Year 4 / Summer 2 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4 Assessment Week	Week 5	Week 6	Week 7	Week 8
Reading	Reading longer pieces - retrieve information and make inferences. Using evidence from text to support answers.	Making predictions from pictures and texts.	Reading longer pieces - retrieve information and make inferences. Using evidence from text to support answers.		Capturing the reader's interest - identifying words and phrases and how they contribute to the meaning.	Reading longer pieces - retrieve information and make inferences. Using evidence from text to support answers.	Reading longer pieces - retrieve information and make inferences. Using evidence from text to support answers.	Reading longer pieces - retrieve information and make inferences. Using evidence from text to support answers.
Writing	**Fiction writing**: Unit 5 Stories from other cultures. Text: **Sugarcane juice** Writing progress: using commas after fronted adverbials . What is a fronted adverbial? Why do we use them? What do they do to our writing?	**Fiction writing**: Unit 5 Stories from other cultures. Text: **Sugarcane juice** Writing progress: indicating possession by using the possessive apostrophe with plural nouns. How do we use a possessive apostrophe in our writing?	**Fiction writing**: Unit 5 Stories from other cultures. Text: **Sugarcane juice** Writing progress: using an punctuating direct speech Evaluate and edit. To edit work for the Year 4 expected punctuation and grammar.		**Non-fiction**: Unit 6 persuasive writing Text: **Critic's review** Writing progress: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	**Non-fiction**: Unit 6 persuasive writing Text: **Critic's review** Writing progress: Reviewing writing techniques used in year 4 Use paragraphs to structure writing.	**Non-fiction**: Unit 6 persuasive writing Text: **Critic's review** **Persuasive writing** Evaluate and edit. To edit work for the Year 4 expected punctuation and grammar.	**Non-fiction**: Unit 6 persuasive writing Text: **Critic's review** **Persuasive writing** Evaluate and edit. To edit work for the Year 4 expected punctuation and grammar.
Grammar & Punctuation	**Using Speech** Punctuation accurately Including converting between direct and reported	**Possessive apostrophes** Use of apostrophe for singular and plural possession	**Parts of speech** Review all (noun, verb, adverb, adjective, determiner, pronoun, preposition)		**Colon for effect** Look at using the colon for introducing a one word list for effect.	**Semi-colon for lists** What is a semi colon, how is it different to commas?	**Using a range of year 4 punctuation for effect.**	**Using a range of year 4 punctuation for effect.**
Spelling & H-writing	**Handwriting:** ascenders Spelling rule: Words ending in 'shus' spelt 'cious'	**Handwriting:** descenders Spelling rule: Words ending in 'shus' spelt 'tious'	**Handwriting:** Joining full sentences Spelling rule: Words ending in 'shul' spelt 'cial' or 'tial'		**Handwriting:** Writing fluency and presentation Spelling rule: Practise identified spelling rules ou, oo joins	**Handwriting:** Writing fluency and presentation Spelling rule: Practise identified spelling rules ing, ink joins	**Handwriting:** Writing fluency and presentation Spelling rule: Practise identified spelling rules Recpa all rules learnt so far.	**Handwriting:** Writing fluency and presentation Spelling rule: Practise identified spelling rules Recpa all rules learnt so far.
Maths	**Geometry** Identify acute, obtuse and right angles Order Angles		**Arithmetic and mixed problem solving**		**Place Value to 1'000'000**	**Decimal problem solving**	**Fractions problem Solving**	**Fractions problem Solving**

