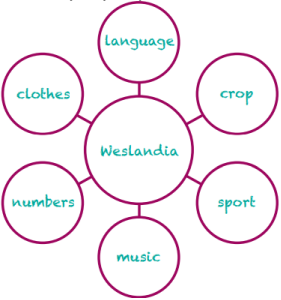


Year 4 Spring Term 1 Medium-term Planning Overview

	WB – 06.01.25	WB – 13.01.25	WB – 20.01.25	WB – 27.01.25	WB – 03.02.25	WB – 10.02.25
Maths	<p>Power maths - Unit 6 multiplication and division</p> <p>LI: to understand factor pairs</p> <p>LI: to multiply and divide by 10</p> <p>LI: to multiply and divide by 100</p>	<p>Power maths - Unit 6 multiplication and division</p> <p>LI: to understand related facts - multiplication</p> <p>LI: to understand related facts – division</p> <p>LI: to multiply and add</p> <p>LI: to understand and use informal written methods</p> <p>LI: to multiply 2 digits by 1-digit numbers</p>	<p>Power maths – Unit 6 multiplication and division</p> <p>LI: to multiply 3 digits by 1-digit numbers</p> <p>LI: to solve multiplication word problems</p> <p>LI: to understand basic division</p> <p>LI: to divide and find remainders</p> <p>LI: to divide 2-digit numbers</p>	<p>Power maths – Unit 6 multiplication and division</p> <p>LI: to divide 3-digit numbers</p> <p>LI: to understand correspondence problems</p> <p>LI: to use efficient multiplication skills</p> <p>LI: EOUA (end of unit assessment)</p> <p>LI: toolkit lessons based on misconceptions</p>	<p>Power maths – Unit 7 length and perimeter</p> <p>LI: to measure in KM and M</p> <p>LI: to find perimeter on a grid</p> <p>LI: to find the perimeter of a rectangle</p> <p>LI: to find the perimeter of rectilinear shapes</p> <p>LI: to find missing lengths in rectilinear shapes</p>	<p>Power maths – Unit 7 length and perimeter</p> <p>LI: to find the perimeter of regular polygons</p> <p>LI (EOUA) End of Unit Assessment</p> <p>LI: toolkit lesson on misconceptions</p> <p>(two lessons to cover misconceptions or for any lessons missed)</p>
Writing	<p><i>Weslandia</i></p> <p>LI: To create a description using adverbials</p> <p>Introduce our new book and ask the children what they think the story will be about. Read up to Wesley dreamed of more exciting shelters before asking the children to discuss what their ideal shelter would be if they had to make one making sure to list the nouns, they would need to create it. Ask the children to use adverbs to explain why they would need each piece</p>	<p><i>Weslandia</i></p> <p>LI: To chronologically order the story</p> <p>Have statements prepared for the children to order based on where they appear in the story. Ask the children to stick these into their books however ask the children to use fronted adverbials for time to marry the statements together “the next more” after this” the next day”</p> <p>LI: To look at the features of persuasive writing</p> <p>Look at brochures and advertisements and try to pin point where facts and figures, emotive language and lists of 3 are once pin pointed explain in</p>	<p><i>Weslandia</i></p> <p>LI: To draft the introduction and the initial subheadings</p> <p>Revisit the persuasive opening lesson in which the children should this time be writing the opening to the brochure advertising their civilisation. Model persuasive techniques whilst also outlining the areas that are going to be visited in the subheadings.</p> <p>LI: To write 3 subheadings with their information (1)</p> <p>Use the plans that were previously written with 3 example paragraphs with the headings at the top. Give the</p>	<p><i>Until I met Dudley</i></p> <p>LI: To explore relationships between words</p> <p>Show the children the words invention ad imagination and ask the children to think of as many synonyms and root words related to. Ask the children to create an invention of their own in their books explaining what it is, why it is useful and who can use it.</p> <p>LI: to ask questions</p> <p>Children to watch Mr Milano use a toaster whilst asking irrelevant questions. Try to use the toaster whilst asking irrelevant questions and see if they can spot it. Once this is</p>	<p><i>Until I met Dudley</i></p> <p>LI: To understand the features of an explanation text</p> <p>Revisits the toaster and organise the features of both the formal and informal explanation texts using a Venn diagram, note that some of the features should go in the middle.</p> <p>LI: To write an informal explanatory paragraph</p> <p>Play a game where children have to think of as many ways as possible they could talk about a hamster without saying the word hamster (he she it rodent etc)</p> <p>Then make sure the classroom has an electric sharpener and use the</p>	<p><i>Until I met Dudley</i></p> <p>LI: To write the creative informal version of our invention</p> <p>Use the same example of the hamster explaining similarly how the sharpener works using the same format as previously</p> <p>LI: Neat write up of both sets of explanation texts on A3 paper.</p>

