

**Year: 4 / Spring 2 Medium Term Plan**

	<b>Week 1</b> 24/02/20	<b>Week 2</b> 02/03/20	<b>Week 3</b> 09/03/20	<b>Week 4</b> 16/03/20	<b>Week 5</b> 23/03/20	<b>Week 6</b> 30/03/20
<b>Themed Week</b>		International Women's Week				
<b>Events</b>	☐ Yr 1/3/4/5 Assessment Week	☐ World Book Day 5th March ☐ Y R Core Book Day AND Parent workshop 4 - Reading 5th March	☐ Y2 SATs procedures parent meeting 12th March ☐	☐ Y2 & Y6 Mock Week ☐ Fairplay House - Y5 ☐ Mum's Morning 20th March	☐ Y 3/4/5 Parents Assembly ☐ 6pm 28th March - 10am 29th March Y4 Sleepover	☐ Easter Egg Hunt 31st March
<b>Reading</b>		<u>Unit 4: Playscripts</u> <u>The fly and the fool</u>  Reading progress: Identifying key themes in writing.	<u>Unit 4: Playscripts</u> <u>The fly and the fool</u>  Reading progress: Comparing moods in different fiction by analysing use of language.	<u>Unit 4: Non fiction- evaluating evidence</u> <u>'Junior detective'</u>  Reading progress: Identifying differences and similarities between fiction and non-fiction	<u>Unit 4: Non fiction- evaluating evidence</u> <u>'Junior detective'</u>  Reading progress: Using a glossary and index page	<u>Unit 4: Non fiction- evaluating evidence</u> <u>'Junior detective'</u>  Reading progress: Summarising main events
<b>Writing</b>		<u>Writing playscripts: Settings</u>  Writing progress: Using subordinating conjunctions	<u>Writing playscripts: Dialogue</u>  Writing progress: Using conjunctions, adverbs and prepositions to express time and cause e.g after, quickly, underneath Suffixes	<u>Comparing evidence - police evidence to present a case.</u>  Writing progress: Organised, imaginative and clear work using paragraphs	<u>Comparing evidence- police evidence to present a case.</u>  Writing progress: Using modal verbs- could/ would/ should/ must/ will	<u>Writing and evaluating evidence</u>  Writing progress: Vary sentence structure- relative/ subordinating/ complex/ compound/ simple sentences prefixes
<b>Grammar &amp; Punctuation</b>		Pronouns including possessive,	Determiners - article, pronoun and ordinal numbers	Semi-colons for separating main clauses	Colons for introducing lists	Brackets for additional information
<b>Spelling &amp; H-writing</b>		Unit 15 oy join Spelling- homophones focus	Unit 16 re join Spelling- suffixes revision	Unit 17 fu join Spelling- common exception spellings	Unit 19 ot join Spelling- contractions.	Unit 20 Practising all joins Spelling- prefixes revision
<b>Maths</b>		<u>Decimals</u> Tenths - equivalents, number lines, measure equivalents, making a whole	<u>Decimals</u> Writing decimals Comparing decimals Ordering decimals Decimal problem solving	<u>Decimals</u> Multiply and divide by 10 + 100 Rounding decimals Halve and quarter equivalents	<u>Geometry</u> Identifying, comparing and ordering angles Classifying triangles Classifying quadrilaterals	<u>Geometry</u> Lines of symmetry Completing symmetrical shapes

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		Hundredths - equivalents, number lines, measure equivalents, making a whole				
<b>History</b>						
<b>Geography</b>	<p><b><u>Features of the Earth-</u></b> Add the world's key countries and continents</p> <p>Use of maps, videos, google earth and photographs.</p>	<p><b><u>Features of the Earth-</u></b> Add the world's continents and lines (tropic of cancer etc.) with a key.</p> <p>Use of maps, videos, google earth and photographs.</p> <p>Discuss GMT in the UK. Draw timelines on the map.</p>	<p><b><u>Features of the Earth-</u></b> Label a world map with different biomes. Use a key.</p> <p>Discuss the climate around the world.</p> <p>Compare a hot and cold biome. Looking at similarities and differences. (eg: Tundra and rainforest).</p>	<p><b><u>Climate</u></b></p> <p>Design a travel brochure on a chosen country because of its weather.</p>		<p>Discuss the use of questionnaires and how they help to gain more information about an area. Create own questionnaire to find out about people's lives in the local area or where your families are from. Using information found, present findings. Create a graph.</p>
<b>Art &amp; Design</b>	<p>Introduce artist models, including range of photographs of Indian life scenes (buildings, landmarks, people, landscape) encouraging discussions around light, space (foreground, middle ground, background) and elements of design (creating a balanced composition).</p>	<p>In sketch books, draw Indian life scene focusing on foreground, middle ground, background. E.g. Use landmarks, people, and plants to create depth.</p>	<p>In sketch books, draw Indian life scene focusing on foreground, middle ground, background. E.g. Use landmarks, people, and plants to create depth.</p>	<p>Develop silk painting techniques with oil pastels and watercolour paints on paper.</p>		<p>Performance piece in book</p>
<b>DT</b>						
<b>Music</b>	<p>Using Slurs - breath control and finger accuracy.. Melodic Dictation - 'Morning' Revision of <math>\frac{3}{4}</math> Time Signature</p>	<p>F# and F natural - exercises. Difference in pitch and fingers. Repertoire: Hungarian Rhapsody,</p>	<p>Playing Rounds - Holding one's line, irrespective of what everyone else is doing, personal leadership, initiative. Frere Jacques</p>	<p>Playing in Harmony - developing an ongoing sense of pulse, and harmonic pull. Oh When the Saints in 3 parts</p>		<p><b>Experiment with Ukulele</b></p>
<b>PSHE</b>	<p><b>Healthy Me My Friends and Me</b> I recognise how friendship groups are formed, how I fit into them and the friends I value the most</p>	<p><b>Healthy Me Group Dynamics</b> I can recognise the changing dynamics between people in different groups. I understand the roles I take on in situations</p>	<p><b>Healthy Me Healthy Friendships</b> I can recognise when people are putting me under pressure and can explain ways to resist this</p>	<p><b>Healthy Me Celebrating My Inner Strength and Assertiveness</b> I know myself enough to have a clear picture of what is right and wrong</p>		<p><b>Healthy Me</b> Recap and quiz for Dreams and Goals Healthy Me Celebrating Differences</p>

