



## Term 4 Medium Term Plan 2020 – YEAR 4

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English	<p><b>Non-Fiction:</b> Persuasion: Advert (1 week)</p> <p><b>Writing Outcome:</b> Create an advert/Poster to persuade people to come and see the Easter Production.</p>	<p><b>Non-Fiction:</b> Persuasion: Advert (1 week)</p> <p><b>Writing Outcome:</b> Create an advert/Poster to persuade people to come and see the Easter Production.</p>	<p><b>Poetry:</b> Shape Poems: Playing with form (1 week)</p> <p><b>Writing Outcome:</b> Read and write Shape poems including imaginative vocabulary to paint a picture.</p>	<p><b>Non-Fiction:</b> Newspaper Reports linked to History/Geography topic: The Volcanoes (1 week).</p> <p><b>Writing Outcome:</b> Children to read and familiarise themselves with good models of newspaper articles. Children to use these to plan and write, section by section, a newspaper report.</p>	<p><b>Non-Fiction:</b> Newspaper Reports linked to History/Geography topic: The Volcanoes (1 week).</p> <p><b>Writing Outcome:</b> Children to read and familiarise themselves with good models of newspaper articles. Children to use these to plan and write, section by section, a newspaper report.</p>	<p><b>Non-Fiction:</b> Newspaper Reports linked to History/Geography topic: The Volcanoes (1 week).</p> <p><b>Writing Outcome:</b> Children to read and familiarise themselves with good models of newspaper articles. Children to use these to plan and write, section by section, a newspaper report of their choice.</p>

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GRAMMAR	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions. (when, if, although, however)</p> <p>SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use I-space display in classroom to aid children.</p> <p>Non-fiction: Clear introduction, followed by logical points, drawing to a defined conclusion.</p> <p>Pronouns and Possessive Pronouns.</p> <table border="1"> <caption>Pronoun Chart</caption> <thead> <tr> <th></th> <th>Personal</th> <th>Relative</th> <th>Indefinite</th> <th>Reciprocal</th> <th>Reflexive</th> <th>Possessive</th> <th>Interrogative</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> person</td> <td>I</td> <td>who</td> <td>anybody</td> <td>each other</td> <td>myself</td> <td>mine</td> <td>who?</td> </tr> <tr> <td>2<sup>nd</sup> person</td> <td>you</td> <td>whom</td> <td>anybody</td> <td>each other</td> <td>yourself</td> <td>yours</td> <td>whom?</td> </tr> <tr> <td>3<sup>rd</sup> person</td> <td>he, she, it</td> <td>who</td> <td>anybody</td> <td>each other</td> <td>himself, herself, itself</td> <td>his, hers, its</td> <td>who?</td> </tr> <tr> <td>4<sup>th</sup> person</td> <td>we</td> <td>whom</td> <td>anybody</td> <td>each other</td> <td>ourselves</td> <td>ours</td> <td>whom?</td> </tr> <tr> <td>5<sup>th</sup> person</td> <td>they</td> <td>whom</td> <td>anybody</td> <td>each other</td> <td>themselves</td> <td>theirs</td> <td>whom?</td> </tr> </tbody> </table>		Personal	Relative	Indefinite	Reciprocal	Reflexive	Possessive	Interrogative	1 <sup>st</sup> person	I	who	anybody	each other	myself	mine	who?	2 <sup>nd</sup> person	you	whom	anybody	each other	yourself	yours	whom?	3 <sup>rd</sup> person	he, she, it	who	anybody	each other	himself, herself, itself	his, hers, its	who?	4 <sup>th</sup> person	we	whom	anybody	each other	ourselves	ours	whom?	5 <sup>th</sup> person	they	whom	anybody	each other	themselves	theirs	whom?	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions. 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<b>Maths</b>	<b>Number: Fractions.</b>	<b>Number: Fractions.</b>	<b>Number: Fractions.</b>	<b>Number: Decimals.</b>	<b>Number: Decimals.</b>	<b>Number: Decimals.</b>
	To recognise and show, using diagrams, families of common equivalent fractions.	To recognise and show, using diagrams, families of common equivalent fractions.	To recognise and show, using diagrams, families of common equivalent fractions.	Recognise tenths and hundredths.	Recognise tenths and hundredths.	Recognise tenths and hundredths.
	To count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.	To count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.	To count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.	Tenths as decimals Tenths on a place value grid.	Tenths as decimals Tenths on a place value grid.	Tenths as decimals Tenths on a place value grid.
	To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	Tenths on a number line.	Tenths on a number line.	Tenths on a number line.
	To add and subtract fractions with the same denominator.	To add and subtract fractions with the same denominator.	To add and subtract fractions with the same denominator.	Divide 1 digit by 10. Divide 2 digits by 10.	Divide 1 digit by 10. Divide 2 digits by 10.	Divide 1 digit by 10. Divide 2 digits by 10.
				Hundredths Hundredths as decimals.	Hundredths Hundredths as decimals.	Hundredths Hundredths as decimals.
			Hundredths on a place value grid.	Hundredths on a place value grid.	Hundredths on a place value grid.	
			Divide 1 or 2 digits by 100.	Divide 1 or 2 digits by 100.	Divide 1 or 2 digits by 100.	