<p>“I would need a metal roof because it would provide shelter from the rian”</p> <p>LI: To accurately use causal conjunctions</p> <p>Read up to offered a myriad of opportunities and ask the children to write 4 sentences that explain what has happened in the story so far. Ask the children once they have written these sentences to use one of the banks of causal conjunctions (because, due to this, consequently) to have a partner finish their sentence and listen to examples as a class.</p> <p>LI: to understand and use new vocabulary</p> <p>Read up to “to invite the new and unknown” discuss the language used so far. Ask the children to write down 5 words that they are unsure of the definition of whilst I am reading. Model how to use the dictionary after letting the children predict their definition’s, use the dictionary to find their definitions.</p> <p>LI: to review our new class story.</p> <p>Read to the end of the story and ask the children</p>	<p>detail how all 3 of these features persuade a reader.</p> <p>LI: To create an engaging introduction</p> <p>Model an introduction to a persuasive report about Weslandia in the introduction ask the children to create a fact and figure reasoning for join 9/10 would come again, a list of three, emotive language and extend to a rhetorical questions or quote if there is the chance.</p> <p>LI: To create a theme web for Weslandia</p> <p>Use an A3 piece of paper In this lesson in which Weslandia is in the middle and the main themes of the civilisation are around the edge. Ask the children to fill the page with as much information that they know surrounding it. If the children manage to find all the key details they can infer details about Weslandia in purple pen too.</p>  <p>LI: To create a theme web for my own civilisation</p> <p>Ask the children to use yesterdays work as a base to do</p>	<p>children 15 minutes for each paragraph to explain the feature of their civilisation</p> <p>LI: To write subheadings with their information (2)</p> <p>Repeat lesson of the previous but with the second set of 3 headings with modelled examples to follow.</p> <p>LI: neat write up converting it into a leaflet and finishing (1)</p> <p>LI: neat write up converting it into a leaflet and finishing (2)</p>	<p>done ask children to write relevant questions that they could ask if someone wanted to work out how to use a toaster for the first time. Read about how a toaster works.</p> <p>LI: To write a letter asking for help</p> <p>Read the page about how we think a vacuum works before modelling with the children a letter that they could write to Dudley explaining what they have discovered and how they think a vacuum might work. Use the format of a letter and allow the children 20 minutes to write it. At the end of the lesson respond to the letters by showing how it works.</p> <p>LI: To write a simple explanation</p> <p>Show the children a snipped-up sentence in the wrong order after showing the children the first page of how a refrigerator works. Once complete share with the children how it actually works before children create a snipped-up sentence of their own for a partner on how a fridge actually works.</p> <p>LI: To write a cohesive paragraph using which and where</p> <p>Use the page with the rubbish bins on to find 3 basic sentences. Modelling using which and where as a conjunction either to explain the place the sentence is</p>	<p>hamster as the invented reason that pencils can be sharpened. As a class write an explanation as to how that might work. At the end of the lesson explain the actual workings of the sharpener.</p> <p>LI: To research and make notes.</p> <p>Model using the internet to research how an electric pencil sharpener works to find the accurate information that is needed. Ask the children in pairs to pick an electronic appliance that they can both research to find the explanation as to how it works and use a spider diagram to note down the relevant information and also the different parts that make it work</p> <p>LI: To write a formal explanation</p> <p>Give the children a plain piece of paper in which they can quickly draw their invention and label the relevant pieces just as Dudley does. Ask the children in their books to write a sentence explaining what each of the components they have labelled does so that they have a secure understanding.</p> <p>LI: To write formal instructions as to how a device works.</p> <p>Model for the children the 5 steps I would need to write in order to show how an electric sharpener functions using time adverbials, imperative verbs and factual and concise writing before allowing the children to do the same.</p>	
