



SPRING MTP – YEAR 4

	1.1	1.2	1.3	1.4	1.5	1.6
ENGLISH	<p>Fiction: Myths (2 weeks)</p> <p><u>Writing Outcome</u> Write a series of myths focusing on effective characterisation e.g description (in the style of a lonely heart advert, job application for a Viking chief) link dialogue to effective characterisation, interweaving speech and action.</p>	<p>Fiction: Myths (2 weeks)</p> <p><u>Writing Outcome</u> Write a series of myths focusing on effective characterisation e.g description (in the style of a lonely heart advert, job application for a Viking chief) link dialogue to effective characterisation, interweaving speech and action.</p>	<p>Non-Fiction: Persuasion (2 weeks)</p> <p><u>Writing Outcome:</u> Write a letter of persuasion using a clear structure (Point, Example, Evidence) and tricks of the trade.</p> <p>Assemble and sequence points in order to plan a presentation of a point of view. Using graphs, images to make it more convincing.</p> <p>Prepare for presentation to small group/class.</p>	<p>Non-Fiction: Persuasion (2 weeks)</p> <p><u>Writing Outcome:</u> Write a letter of persuasion using a clear structure (Point, Example, Evidence) and tricks of the trade.</p> <p>Assemble and sequence points in order to plan a presentation of a point of view. Using graphs, images to make it more convincing.</p> <p>Prepare for presentation to small group/class.</p>	<p>Poetry: narrative poetry (1 week)</p> <p><u>Writing Outcome:</u> Recite familiar poems by heart. Write and preform free verse poems.</p>	<p>Take One Book (Continue with Leon and the Place Between)</p> <p><u>Writing Outcome:</u> One (or more) written outcomes linked with fiction/non-fiction modules already covered</p>
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>Extension: I-SPACE if ready (Stage 5)</p> <p>Possessive apostrophes for singular and plural possession.</p>	<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>Extension: I-SPACE if ready (Stage 5)</p> <p>Possessive apostrophes for singular and plural possession.</p>	<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>Extension: I-SPACE if ready (Stage 5)</p> <p>Non-fiction: Clear introduction, followed by</p>	<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>Extension: I-SPACE if ready (Stage 5)</p> <p>Non-fiction: Clear introduction, followed by</p>	<p>Wow word wonders: using POAMS to write poems. Create vivid images using imaginative vocabulary</p> <p>RECAP TENSES: SIMPLE, PROGRESSIVE and Present Perfect</p>	<p>Wow word wonders: using POAMS to write poems. Create vivid images using imaginative vocabulary</p> <p>RECAP TENSES: SIMPLE, PROGRESSIVE and Present Perfect</p>

Possessive apostrophes for singular and plural possession.

Commas after lists, subordination, fronted adverbials (consolidation from year 3 and embedding)

Using and punctuating direct speech

Paragraphs for change in action, time and setting.

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logical points, drawing to a defined conclusion.

Pronouns and Possessive Pronouns.

Pronoun Chart					
	Subject Pronouns	Object Pronouns	Possessive Pronouns	Relative Pronouns	Reflexive Pronouns
1 st person	I	me	mine	who	myself
2 nd person	you	you	yours	you	yourself
3 rd person	he	him	his	he	himself
3 rd person	she	her	hers	she	herself
3 rd person	it	it	its (not used)	it	itself
1 st person	we	us	ours	we	ourselves
2 nd person	you	you	yours	you	yourselves
3 rd person	they	them	theirs	they	themselves

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<p>MATHS</p>	<p>Number: Multiplication and Division.</p> <p>To recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.</p> <p>To recognise and use factor pairs and commutativity in mental calculations</p> <p>To multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>To solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>Number: Multiplication and Division.</p> <p>To recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.</p> <p>To recognise and use factor pairs and commutativity in mental calculations</p> <p>To multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>To solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>Number: Multiplication and Division.</p> <p>To recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.</p> <p>To recognise and use factor pairs and commutativity in mental calculations</p> <p>To multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>To solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>Measurement: Area.</p> <p>To find the area of rectilinear shapes by counting squares.</p>	<p>Number: Fractions.</p> <p>To recognise and show, using diagrams, families of common equivalent fractions.</p> <p>To count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.</p> <p>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</p> <p>To add and subtract fractions with the same denominator.</p>	<p>Number: Fractions.</p> <p>To recognise and show, using diagrams, families of common equivalent fractions.</p> <p>To count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.</p> <p>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</p> <p>To add and subtract fractions with the same denominator.</p>
<p>RE</p>	<p><u>Christmas</u></p>	<p><u>Christmas</u></p>	<p><u>Christmas</u></p>	<p><u>Revelation</u></p>	<p><u>Revelation</u></p>	<p><u>Revelation</u></p>
<p>ART</p>	<p>To use lines to create depth and texture.</p> <p>Children will begin to learn about the life and work of van Gogh, then experiment</p>	<p>To use colours and lines to create shade and tint.</p> <p>Children will study van Gogh's 'Sunflowers' series, then explore how paints can</p>	<p>To revisit and develop ideas further.</p> <p>Children will continue to study the 'Sunflowers' series, then continue to develop</p>	<p>To use lines to create "movement".</p> <p>Children will study 'Starry Night', focussing on van Gogh's techniques for</p>	<p>To develop sketching techniques.</p> <p>Children will study some van Gogh sketches, focussing on the way he</p>	<p>To use lines and colour to create portraits in the style of Van Gogh.</p> <p>Children will study some van Gogh portraits (and self-</p>

	with creating lines and patterns like those seen in some of his work.	be mixed to produce a range of tints of a colour as they make their own van Gogh-inspired pictures.	their sketching and painting techniques as they improve their own artwork from previous lessons.	creating the impression of movement. They will then practise sketching techniques for creating a sense of movement and create their own pictures using these skills.	often drew the same subject from different perspectives. Continuing to practise and develop sketching techniques, children may then draw objects from more than one perspective.	portraits), focussing on how meaning is conveyed. They may then either recreate some given portraits, or create their own self-portraits.
COMPUTING						
SCIENCE	Sound	Sound	Sound	States of matter	States of matter	States of matter
GEOGRAPHY	To locate volcanoes in our world and understand what a volcano is. 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 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.	To explore what happens when a volcano erupts. 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 explore labelled diagrams and begin to understand the impact volcanic eruptions have on the surrounding environment.	To explore the features of volcanoes. 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 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.	To understand what tectonic plates are and what the 'ring of fire' is. 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 will look at the 'ring of fire' and identify why volcanoes particularly occur along fault lines.	To explore life in volcanic areas. 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 species of flora and fauna that live in volcanic areas.	To compare a volcanic area to a non-volcanic area. 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 similarities and differences in geographical features and lifestyles.
PE – (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)
MUSIC	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.	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.
PHSE Linked with other lessons	To discuss hopes and dreams.	To learn how to overcome disappointment.	To evaluate and recreate dreams and ambitions that are realistic.	To learn how to work within a group more effectively	To understand the term resilience and seek to show more of this in our lives.	To understand the power of positivity and how this can be shown more in our lives.

such as RE and English using the Jigsaw approach to learning.				making positive contributions.		
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