



Medium Term Plan Term 6 Cedar Class Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spelling	Spelling Objective/Word List Words <i>experience forward(s)</i> <i>guard various strange</i> <i>exercise grammar group</i> <i>history heart</i>	Spelling Objective/Word List Words To learn spelling words with suffix -ly <i>accidentally certainly, earthly, continually peculiarly, surprisingly, ordinarily</i>	Spelling Objective/Word List Words To learn to spell words with endings sounding like /zə/ or /tʃə/	Spelling Objective/Word List Words To learn to spell words with possessive apostrophe with plural words	Spelling Objective/Word List Words To learn to spell words that are homophones and near-homophones	Spelling test To learn to spell more words with prefixes: inter-, auto-, sub- dis- mis-, in-, il-, im-, ir-, re- super-, anti-,
Reading	<u>The Lion the Witch and the Wardrobe C. S. Lewis</u> Predict what might happen from details stated and implied Retrieve and record information /identify key details from fiction and non-fiction	Identify/ explain how meaning is enhanced through choice of words and phrases Make inferences from the text/explain and justify inferences with evidence form the text	Summarise main ideas from more than one paragraph Make comparisons within the text	Identify /explain how information / narrative content is related and contributes to meaning as whole Predict what might happen from details stated and implied	Make comparisons within the text Retrieve and record information /identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph Make comparisons within the text Make inferences from the text/explain and justify inferences with evidence form the text
Writing	<u>Jabberwocky Lewis Carroll</u> To explore and investigate nonsense words and how meaning can be made of them. To recognise how poets manipulate words. To identify the meaning and class of a word by using prefixes/ suffixes and context.	To retrieve information from text. To investigate how the words, rhyme and rhythm create the effects that a poet wants to convey. To increase familiarity with significant poets. To be aware of how poems can be read out loud for an audience	To write an explanatory descriptive piece which encompasses expressive adjectives, adverbs and verbs. To imagine and create a fantasy creature. To create a composition of humorous verse using nonsense words. To edit and publish own compositions.	<u>The Lion the Witch and the Wardrobe C. S. Lewis</u> To explore the use of proper nouns and how they can help our understanding of the unfamiliar.	To use additional relative clauses that give more information. To spell words with the – ture suffix. To use the language of possibility: should, could would (modal verbs).	To be able to identify clues from the text which tell us a story is set in another world. To compare and contrast one setting with another.

Maths	<p>To make a whole with tenths</p> <p>To make a whole with hundredths</p> <p>To partition decimals.</p> <p>To flexibly partition decimals</p> <p>To compare decimals</p>	<p>To order decimals</p> <p>To round to the nearest whole number</p> <p>To find halves and quarters as decimals</p> <p>To wire money using decimals</p> <p>To convert between pounds and pence</p>	<p>To compare amounts of money</p> <p>To estimate with money</p> <p>To calculate and solve problems with money</p> <p>To explore years, months, weeks and days</p> <p>To explore hours, minutes and seconds</p>	<p>To convert between analogue and digital times</p> <p>To convert to and from the 24 hours clock</p> <p>To understand angles as turns</p> <p>To identify angles</p> <p>To compare and order angles</p>	<p>To identify triangles and quadrilaterals</p> <p>To investigate polygons</p> <p>To find lines of symmetry</p> <p>To complete a symmetrical figure</p> <p>To interpret charts.</p> <p>To find comparison, sum and difference</p>	<p>To interpret and draw line graphs</p> <p>To describe position using coordinates</p> <p>To plot coordinates</p> <p>To draw 3d shapes on a grid</p> <p>To translate on a grid</p> <p>To describe translation a grid</p>
Science	Why do we have different shapes teeth?	What can we tell about an animal from looking at its teeth?	What happens to our food when we eat it?	Can models help us understand human processes?	Why are food chains important?	What are the simple function of the human digestives system?
RE	Who are Hindu people? What do Hindus believe about God and how the world was created?	How do Hindu people show their belief in God?	A Hindu life, what is important?	How does the dharma at each stage of life help Hindus to be good?	What does the story of Rama and Sita teach Hindus about dharma and karma?	Why is Mahatma Gandhi a Hindu Hero?
History	<p><u>Lesson 1:</u> Who were the Vikings and why did they come to Britain?</p> <p>To explain when and why the Vikings came to Britain.</p>	<p><u>Lesson 2:</u> What do we know about the Vikings?</p> <p>To recognise bias in some sources about the Vikings.</p>	<p><u>Lesson 3:</u> How did the Vikings travel?</p> <p>To explore the features of Viking longboats.</p>	<p><u>Lesson 4:</u> Were the Vikings raiders or traders?</p> <p>To examine why trading was important to the Vikings.</p>	<p><u>Lesson 5:</u> What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</p> <p>To extract and interpret information from many sources.</p>	<p><u>Lesson 6:</u> What was Viking life in Britain like?</p> <p>To extract and interpret information from many sources.</p>
DT	<p><u>Lesson 1:</u> Sense of proportion</p> <p>To explore proportion and tone when drawing.</p>	<p><u>Lesson 2:</u> Drawing with scissors</p> <p>To plan a composition for a mixed-media drawing.</p>	<p><u>Lesson 3:</u> Chassis and launch mechanism</p> <p>To build a car chassis.</p>	<p><u>Lesson 4:</u> Designing the car body</p> <p>To design a shape that reduces air resistance.</p>	<p><u>Lesson 5:</u> Making the car body</p> <p>To make a model based on a chosen design.</p>	<p><u>Lesson 6:</u> Assembly and testing</p> <p>To assemble and test completed product.</p>
PE 1	1. Show control, coordination and	1. Choose the appropriate running	1. Combine basic jump actions to form a jump combination.	1. Develop jumping technique.	1. Communicate, collaborate and compete with others.	1. Show control, coordination and

