



### Medium Term Plan Term 4 Cedar Class Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spelling	Spelling Objective/Word List Words <i>believe breath famous reigns naughty strength special surprises favourite considered</i>	Spelling Objective/Word List Words To learnt to spell words with the sound 'ou'.	Spelling Objective/Word List Words To learn to spell words with the prefixes: super- im- in- il and ir-	Spelling Objective/Word List Words <i>believe heart imagine reign possession promise return</i>	Spelling Objective/Word List Words To spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que.	Spelling test To add suffixes beginning with vowel letters to polysyllabic words
Reading	<b><u>The Firework-Maker's Daughter by Philip Pullman</u></b> To predict what might happen from details stated and implied To give and explain the meaning of words in context To retrieve and record information Identify key details from fiction and non-fiction	To apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. To explain and justify inferences with evidence from text To make inferences from the text	To summarise main ideas from more than one paragraph To identify and explain how meaning is enhanced through words and phrases choice To identify and explain how information and narrative content is related and contributes to meaning as whole	<b><u>Norse Myths Kevin Crossley-Holland</u></b> To discuss words and phrases that capture the reader's interest and imagination. To ask questions to improve their understanding of a text. To retrieve and record information from non-fiction.	To identifying main ideas drawn from more than one paragraph and summarising these. To identifying how language, structure, and presentation contribute to meaning. To identify themes and conventions in books	To discuss words and phrases that capture the reader's interest To identify how language, structure and presentation contribute to meaning
Writing	<b><u>Odd and the Frost Giants by Neil Gaiman and Chris Riddell</u></b> To infer context from language used within a book To use subordinating conjunctions to support showing a contrast To identify root words and rules for suffixes that describe qualities	To identify ways to create noun phrases To predict and make comparisons using conjunctions To create a variety of expanded noun phrases to describe a scene	To read, looking for specific information To write about a character after taking key facts from text To identify proper nouns and to know to use capital letters for proper nouns	To understand how adverbs and adverbials can enhance the quality of writing. To write an explanation for how something is made. To use conjunctions and adverbs to express cause	To create research questions To be able to sequence key events across a story To use relative clauses to add detail about characters	To create an opening passage that sets scene and introduces when and where the story is set To combine clauses with a greater variety of subordinating conjunctions To choose nouns or pronouns appropriately for clarity and cohesion and to aid repetition

Maths	To know related facts – multiplication and division	To divide a 2-digit number by a 1-digit number (1)	To use equivalent lengths (kilometres and metres)	To understand the whole (fractions)	To understand improper fractions	To add two or more fractions
	To use informal written methods for multiplication	To divide a 2-digit number by a 1-digit number (2)	To find perimeter on a grid	To count beyond 1	To convert mixed number to improper fractions	To add fractions and mixed numbers
	To multiply a 2-digit number by a 1-digit number	To divide a 3-digit number by a 1-digit number	To find perimeter of a rectangle	To partition a mixed number	To convert improper fractions to mixed numbers	To subtract two fractions
	To multiply a 3-digit number by a 1-digit number	To know correspondence problems To measure in kilometres and metres	To calculate perimeter of rectilinear shapes To find missing lengths in rectilinear shapes	To use number lines with mixed numbers To compare and order mixed numbers	To explore equivalent fractions on a number line To understand equivalent fraction families	To subtract from whole amounts To subtract from mixed numbers
Science	To collect data To analyse data	To understand common appliance that use electricity	To build and draw series circuits	To know when a circuit has gone wrong.	To investigate conductors and insulators	To understand conductivity within a circuit
RE	What happened to Jesus during Holy Week? (T) What might the narrative of the Last Supper, Judas’ betrayal and Peter’s denial mean? (T)	What might the story of the Last Supper mean? (T) Do I know what the texts studied mean to some Christians? (T)	What are the links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion? (T)	How do Christians show their beliefs about Jesus in their everyday lives? (I)	What are questions and possible answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how I think and live? (C)	Where does salvation fit into the ‘big story’ of the bible? (I)
History	Lesson 1: Who were the Anglo-Saxons and the Scots? To understand why the Anglo-Saxons invaded Britain.	Lesson 2: How did the Anglo-Saxons settle in Britain? To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.	Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life? To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.	Lesson 4: How did Christianity arrive in Britain? To understand how Anglo-Saxons converted to Christianity.	Lesson 5: Was King Alfred really great? To create an interpretation of Alfred the Great.	Lesson 6: How did Anglo-Saxon rule end? To understand how Anglo-Saxon rule ended.
DT	Lesson 1: Electrical products To learn about electrical items and how they work.	Lesson 2: Evaluating torches To analyse and evaluate electrical products.	Lesson 3: Torch design To design a product to fit a set of specific user needs.	Lesson 4: Attaching materials To use appropriate equipment to cut and attach materials.	Lesson 5: Torch assembly To make a torch.	Lesson 6: Torch assembly To evaluate and test the making process of a torch.

PE 1 Swimming	To carry out initial assessment of swimming skills	To begin to swim competently, confidently and proficiently over a given distance	To use a range of strokes effectively: front crawl	To use a range of strokes effectively: backstroke	To use a range of strokes effectively: breaststroke	To perform safe self-rescue in different water-based situations
PE 2 Basketball	To work well as part of a team. To perform the basic skills needed for the games with control and accuracy. To use a range of tactics to keep possession of a ball.	To move with a ball keeping it under control whilst changing direction. To understand the link between heart rate and breathing when exercising.	To pass/send a ball using a variety of techniques. To pass the ball in different ways e.g. high, low, bounced, fast, slow. To describe how their bodies feel when exercising	To shoot and score with increased success. To develop technique	To apply basic principles suitable for attacking and defending. To keep and follow the rules of games. To identify what they need to practice improving their performance	To find and use space in game situations. To employ simple tactics in game situations. To explain the tactics they have used in games.
Music	Lesson 1: Describing blossom To describe the festival of Hanami using words and sounds	Lesson 2: Sounds of blossom To represent a blossom tree using sounds	Lesson 3: Blossom haiku To identify different musical features	Lesson 4: Haiku melodies To work as a group to create a piece of music to celebrate Hanami	Lesson 5: Haiku performance To perform a piece of music to celebrate Hanami	Lesson 6: To evaluate the singing and playing with accuracy and awareness of the group performance.
PSHE	To recognise how different friendship groups are formed	To understand there are people who take on the roles of leaders or followers in a group	To understand the facts about healthy choices and a balance diet	To know how to keep themselves and others safe	To know how to be a good friend and enjoy healthy friendships	To know how to keep calm and deal with difficult situations
Computing	Program a screen turtle To identify that accuracy in programming is important	Programming letters: To create a program in a text-based language	Patterns and repeats: To explain what 'repeat' means	Use loops to create shapes: To modify a count-controlled loop to produce a given outcome	Breaking things down: To decompose a task into small steps	Create a program: To create a program using count-controlled loops to produce a given outcome
French	To name different including fruit and vegetables	To say I like to eat: J'aime manger and ask what are you eating? Qu'est-ce que tu manges?	To say, I would like some... je voudrais du	To name ingredients. Lait, farine, beurre, du sucre, pain & oeufs	To name cooking techniques: melanger, tremper, metre and saupoudrer	Pain Perdu: Comprehension Text