	Identify regular/irregular shapes Classify triangles Recognise lines of symmetry inside a shape		Review all arithmetic skills (3 per day) Solve mixed word problems		Reading and writing numbers Place value of numbers Number lines Representation of numbers	Link of decimals and measure Link of decimals and money Adding/subtracting decimals	Link of fractions and decimals Link of fractions and measure Link of fractions and time	Link of fractions and decimals Link of fractions and measure Link of fractions and time
History								
Geography	Use the eight points of a compass to identify location of key British cities and towns.	Discuss the types of settlements in the UK: towns, villages and cities.	Compare the similarities and difference between cities and towns in the UK.		Discuss the favelas outside Mexico city and compare them to settlements in the UK.	Comparison of the two settlement types.	Physical geography: comparing regions Compare the Peak district to the Alps Identify and use symbols and key in Ordnance Survey maps	Comparing countries Fact cards on the UK Fact cards on France Comparison of similarities/differen ces including physical and human geography
Art & Design	Artist Model: Alberto Giacometti, Marvel, Stan Lee <u>Figure drawing</u> Looking at the heroic poses of super heroes. Use as an influence for figure drawings.	Artist Model: Alberto Giacometti, Marvel, Stan Lee <u>Figure drawing</u> Looking at the heroic poses of super heroes. Use as an influence for figure drawings and for the basis of Giacometti modroc sculptures	Create super hero pose in wire and then cover structure in mudroc. 3-4 weeks timescale. Paint superheroes black in Giacometti style. Finally, use a lamp to create a shadow of the finished sculpture on coloured paper.		Create super hero pose in wire and then cover structure in mudroc. 3-4 weeks timescale. Paint superheroes black in Giacometti style. Finally, use a lamp to create a shadow of the finished sculpture on coloured paper.	Create super hero pose in wire and then cover structure in mudroc. 3-4 weeks timescale. Paint superheroes black in Giacometti style. Finally, use a lamp to create a shadow of the finished sculpture on coloured paper.	Continue using a lamp to create a shadow of the finished sculpture on coloured paper. Draw round and cut out shadow. Stand sculpture on shadow for display. Create a gallery style setting to display finished sculptures and evaluate.	Continue using a lamp to create a shadow of the finished sculpture on coloured paper. Draw round and cut out shadow. Stand sculpture on shadow for display. Create a gallery style setting to display finished sculptures and evaluate.
DT								
Music	Learn how to play Bb	Learn how to play F#	Incorporate the new notes into a popular melody		Practise the new notes into a popular melody	Consolidate the new notes into a popular melody	Step 2 examination	Step 2 examination continued
PSHE	Unique Me I understand that some of my	Having a Baby I can correctly label the internal	Girls and Puberty I can describe how a girls bodies		I have strategies to help me cope with the physical	Accepting Change I can identify changes that are	I can express my fears and concerns about	Accepting Change I can identify changes that are

		personal characteristics have come from my birth parents I appreciate that I am a truly unique human being	and external parts of boys and girls bodies I understand that having a baby is a personal choice and can express how I feel about having children when I am older	change in order to have babies		and emotional changes I will experience during puberty	out of my control which I have learnt to accept	changes that are outside of my control and know how to manage these feelings positively	out of my control which I have learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
RE		Why do people get married? Exploring reasons.	What are marriage vows and what do they mean? Writing own vows.	What important actions take place in a Hindu wedding ceremony?		What is the symbolism behind the seven steps?	What happens in a Muslim wedding?	What kind of wedding would you like?	Explore benefits and drawbacks of arranged marriages.
Computing		L.O. I can add my own sound to a sprite Model how to add your own sound and sound effects in scratch by recording and importing sounds. Discuss what sort of sound effects the children will want for their animations and how they could be created	L.O. I can plan my own animation Children to discuss in pairs everything that they have learnt how to do with their sprite. Using their knowledge, plan an animation to program	L.O. I can create my own animation Children to continue the creation of animations.		Children to continue the creation of animations.	L.O. I can act on feedback to edit and improve my animation Children in pairs will view and feedback on each others animations.	Children to use then use this peer assessment to edit and improve	L.O. I can act on feedback to edit and improve my animation Children in pairs will view and feedback on each others animations. Children to use then use this peer assessment to edit and improve
Science		**Climate change** What is climate change? What is happening around the world. Looking at causes and consequences.		**Climate change** Solutions to climate change. How can we make the world a better place?		**Living things and their habitats** LO: To be able to construct and interpret a variety of food chains, identifying producers,	**Living things and their habitats** LO: Pupils to identify features of and group vertebrates and invertebrates.	**Living things and their habitats** LO: human impact Pupils to identify positive steps human beings can have on environment through ecologically planned parks, use of	

					predators and prey.		renewable energy and protection of habitats.	
PE	**Fitness** Beep Test	**Fitness** Carousel upper body strength and muscle groups	**Fitness** Carousel upper body strength and muscle groups		**Fitness** Carousel Core muscles	**Fitness** Carousel Core muscles	**Fitness** Carousel Cardio and low body muscle groups	**Fitness** Carousel Cardio and low body muscle groups