



## Medium Term Plan

| Year 4            | Term/Topic: <b>Invasion</b>  |
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| Subject           | Key end points in learning   |
| English- Reading  | <p>I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and accuracy.</p> <p>I can apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>I can read all Y3/Y4 exception words.</p> <p>I can discuss and compare texts from a wide variety of genres and writers.</p> <p>I can read for a range of purposes.</p> <p>I can identify themes and conventions.</p> <p>I can refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can identify main ideas drawn from more than one paragraph and summarise these.</p> <p>I can discuss vocabulary used to capture readers' interest and imagination.</p> <p>I can make inferences based on what is being said and done.</p> <p>I can predict what might happen on the basis of what has been read so far in a text.</p> <p>I can recognise and discuss different forms of poetry (e.g. free verse or narrative poetry). prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action).</p> <p>I can use all organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>I can use dictionaries to check the meaning of words read.</p> |
| English - Writing | <p>I can write instructions (Non-Fiction).</p> <p>I can write a non-chronological report (Non-Fiction).</p> <p>I can write a problem resolution narrative (Fiction).</p>   |
| Maths             | <p><b><u>Unit 8 9- Fractions</u></b></p> <p>I can add and subtract fractions and mixed numbers.</p> <p>I can subtract from whole amounts.</p> <p>I can work out a fraction of an amount.</p> <p><b><u>Unit 10 11 - Decimals</u></b></p> <p>I can understand and use tenths as fractions, decimals and on a place value grid.</p>   |



I can divide 1 and 2-digit numbers by 10.

I can divide 1 and 2-digit numbers by 100.

I can recognize and write decimal equivalents of tenths or hundredths

I can compare numbers with the same number of decimal places

I can round decimals with one decimal place to the nearest whole number

I can recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$

### **Unit 12 - Money**

I can estimate, compare and calculate using pounds and pence

I can write money using decimals

I can convert between pounds and pence

I can solve problems

### **Unit 13 - Time**

I can convert between units of time

I can convert between analogue and digital times

I can convert to the 24 hour clock

I can solve problems using conversion

### **Unit 14 - Geometry – Angles and 2D Shapes**

I can identify acute and obtuse angles

I can compare and order angles

I can compare and classify geometric shapes

I can identify lines of symmetry in 2D shapes

I can complete a simple symmetric figure

### **Unit 15 - Statistics**

I can interpret charts

I can solve problems using charts

I can interpret line graphs

I can draw line graphs

### **Unit 16 - Geometry – Position and Direction**



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|         | <p>I can describe position using coordinates</p> <p>I can plot coordinates</p> <p>I can draw 2D shapes on a grid</p> <p>I can translate on a grid</p> <p>I can describe translation</p>  |
| Science | <p><b><u>States of Matter</u></b></p> <p>I can compare and group materials based on their states of matter, ie, liquid, solid or gas</p> <p>I can explain what happens to materials when they are heated or cooled</p> <p>I can measure the temperature at which different materials change state</p> <p>I can use measurements to explain changes to the state of water</p> <p>I can explain the part that evaporation and condensation has in the water cycle</p> <p>I can make decisions about different enquires including understanding when a fair test is necessary.</p> <p>I can make systematic and careful observations.</p> <p>I can take accurate measurements using standard units and a range of equipment including thermometers and data loggers.</p> <p>I can choose appropriate ways to record and present information, findings and conclusions for different audiences.</p> <p>I can identify with help, changes, patterns, similarities and differences in data to help form conclusions.</p> <p>I can use recorded data to make predictions.</p> <p><b><u>Living things and their habitats</u></b></p> <p>I can use a classification key to group a variety of living things (plants, vertebrates, invertebrates)</p> <p>I can compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric)</p> <p>I can name and group a variety of living things based on feeding patterns (producer, consumer, predator, prey, herbivore, carnivore, omnivore)</p> <p>I can recognise that environments can change and this can sometimes pose a danger to living things</p> <p>I can identify similarities and differences/changes when talking about scientific processes.</p> <p>I can begin to use simple keys.</p> <p>I can use a food chain and explain what would happen if a part was missing.</p> |



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| Computing | <p><b><u>Programming B – Repetition in games</u></b></p> <p>I can list an everyday task as a set of instructions including repetition</p> <p>I can explain that we can use a loop command in a program to repeat instructions</p> <p>I can explain that in programming there are indefinite loops and count-controlled loops</p> <p>I can use an indefinite loop to produce a given outcome</p> <p>I can identify patterns in a sequence, eg ‘step 3 times’ means the same as ‘step, step, step’</p> <p>I can use a count-controlled loop to produce a given outcome</p><br><p><b><u>Data and information – Data logging</u></b></p> <p>I can identify data that can be logged over time</p> <p>I can recognise that a sensor can be used as an input device</p> <p>I can use a digital device to collect data automatically</p> <p>I can use a set of logged data to find information</p> <p>I can use a computer program to sort data</p> <p>I can export data in different formats</p> |
| Geography | <p><b><u>Interconnected World</u></b></p> <p>I can describe and understand key aspects of physical and human geography.</p> <p>I can describe and understand key aspects of: physical geography, including: climate zones.</p> <p>I can describe human geography, including: types of settlement, land use and the distribution of natural resources including water.</p> <p>I can study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>I can use the eight points of a compass, four figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technology</p>  |
| History   | <p><b><u>Invasions</u></b></p> <p>I can identify key features and events (during history studied) and offer reasonable explanations for some events.</p> <p>I can begin to give reasons for the main events and changes for the periods studied.</p> <p>I can use a range of local history resources to describe how an event/historical period (e.g. Viking invasion) affected a local town or village.</p> <p>I can begin to use abstract term (e.g. empire, civilisation, parliament, peasantry and heptarchy).</p>  |



