❑ Yr R Workshop 3 with CC: Maths</li> <li>❑ Y6 Parents SATs meeting</li> </ul>	<ul style="list-style-type: none"> <li>❑ Y2/Y6 Assessment Week</li> <li>❑ Yr R Forest Visits</li> </ul>	<ul style="list-style-type: none"> <li>❑ Yr R/Y1 Assessment Week</li> <li>❑ Safer Internet Day 11th Feb</li> <li>❑ Y2 Science Museum Visit 11th Feb</li> </ul>
<b>Reading</b>	<p>Unit 3: Narrative verse The Bogey Men and the Trolls Next door</p> <p>Reading progress: Fluency and expression</p>	<p>Unit 3: Narrative verse The Bogey Men and the Trolls Next door</p> <p>Reading progress: Reading words on sight (core words)</p>	<p>Narrative: The House on the hill</p> <p>Reading progress: Inference</p>	<p>Unit 3: Non-fiction Explanation texts The Stella Stage School</p> <p>Reading progress: Retrieving information</p>	<p>Unit 3: Non-fiction Explanation texts How the Voice works</p> <p>Reading progress: Using text to support opinion</p>	<p>Engineering text</p>
<b>Writing</b>	<p>Narrative: Using humour in fictional story</p> <p>Writing progress: Capital letters, full stops, question mark, commas in a list and exclamation mark to punctuate sentences.</p>	<p>Narrative: Addressing the audience in fictional stories</p> <p>Writing progress: Use commas between clauses and after fronted adverbials</p>	<p>Narrative: Addressing the audience in fictional stories</p> <p>Writing progress: Use commas between clauses and after fronted adverbials</p>	<p>Explanation texts: Using verbal language to explain.</p> <p>Writing progress: Apostrophes for singular and plural possession</p>	<p>Explanation texts: Using visuals and presenting information.</p> <p>Writing progress: Use coordinating conjunctions (FANBOYS)</p>	<p>Engineering explanation</p>
<b>Grammar &amp; Punctuation</b>	Coordinating + subordinating conjunctions	Embedded clause and Relative pronouns	Expanded Noun phrases Using commas in lists	Adverbs and adverbials	Sentence Structure Variation	Sentence Structure Variation
<b>Spelling &amp; H-writing</b>	Hw Unit 9 ck join Spelling Unit 8 suffix ly <b>homophones</b>	Hw Unit 10 ky join Spelling Unit 9 words ending in zhun spelt -sion <b>homophones</b>	Hw Unit 11 ha join Spelling Unit 10 adding il- <b>homophones</b>	Hw Unit 12 od join Spelling Unit 11 c sound spelt -que <b>homophones</b>	Hw Unit 13 er join Spelling Unit 13 adding the suffix -ion <b>contractions</b>	Hw Unit 14 letter height Spelling Unit 14 adding the suffix -es
<b>Maths</b>	<u>Fractions</u> What is a fraction? 10ths and hundreds including shading, number	<u>Fractions</u> Equivalent fractions Simplifying fractions Fractions of amounts	<u>Fractions</u> Fractions greater than 1 Adding fractions Subtracting fractions	<u>Time</u> Converting units of time Reading analogue clocks Analogue and digital 24 hour clock	<u>Time</u> Adding and subtracting time (including mins, hours, days, weeks)	<u>Area</u> Counting squares Comparing area Making shapes

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	lines, equivalents, adding and subtracting				Time problem solving including adding and subtracting conversion	
<b>History</b>			Put events in order ( <b>chronology</b> ) and use historical phrases (in the past...)	Compare events in the Indus Valley to events in Britain via timeline - what were the key differences in how they lived?	To use <b>primary</b> sources as a tool for historical questioning - archaeological finds, photographs, studies of the buildings.	
<b>Geography</b>						
<b>Art &amp; Design</b>						
<b>DT</b>			<b>Design:</b> Look at cranes. What do they have in common? Design a crane that can lift something over 30cm tall.	<b>Make:</b> Make crane + program (computing)	<b>Evaluate:</b> Use computing to program and test the crane. Whose can hold the most.	