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<b>RE</b>	What is Easter and why is it celebrated?	What are the symbols associated with Easter and how do they suggest new life?	What is Palm Sunday? What are the events of the Last Supper and how are the symbolisms used today?	What were the events in the Garden of Gethsemane?		How do Christians remember and celebrate Easter today? Why is Easter so important to Christians?
<b>Spanish</b>	<p><b>Theme; Sport / deportes</b></p> <p><b>New Target Language:</b> - Sport Vocabulary</p> <p><b>Core story:</b> GOAL by Colin McNaughton / Gol</p> <p>-Phonetics focus: /f/</p>	<p><b>New Target Language:</b> Do you like? plus sport vocabulary Eg. Te gusta el futbol?</p> <p>-Reply: I like / I don't like Me gusta el futbol/ no me gusta...</p> <p>Phonetics focus: /v/</p>	<p><b>New Target Language:</b> - When do you play....? Cuando juegas...?</p> <p>-Days of the week Combine with sport Eg. El lunes juego el tenis</p> <p>Phonetics focus: /s/</p>	<p><b>New Target language</b></p> <p>Maths /Number focus: -Counting in 10s to 100 diez a cien add /take away/ times / divide mas / menos por / entre</p> <p>Phonetics focus: /c/</p>	<p><b>Writing task:</b></p> <p>Language Passport 4 combining Target language from this half term</p>	<p><b>Culture focus:</b></p> <p>Famous Spanish football teams: FC Barcelona</p> <p>Including a selection of emotion adjectives eg. sensacional</p>
<b>Computing</b>	<p><b><u>Lego WeDo Lesson 1</u></b></p> <p>Review how to create and execute simple programs.</p> <p>Design a program with a specific goal using Lego WeDo Software and Hardware.</p>	<p><b><u>Lego WeDo Lesson 2</u></b></p> <p>Students to follow instructions to build a crocodile.</p> <p>To understand what Algorithms are.</p>	<p><b><u>Lego WeDo Lesson 3</u></b></p> <p>Students to create and follow a simple Algorithm to control a Lego toy model. They will identify which program blocks need to be used to execute the algorithm</p>	<p><b><u>Lego WeDo Lesson 4</u></b></p> <p>Students to explore how to use sequence, selection and repetition in a program.</p>	<p><b><u>Lego WeDo Lesson 5</u></b></p> <p>Students to design and debug a program with a specific goal.</p> <p>To solve a program by breaking it down into smaller parts.</p>	<p><b><u>Lego WeDo Lesson 6</u></b></p> <p>Students to test lego models using the code they have programmed. Students to debug the program.</p>
<b>Science</b>	<p><b><u>Personal health</u></b></p> <p>Why is exercise important?</p>	<p><b><u>Personal health</u></b></p> <p>Processed food v's whole foods compared.</p>	<p><b><u>States of matter</u></b></p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases</p>	<p><b><u>States of matter</u></b></p> <p>I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>		<p><b><u>States of matter</u></b></p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
<b>PE</b>	<p><b>Basketball</b></p> <p>Passing techniques: bounce pass chest pass overhead pass</p>	<p><b>Basketball</b></p> <p>Defending and marking How to win the ball without making contact</p>	<p><b>Basketball</b></p> <p>Dribbling: One handed side to side rhythm dribbling</p>	<p><b>Basketball</b></p> <p>Shooting Techniques: one handed two handed under arm shot lay up</p>		<p><b>Basketball</b></p> <p>Games and rules: 5 a side matches Elimination shooting game</p>