

Medium Term Plan

Year 4	Term/Topic: Spring Term Misty Mountain, Winding Rivers
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 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 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 predict what might happen on the basis of what has been read so far in a text.</p> <p>I can use dictionaries to check the meaning of words read.</p>
English - Writing	<p>I can write a recount (non-fiction).</p> <p>I can write a persuasive letter (non-fiction).</p> <p>I can write a narrative (fiction).</p>
Maths	<p><u>Unit 6: Multiplication and Division</u></p> <p>I can multiply 2 and 3 digit numbers by a 1 digit number.</p> <p>I can divide 2 and 3-digit numbers.</p> <p>I can use multiplication and division skills to solve problems.</p> <p><u>Unit 7: Length and Perimeter</u></p> <p>I can measure in km and m.</p> <p>I can work out the perimeter of different shapes including rectilinear shapes.</p> <p>I can find the missing lengths in rectilinear shapes and perimeter of polygons.</p> <p><u>Unit 8: Fractions 1</u></p> <p>I can count beyond 1 and start to use mixed numbers, including partitioning mixed numbers.</p>



	<p>I can learn how to convert mixed numbers to improper fractions and vice versa.</p> <p>I can learn how to use equivalent fractions and equivalent fraction families.</p> <p><u>Unit 9: Fractions 2</u></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><u>Unit 10: Decimals 1</u></p> <p>I can use tenths as fractions, decimals and on a place value grid.</p> <p>I can divide 1 and 2-digit numbers by 10.</p> <p>I can divide 1 and 2-digit numbers by 100.</p>
Science	<p><u>Sound</u></p> <p>I can describe a range of sounds.</p> <p>I can compare sources of sound and explain how the sounds differ.</p> <p>I can explain how to change a sound (louder/softer).</p> <p>I can describe and explain how a sound travels from a source to our ears.</p> <p>I can explain what happens to sound as it travels.</p> <p>I can explain how you could change the pitch of a sound.</p> <p>I can investigate how different materials can affect the pitch and volume of sounds</p> <p>I can listen to and identify a variety of sounds.</p> <p>I can investigate and classify materials for their ability to insulate against sound.</p> <p>I can make decisions about different enquires including understanding when a fair test is necessary.</p> <p>I can choose appropriate ways to record and present information, findings and conclusions for different audiences.</p> <p><u>States of Matter</u></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>
Computing	<p><u>Programming A – Repetition in shapes</u></p> <p>I can list an everyday task as a set of instructions including repetition.</p> <p>I can identify patterns in a sequence.</p> <p>I can identify a loop within a program.</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 use a count-controlled loop to produce a given outcome.</p> <p>I can plan a program that includes appropriate loops to produce a given outcome.</p> <p>I can create two or more sequences that run at the same time.</p> <p><u>Data and information – Data logging</u></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><u>Misty Mountain, Winding River</u></p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>I can use the eight points of a compass, four and six figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.</p> <p>I can understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>
History	
Art	<p><u>The Art of Display</u></p> <p>I can explore how the way we display our work can affect the way it is seen.</p> <p><u>Exploring Still Life</u></p> <p>I can explore artists working with the genre of still life, contemporary and more traditional.</p> <p>I can create my own still life inspired artwork.</p>
DT	<p><u>Functional and Fancy Fabrics (Textiles)</u></p> <p>I can explore a variety of fabrics.</p> <p>I can design and communicate my ideas through patterns.</p> <p>I can select the materials by how useful and attractive they are.</p> <p>I can select tools to cut, shape, join and finish my product.</p> <p>I can evaluate my product and explain ways I can improve the design.</p>



Music	<p><u>Ukuleles</u></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> <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><u>What does it mean to be a Hindu in Britain today?</u></p> <p>I can identify the diversity in Hindu Dharma.</p> <p>I can identify and name Hinduism symbols.</p> <p>I can describe the concept of Dharma in Hinduism.</p> <p>I can explain what Ramayana is.</p> <p><u>Why do Christians call the day Jesus died 'Good Friday'?</u></p> <p>I can explain why Easter is so important for Christians.</p> <p>I can talk about the Last Supper</p> <p>I can talk about trial and Crucifixion and resurrection.</p> <p>I can talk about Holy Communion.</p> <p>I can sequence the events in the Easter story.</p> <p>I can think about things I could sacrifice for others.</p>



P.E	<p><u>Real PE Cognitive (Spring 1)</u></p> <p>Dynamic Balance: On a Line</p> <p>I can walk fluidly, both forwards and backwards, lifting heel to bottom, knees up and with heel to toe landing.</p> <p>I can lunge walk forwards (heel to bottom, knees up, extend leg forward and sink hips, heel to toe landing).</p> <p>I can lunge walk forwards, bringing opposite elbow up to a 90° angle.</p> <p>I can complete all red dynamic balance challenges with eyes closed.</p> <p>Coordination: Ball Skills</p> <p>In less than 20 seconds:</p> <p>I can stand with my legs apart and move a ball in a figure of 8 around both legs 12 times.</p> <p>I can move a ball around my waist into a figure of 8 around both legs 10 times.</p> <p>I can move a ball around my waist and then around alternate legs 12 times.</p> <p>I can stand with my legs apart, hold the ball between them with 1 hand round the front and the other round the back and swap hand positions 24 times ('criss-cross'), initially with a bounce and then without a bounce.</p> <p><u>Real Gym (Spring 1)</u></p> <p>I can consolidate and perform sequences using skills built up in previous teaching sequences.</p> <p><u>Real PE Creative (Spring 2)</u></p> <p>Coordination: Sending and Receiving</p> <p>I can alternately throw and catch 2 tennis balls against a wall.</p> <p>I can throw 2 tennis balls against a wall and catch them with the opposite hand (cross-over).</p> <p>I can throw 2 tennis balls against a wall in a circuit, in both directions.</p>
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	<p>Counter Balance: With a Partner</p> <p>I can stand on one leg holding with 1 hand, lean back, hold balance and then move back together.</p> <p>I can stand on 1 leg while holding on to partner's</p> <p><u>Premier Education – Badminton (Spring 2)</u></p> <p>I can hold a racquet with correct grip.</p> <p>I can serve.</p> <p>I understand different badminton strokes and practise these along with footwork.</p>
MFL	<p><u>Listening</u></p> <p>I can listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p><u>Speaking</u></p> <p>I can communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p><u>Reading</u></p> <p>I can read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p><u>Writing</u></p> <p>I can write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p><u>Grammar</u></p> <p>I can better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p>
PSHE	<p><u>How can we manage our feelings?</u></p> <p>I can recognise that feelings can change over time and range in intensity.</p> <p>I can talk about everyday things that affect feelings and the importance of expressing feelings.</p>



	<p>I can use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>I can use different strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>I can talk about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p><u>How will we grow and change?</u></p> <p>I can talk about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>I can talk about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>
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