Year 4 / Summer 1 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5
Reading	**Reading longer pieces - answer questions about character inference** Use evidence from text to support answers. Structure your answers to 2 or 3 marks questions.	**Reading longer pieces - answer questions about character inference** Use evidence from text to support answers. Structure your answers to 2 or 3 marks questions.	**Reading longer pieces - retrieve information and make inferences.** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. Skim and scan skills. Using evidence from text to support answers.	**Capturing the reader's interest -** Identifying words and phrases and discussing how they contribute to the meaning. What does it do to the reader?	**Capturing the reader's interest -** Identifying words and phrases and discussing how they contribute to the meaning. What does it do to the reader?
Writing	**Fiction writing:** Unit 5 Historical setting Writing progress: History detectives. Writing informal dialogue (can be non-grammatically correct)	**Fiction writing:** Unit 5 Historical setting Writing progress: Retell story using non-standard dialogue e.g 'We was gonna...'and the full range of punctuation from year 4 Narrative writing - build characters	**Fiction writing:** Unit 5 Historical setting Narrative writing - build a setting. Narrative writing - write a story using standard and non-standard English for effect. Evaluate and edit, using Year 4 punctuation and grammar structures.	**Non-fiction writing:** Unit 5 Newspaper reports Writing progress: Organising paragraphs around a theme Writing progress: Non-narrative material, using simple organisational devices [for example, headings and subheadings]	**Non-fiction writing:** Unit 5 Newspaper reports Writing progress: Assessing the effectiveness of their own and others' writing and suggesting improvements. Write own newspaper report for Sports Day
Grammar & Punctuation	**Semi-colons for independent clauses** Creating 2 linked sentences and joining them with a semicolon	**Brackets** The purpose of brackets Different types of information in brackets	**Formal vs informal** Recognising what is formal/informal Understanding when to use formal/informal language	**Reported Speech** Difference between direct and reported speech Converting between direct and reported speech	**Adverbials across paragraphs** Recognising different types of adverbials How to use adverbials to link one paragraph to another
Spelling & H-writing	**Handwriting: fu join** Spelling rule: Words with silent letter 't'	**Handwriting: ot join** Spelling rule: Words ending in 'ibly' and 'ably'	**Handwriting: al and ai join** Spelling rule: Words ending in 'ent'	**Handwriting: ol and ow join** Spelling rule: Words ending in 'ence'	**Handwriting: Capital letters** Spelling rule: The 'ee' sound spelt 'ei'
Maths	**Money** Pounds and Pence - converting between Pounds and pence as decimal numbers Ordering amounts of Money Rounding Money Adding and subtracting money (adding and subtracting decimals) Multiplying and Dividing money Money Problem Solving		**Time** Converting between Seconds and Minutes Converting between days, weeks, months and years Converting between digital and Analogue 24 hour clock Adding and Subtracting Time Time Problem Solving		**Statistics** Line graphs over Time Line graph problem Solving
History	Civil Rights Movement in America Who was Martin Luther King?	British black figure Who was Diane Abbott?	Civil Rights movement in South Africa Who was Nelson Mandela?	Mary Seacole and Michelle Obama What did they both do to improve healthcare in their country? What prejudice did they face?	

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	Why did he want to change the laws in America to be fairer?	Why/ how has she become famous?	Why does South Africa call itself the rainbow nation?		
Geography					
Art & Design					
DT	<u>Building a Birdhouse</u> Research and design What do bird houses look like? What are birds attracted to? Draw a design	<u>Building a Birdhouse</u> Build Build birdhouse from Kit Follow instructions	<u>Building a Birdhouse</u> Finishing Techniques Painting Birdhouse	<u>Building a Birdhouse</u> Finishing Techniques Adding in Foliage to attract birds. Sticking to trees	
Music	New chords Dm and C7	Using Dm and C7 in a chordal accompaniment	Combine new chords Dm and C7 with previously learnt chords – G7, Am, F and C.	Develop melodic playing – C major scale	
PSHE	Relationship webs I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant	Relationship webs I know how it feels to belong to a range of different relationships and can identify what I contribute to each one	Love and Loss I can identify someone I love and can express why they are special to me I know how people feel when they lose something/someone they love	Memories I can tell you about someone I knew who I no longer see	
RE	Why is the Bible special? AfL What do we know about the Bible and what makes it special?	Why is the Bible special? What in the Bible? Investigate how the Bible is structured and organised.	Why is the Bible special? What can we learn from the story of Joseph?	Why is the Bible special? How do Christians use the Bible in church and in the home and elsewhere?	
Computing	L.O. I can make my sprite move, dance and repeat Introduce scratch and explain that computers run on a series of instructions called algorithms. Explain that the children will be learning how to create their own animation	L.O. I can use an input to change the appearance of my sprite Discuss what an input is. Ask children to suggest inputs attaché to their computer (mouse/keyboard). Model how to change the input using the 'when' tab. Model how to change the sprites colour	L.O. I can create my own sprite that speaks Model how to paint your own sprite and have more than one sprite Model how to add speech bubbles to your sprite.	L.O. I can add my own effects to my sprite Model some of the effects options on the sprite. Allow the children time to explore the different effects. Discuss what effects may be relevant to their animation	
Science	Identify the different types of teeth in humans and their simple functions. Look at a model of teeth together. Discuss shape and size. What do we know about teeth? Why do we have teeth?	Does brushing your teeth make a difference or is it a waste of time? Display a bottle of coke, toothpaste brush, weighing scales, Empty glasses, measuring cylinders. Eggs(surface to mimic teeth)	LO: To be able to describe the simple functions of the basic part of the digestive system in humans. Allow children opportunity to discuss what they think happens to bread when we place it in our mouths.	LO: To be able to describe the simple functions of the basic part of the digestive system in humans. Ask children work in groups. Provide with large sheets of sugar paper. Ask them to draw around one member. Then to use the body	

1. Incisors .These are for cutting, so have a flat front and a 'chisel-shaped' back. 2. Canines. These are pointed and allow food to be pierced. 3. Premolars and molars. These have rough. Squarer surfaces, ideal for chewing	Explain how a control experiment works. How can we set up an investigation to answer this question?	Each of the children can begin to chew some bread (do not swallow). Chew for 30 seconds and observe how it changes. Stop chewing and think about what is the liquid that has mixed in with the food. Leave the ball of food in mouth for 30 more seconds and then observe its taste. It should have become sweeter as saliva contains a chemical (an enzyme, salivary amylase) which digests food to a sugar. This is a chemical change. Swallow the chewed food and ask them to immediately eat another piece of bread. The sweetness should be easier to detect now. Give each child a zip loc bag and a couple of crackers or piece of bread. The bag is like the stomach - a muscle that squeezes the food. First have them pour a little orange juice or coke into the bag to act as the "digestive juices." Observe what begins to happen to the bread. Then have them squeeze the bag for two minutes. Note changes in the bread. It turns to liquid and is ready to be absorbed into the small intestine and into the blood stream.	outline to draw the digestive system: intestines, mouth, stomach, anus	
PE	**Athletics** Throwing event: Javelin - how to throw the javelin, using application of physical ability (speed, power, and rhythm)	**Athletics** Throwing Event: Shot Put - how to throw a shot put using the explosive strength release method. (pushing not throwing)	**Athletics** Track: 50M sprint times trials and racing against each other in groups (mixed ability)	**Athletics** Track 400M middle distance running times trials and racing against each other in groups (mixed ability)

Athletics Track 600M middle distance running times trials and racing against each other in groups (mixed ability)