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	<p>to complete an honest review of the story. Ask the children to compare this to our previous books. This similar to... because and this is different to Due to.</p> <p>LI: to use subordinate clauses accurately.</p> <p>Look at the character of Wesley and ask that words with the suffix ous are used to describe him that are accurate. Use those words to create basic sentences about Wesley. <i>Wesley is brave.</i> Explain to the class that we are going to extend from the start of the sentence using a subordinate clause. <i>Due to the fact he helps others, Wesley is brave.</i></p>	<p>an identical task on a civilisation of their own choosing. They can choose the name of their civilisation and 4 of the topics from yesterday have to remain but 2 can be changed, crops could be changed to laws for example or numbers to money making sure that there is a plan in place ready for the next lesson.</p>		<p>happening or how it is happening. Ask the children to convert the 3 sentences into a paragraph in which where or which is use at least once.</p>		
<p>Reading 9</p>	<p>The undefeated</p> <p>LI: to understand why we celebrate black history</p> <p>Look at the front cover of the book and ask what they think the story is about, explain that it is about black history and have a discussion as to why that is important</p> <p>LI: to understand the root word union Listen to We Shall Not be Moved sung by Mavis Staples and ask the</p>	<p>The undefeated</p> <p>LI: to understand multiple meanings of one word Read the next part of the poem up until and faith in order and ask the children of the definition scored. Can we find any others using dictionaries and google. If we can have definitions on one word can be have different opinions on one person. Discuss.</p> <p>LI: to prove statements as true or false using the text Read the next part of the poem up until the break of dawn. Read the section on Jack Johnson and explain</p>	<p>The undefeated</p> <p>LI: to creatively infer Read this is for the unlimited before brainstorming what that could mean. Ask the children to write two sentences using inference.</p> <p>LI: to complete a wheel of sports Read the page beginning The Wilma Rudolph and discuss what sports were discussed. Ask the children to fill in her achievements in each sport.</p> <p>LI: to debate a controversial sentence Write on the board 'Muhammed Ali was more</p>	<p>The Humans</p> <p>LI: to define words and order them Show children three words and ask the children to order them in length of word, length of time and then discuss what they mean and why then discuss the front cover.</p> <p>LI: to find definitions Read up to page 5 and put 6 words on the board. Also show the definitions and ask the children to guess before sharing the correct definitions.</p> <p>LI: to complete a genius triangle</p>	<p>The humans</p> <p>LI: to evidence an opinion Read pages 16 to 18 before asking the question. Were the Phoenicians excellent traders? Yes, no, or maybe. Discuss as a class the different answers you may have before asking the children to pick an answer and explain why they think they are correct.</p> <p>LI: to answer comprehension questions Present the children with questions whilst reading pages 19 to 21. Ask the children to pick any 4 of the 6 questions to answer on the Aborigines.</p>	<p>The humans</p> <p>LI: to write a fact file on Genghis Khan Read pages 39 and 40 before asking the children to create a fact file on Genghis Khan before making an impression on what he was like as a person</p> <p>LI: to match vocabulary to its definitions Read to 45 whilst asking the children to match 7 words to their definitions and looking through them together to understand their meanings in context.</p>