<b>Music</b>			Dotted Notes - rhythmic accuracy especially for Dotted Quarter notes. Repertoire: The Flintstones	The Flintstones - cont. Octave leaps, and time-keeping.	Melodic Dictation using dotted notes - London Bridge	
<b>PSHE</b>			<b>Dreams and Goals Hopes and Dreams</b> I can tell you about some of my hopes and dreams I know how it feels to have hopes and dreams	<b>Dreams and Goals Overcoming Disappointment</b> I know that reflecting on positive and happy experiences can help me to counteract disappointment	<b>Dreams and Goals Achieving Goals</b> I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group I can enjoy being part of a group challenge	
<b>RE</b>			<b>Hindu</b> Understand how Hindus express their beliefs about God.	<b>Hindu</b> Why are shrines important?	<b>Hindu</b> What is the Puja ceremony about?	
<b>Spanish</b>	<b>New Target Language:</b> -Ask: What would you like to eat / drink? ¿que quieres para comer /beber? -Reply: I want... Quiero... -Phonetics focus: /f/ <b>Core story:</b> Ketchup on your cornflakes /ketchup sobre tus copos de maiz	<b>New Target Language:</b> -Food vocabulary  -I like / I don't like Me gusta / no me gusta  Phonetics focus: /d/	<b>New Target Language:</b> -Drinks Vocabulary  Here's the menu... aqui esta la carta...  Phonetics focus: /c/	<b>New Target language:</b> -Teen numbers once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte -Counting in 10s to 100  Phonetics focus: //l/	<b>Writing task:</b> <b>Language Passport 3</b> combining Target language from this half term	<b>Culture focus:</b> Iconic Spanish Food: Paella  Including a selection of sensory adjectives eg. Dulce, jugosa

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<b>Computing</b>			<p><u>Be Internet Legends</u> <u>Think Before You Share</u> Students will learn what having a positive digital footprint means and learn how they can start to build a positive digital footprint. <b>Interland:</b> Mindful Mountain</p>	<p><u>Be Internet Legends</u> <u>Check it's for Real</u> It's important for children to understand that online content isn't always honest or reliable, and is sometimes even deliberately designed to steal personal information. Students will learn about different online scams including what 'phishing' means. <b>Interland:</b> Reality River</p>	<p><u>Be Internet Legends</u> <u>Protect Your Stuff</u> Students will learn to understand the importance of protecting their personal information online and be aware that the information they put online is not necessarily safe and/or private. They will look at ways of securing their information online, and asking for help if they are concerned about their own or others' online safety. <b>Interland:</b> Tower of Treasure</p>	<p><u>Be Internet Legends</u> <u>Respect Each Other</u> Students will learn how to develop respectful, empathetic and healthy online relationships. Ways to manage and respond in a healthy and safe way to hurtful online behaviour. <b>Interland:</b> Kind Kingdom</p>
<b>Science</b>			<p><b>Sound</b> How do we hear? Understanding the ear.</p>	<p><b>Sound</b> I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Personal health</b> Why is sleep important?</p>	
<b>PE</b>	<p align="center"><b>Tennis</b></p> <p><u>Activity</u> - Rules of tennis, points system and how to play the game.</p>	<p align="center"><b>Tennis</b></p> <p><u>Activity</u> - Forehand Technique (how to hit a forehand)</p>	<p align="center"><b>Tennis</b></p> <p><u>Activity</u> - Backhand technique (how to hit a backhand)</p>	<p align="center"><b>Tennis</b></p> <p><u>Activity</u> - Rallies using forehand and backhand passing shots</p>	<p align="center"><b>Tennis</b></p> <p><u>Activity</u> - Serving. How to hit a overarm and underarm serve</p>	<p align="center"><b>Tennis</b></p> <p><u>Activity</u> - Matches, first to 10 points (super tie break format)</p>