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RE	To know the story of the Temptation of Jesus.	To know that the season of Lent is a time to pray, fast and help others and to get ready for Easter.	To explore the concept of forgiveness expressed in the parables of Jesus. (Lk 18:9-14)	To know that living the Beatitudes helps us get ready for Easter.	To identify the events of Holy Week.  To understand that there were different Jewish groups who expressed belief in God, including the Pharisees.	To identify the events of Holy Week.  To understand that there were different Jewish groups who expressed belief in God, including the Pharisees.
ART/DT	To explore existing greenhouses.	To investigate stable structures.	To investigate materials for making a mini greenhouse.	To design a mini greenhouse.	To make a mini greenhouse.	To evaluate a finished product and suggest changes.
COMPUTING	Exploring the features of Google Sites to learn how to create content for a web page.	Using the features of Google Sites to build a web page.	Building a web page that includes many of the features of Google Sites.	Planning a website in detail, considering the Google Sites features that I will include.	Building a website with four web pages about a specific topic.	Evaluating a website and its success.
SCIENCE	States of matter	States of matter	States of matter	States of matter	States of matter	States of matter
GEOGRAPHY	<b>To locate volcanoes in our world and understand what a volcano is.</b> Children will learn what a volcano is before locating some of the world's most well-known volcanoes. They will describe where these volcanoes are in	<b>To explore what happens when a volcano erupts.</b> Children will look at photos of volcanoes erupting. They will learn what causes a volcano to erupt and what happens during an eruption. They will have the chance to	<b>To explore the features of volcanoes.</b> Children will learn and interpret new vocabulary associated with volcanoes. They will learn about the three types of volcanoes (composite, shield and dome), how they are	<b>To understand what tectonic plates are and what the 'ring of fire' is.</b> Children will learn what the tectonic plates are and identify which plates different countries lie on. They will understand how these plates move and how this can cause volcanoes and other natural disasters. They	<b>To explore life in volcanic areas.</b> Children will explore why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities. They will also find out about some of the different	<b>To compare a volcanic area to a non-volcanic area.</b> Children will consider ways in which life in a volcanic area is similar to or different from life in a non-volcanic area. Using photos as a stimulus, your class will compare Hawaii with the area they live in, noticing

	relation to the northern and southern hemispheres, and the equator. They will then use a variety of information sources to find out further facts about particular volcanoes.	explore labelled diagrams and begin to understand the impact volcanic eruptions have on the surrounding environment.	formed and why they are different. They will also find out the difference between an extinct, active and dormant volcano and will be able to explain this to others.	will look at the 'ring of fire' and identify why volcanoes particularly occur along fault lines.	species of flora and fauna that live in volcanic areas.	similarities and differences in geographical features and lifestyles.
<b>PE – (Coach)</b>	<b>Hockey</b> To develop open stick dribbling.	<b>Hockey</b> To develop sending the ball with a push pass and receiving a pass.	<b>Hockey</b> To develop dribbling using the reverse stick (Indian dribble) and to beat a defender	<b>Hockey</b> To develop moving into space after passing the ball.	<b>Hockey</b> To be able to use an open stick tackle.	<b>Hockey</b> To apply defending and attacking principles and skills in a hockey tournament.
<b>PE</b>	<b>Dodgeball</b> To learn the rules of dodgeball. To be able to play in a mini dodgeball game	<b>Dodgeball</b> To develop throwing towards a stationary and moving target.	<b>Dodgeball</b> To use jumps, dodges and ducks to avoid being hit.	<b>Dodgeball</b> To develop using your whole body to catch a dodgeball at different heights.	<b>Dodgeball</b> To learn how to block using the ball.	<b>Dodgeball</b> To understand the rules of dodgeball and use them to play in a tournament.
<b>MUSIC</b>	Charanga Stop! To listen and appraise the song, Stop!	Listening and Context he/she can explain what they think a piece of music's purpose could be. Listening and Context he/she can compare pieces ,thinking about pitch, mood, rhythm and tempo.	Performing he/she can perform as part of a group and individually to an audience.	Performing he/she can perform as part of a group and individually to an audience.	Performing he/she can perform as part of a group and individually to an audience.	Performing he/she can perform as part of a group and individually to an audience.
<b>PHSE</b> Linked with other lessons such as RE and English using the Jigsaw approach to learning.	<b>Healthy Me:</b> This unit of learning will focus on the themes of: Healthier friendships Group dynamics Effects of Smoking Effects of Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Healthy Me:</b> This unit of learning will focus on the themes of: Healthier friendships Group dynamics Effects of Smoking Effects of Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Healthy Me:</b> This unit of learning will focus on the themes of: Healthier friendships Group dynamics Effects of Smoking Effects of Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Healthy Me:</b> This unit of learning will focus on the themes of: Healthier friendships Group dynamics Effects of Smoking Effects of Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Healthy Me:</b> This unit of learning will focus on the themes of: Healthier friendships Group dynamics Effects of Smoking Effects of Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Healthy Me:</b> This unit of learning will focus on the themes of: Healthier friendships Group dynamics Effects of Smoking Effects of Alcohol Assertiveness Peer pressure Celebrating inner strength
<b>MFL</b>	To learn how to name some sports in Spanish.  To be able to produce	To learn how to name some sports in Spanish.  To be able to produce	Learn how to name other sports in Spanish.	Learn how to name other sports in Spanish.	To be able to produce statements following a	To be able to produce statements following a given

<p><b>“Los Deportes-Sports”</b></p>	<p>short sentences expressing opinions about the different sports.</p> <p>Learn how to distinguish noun’s gender.</p>	<p>short sentences expressing opinions about the different sports.</p> <p>Learn how to distinguish noun’s gender.</p>	<p>To be able to make questions about the topic ¿Te gusta...?</p>	<p>To be able to make questions about the topic ¿Te gusta...?</p>	<p>given pattern.</p> <p>To be able to use a connective to improve my responses.</p> <p>To be able to differentiate when to use “play” or “do”.</p>	<p>pattern.</p> <p>To be able to use a connective to improve my responses.</p> <p>To be able to differentiate when to use “play” or “do”.</p>
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