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|       | <p>I can place different periods on a timeline and remember key historical facts and some dates from a period studied.</p> <p>I can use a range of source materials to answer questions about the past which go beyond simple observations.</p> <p>I can ask and answer more complex questions through independent research</p> <p>I can explain the impact of a significant historical figure on life in Britain e.g. Edward the Confessor.</p> <p>I can explain that an event can have more than one cause.</p> <p>I can communicate my learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> |
| Art   | <p><b><u>Animal</u></b></p> <p>I can create an observational drawing.</p> <p>I can learn about significant artist (George Stubbs, Leonardo Da Vinci and Damon Hurst).</p> <p>I can create my final piece (horse) using clay.</p> <p><b><u>Contract and Complement</u></b></p> <p>I can explore using watercolour paints.</p> <p>I can recognise similarities and differences between paintings.</p> <p>I can explore warm, cool, tertiary and complementary colours.</p> <p>I can recognise colours used within pictures.</p> <p>I can create a piece of art using watercolours.</p>  |
| DT    | <p><b><u>Food and Nutrition - Fresh Food, Good Food</u></b></p> <p>I can understand the principles of fresh food and how it supports a healthy diet.</p> <p>I can design a healthy snack.</p> <p>I can prepare and make food using a range of cooking techniques.</p> <p>I can evaluate my healthy snack and explain ways to make it better.</p>  |
| Music | <p><b><u>Ukuleles</u></b></p> <p>I can play and perform musical instruments (Ukulele) with increasing accuracy, fluency, control and expression.</p> <p>I can describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.</p> <p>I can appreciate and listen to music drawn from different traditions, cultures and composers.</p> <p>I can describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.</p>   |



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|     | <p>I can use shape composition, considering dynamics, timbre and tempo.</p> <p>I can perform significant parts from memory and from notation, either on a musical instrument or vocally.</p> <p>I can maintain a simple part within an ensemble.</p> <p>I can create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.</p> <p>I can follow a basic melody line, using standard notation.</p>   |
| R.E | <p><b><u>For Christians, when Jesus left what was the impact of Pentecost?</u></b></p> <p>I will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else.</p> <p>I will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today.</p> <p>I can make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God.</p> <p>I will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.</p> <p><b><u>How and why do people mark the significant events of life? (THEMATIC)</u></b></p> <p>I will learn about the beliefs of people from different worldviews surrounding commitment and promises.</p> <p>I will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.</p> <p>I will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study.</p> <p>I will learn about several rites of passage and use my knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.</p> |
| P.E | <p><b><u>Real PE Physical (Summer 1)</u></b></p> <p><u>Agility: Reaction/Response</u></p> <p>From 1, 2 and 3 metres: I can react and step across body, bring hand across body and catch tennis ball after one bounce.</p> <p><u>Static Balance: Floor Work</u></p> <p>Maintaining balance throughout: I can transfer tennis ball on and off back in a front support. I can transfer cone on and off tummy in back support. I can transfer tennis ball on and off tummy in back support.</p> <p><b><u>Orienteering (Summer 1)</u></b></p> <p>I can create a short trail for others with a physical challenge.</p> <p>I can start to recognise features of an orienteering course.</p>   |



**Real PE Health and Fitness (Summer 2)**

**Agility: Ball Chasing**

Over a distance of up to 10 metres and turning both ways:

I can roll and chase a large ball, stopping it with my knee sideways onto the ball (long barrier position) facing the opposite direction.

I can do the above challenge with a tennis ball.

I can roll and chase a large ball, stopping it with my head in a front support position facing the opposite direction.

**Static Balance: Stance**

Maintaining balance throughout:

I can raise alternate knees to opposite elbow 5 times.

I can catch large ball thrown at knee height and above head.

I can catch large ball thrown away from body.

I can catch small ball thrown close to and away from body.

**Athletics (Summer 2)**

I can select and maintain a running pace for different distances.

I can practise throwing with power and accuracy and throw safely and with understanding.

I can demonstrate a good running technique in a competitive situation.

I can explore different footwork patterns.

I understand which technique is most effective when jumping for distance.

I can use skills in a competitive situation.

MFL

**Listening**

I can recognise familiar words and short phrases covered in the units taught.

I can sit and listen attentively to a familiar fairy tale in Spanish.

**Speaking**

I can communicate with others using simple words and short phrases covered in the units.

I can name at least four parts of the body in Spanish as seen in the story.

**Reading**



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|      | <p>I can read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p> <p>I can use picture and word cards to recognise and retain key vocabulary from the story.</p> <p><b><u>Writing</u></b></p> <p>I can write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I like apples'.</p> <p>I can spell at least four parts of the body in Spanish as seen in the story.</p> <p>I can recognise, recall and spell 10 action verbs in Spanish.</p> <p>I can use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..).</p> <p>I can attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but).</p>   |
| PSHE | <p><b><u>How can our choices make a difference to others and the environment?</u></b></p> <p>I can recognise how people have a shared responsibility to help protect the world around them.</p> <p>I can recognise how everyday choices can affect the environment.</p> <p>I can understand how what people choose to buy or spend money on can affect others or the environment.</p> <p>I can recognise the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</p> <p>I can show care and concern for others.</p> <p>I know how to carry out personal responsibilities in a caring and compassionate way.</p> <p><b><u>How can we manage risk in different places?</u></b></p> <p>I can recognise, predict, assess and manage risks in different situations.</p> <p>I can recognise how to keep safe in the local environment and less familiar locations.</p> <p>I can recognise how people can be influenced by their peers' behaviour and by a desire for peer approval.</p> <p>I can recognise how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</p> <p>I know how to report concerns, including about inappropriate online content and contact.</p> <p>I can recognise that rules, restrictions and laws exist to help people feel safe.</p> |