	<p>consistency when running.</p> <p>2. Show control, coordination and consistency when throwing.</p> <p>3. Show control, coordination and consistency when jumping.</p>	<p>speed to meet the demand of the task.</p> <p>2. Understand how to pace your speed when running over an increased distance.</p> <p>3. Describe how their bodies feel when exercising.</p>	<p>2. Devise suitable warm-up activities for the upcoming activities.</p>	<p>2. Learn how to evaluate and recognise their own success.</p>	<p>2. Work well as part of a team.</p>	<p>consistent when running.</p> <p>2. Show control, coordination and consistency when throwing.</p> <p>3. Show control, coordination and consistency when jumping.</p>
PE 2	To introduce the sport of rounders	To know about fielding – throwing and catching	To understand batting and hitting into a space	To know how about bowling using underarm	To take up space and positions that make it difficult for opponents	To work well as part of a team and explain tactics of the games.
Music	<p><u>Lesson 1:</u> To understand how to hold and blow into the recorder</p> <p>To know how to place the finder and blow correctly to make the note B</p>	<p><u>Lesson 2:</u> To know how to place the finger and blow correctly to make the note A</p> <p>To play a simple tune using the notes B and A by changing the fingering.</p>	<p><u>Lesson 3:</u> To know how to place the finger and blow correctly to make the note G</p> <p>To play a simple tune using the notes B, A and G by changing the fingering.</p>	<p><u>Lesson 4:</u> To play simple tunes with notes of short and long duration</p>	<p><u>Lesson 5:</u> To read the standard notation for the crotchet rest</p> <p>To play simple tunes which include crotchet rests</p>	<p><u>Lesson 6:</u> To play tunes using the notes B, A and G</p>
PSHE	To understand that everyone is unique and special	To express how they feel when change happens	To express how they feel when change happens	To understand and respect the changes that they see in themselves	To understand and respect the changes that they see in other people	To know who to ask for help if they are worried about change
Computing	<p>Program a screen turtle</p> <p>To identify that accuracy in programming is important</p>	<p>Programming letters:</p> <p>To create a program in a text-based language</p>	<p>Patterns and repeats:</p> <p>To explain what 'repeat' means</p>	<p>Use loops to create shapes:</p> <p>To modify a count-controlled loop to produce a given outcome</p>	<p>Breaking things down:</p> <p>To decompose a task into small steps</p>	<p>Create a program:</p> <p>To create a program using count-controlled loops to produce a given outcome</p>
French	To name different food including fruit and vegetables	<p>To say I like to eat:</p> <p>J'aime manger and ask what are you eating?</p> <p>Qu'est-ce que tu manges?</p>	<p>To say, I would like some...</p> <p>je voudrais du</p>	To name ingredients. Lait, farine, beurre, du sucre, pain & oeufs	To name cooking techniques: melanger, tremper, metre and saupoudrer	Pain Perdu: Comprehension Text