	<p>children what they think its about.</p> <p>LI: to make predictions Provide the children with 5 comprehension questions that ask you to predict what happens in the story.</p> <p>LI: to understand the prefix un Allow the children to listen to the first poem and ask for the for their thoughts before understanding he prefix un and listing as many words as they can.</p> <p>LI: to understand why Jesse Owens is an important figure Read the biography at the back of the book and ask them why he is such an important figure. After the discussion the children can answer 5 inference questions.</p>	<p>what he is like as a character</p> <p>LI: to use evidence to justify opinions As a class read up to this is for the unafraid. Answer comprehensions questions that ask to justify opinions already given to them</p> <p>LI: to answer comprehension questions Read the double-sided page that begins the righteous marching ones, answer 2 comprehension questions collectively before asking the children to do 4 independently.</p> <p>LI: to understand the structure of a page Read the next two pages and together share write a paragraph explaining why the illustrations and text are relevant.</p>	<p>than just a sporting legend' ask the children to place themselves on the agree to disagree spectrum before writing a sentence explaining whether they agree or disagree.</p> <p>LI: To answer true or false questions Read the page this is for the unbelievable and ask the children to write 3 statements of their own for a partner to answer.</p> <p>LI: To understand an underdog Read to the end of the story before asking the children why the poem is inspiring a celebration ad why the illustrations are just as important as the text.</p>	<p>Read to page 7 before completing the genius triangle as a class.</p> <p>LI: to select comprehension questions to answer Read pages 9 and 11 before displaying 7 questions on the board and asking the children to answer any 4 of their choice.</p> <p>LI: to use adjectives to organise Show the children 7 adjectives and ask the children to write them before organising inventions underneath those adjectives so that they can be organised into their purpose (political for example)</p>	<p>LI: to understand the Sumerian civilisation Provide the children with pages 26 and 27 before asking the children in groups to find the answer to all 7 questions before completing a spider diagram on the Sumerians and what they are like.</p> <p>LI: to write a postcard to the future Read pages 31 and 32 before giving the children a postcard template and asking them to write a postcard as if they were living in the Persian era and want to tell present day you all about it.</p> <p>LI: to answer "why?" questions accurately Provide the children with 7 why questions and model answering the first before attempting the rest independently.</p>	<p>LI: to infer vocabulary meaning Provide the children with another vocab matching activity but this time ask the children to guess before reading and then to make a subsequent guess in purple pen afterwards and discuss if anything has changed.</p> <p>LI: to answer true or false questions Read page 49 and ask the children to decide whether statements are true or false before sharing as a class.</p> <p>LI: to answer Viking comprehension Read the section on the Vikings ask the children to answer 4 questions on the Vikings in their books.</p>
Spelling	Revisit the Year 3/4 words	<p>Puncture Sculpture Structure Torture Vulture Adventure Departure Agriculture Moisture Furniture</p> <p>Active spelling learning techniques.</p>	<p>Gently Simply Humbly Nobly Wriggly Fiddly Muscly Prickly Grizzly Simply</p> <p>Active spelling learning techniques.</p>	<p>Humorous Poisonous Tremendous Glamorous Courteous Spontaneous Ambitious Dangerous Enormous Delicious</p> <p>Active spelling learning techniques.</p>	<p>Cliché Crochet Quiche Chandelier Cliché Moustache Champagne Ricochet Chivalry Chauffeur</p> <p>Active spelling learning techniques.</p>	<p>Quality Quantity Quarry Critique Picturesque Boutique Antique Squeeze Cheque Mosque</p> <p>Active spelling learning techniques.</p>

Science		LI: to understand how and why appliances run on electricity	LI: to make complete circuits	LI: to understand and find conductors and insulators	LI: to understand switches	LI: to create an experiment using electrical components
Geography (see Quigley resources)		<p>Ongoing provision – locate the world’s countries using maps to focus on Europe.</p> <p>Rivers and their features, deposition, transportation and the coast.</p> <p>The features of the river.</p> <p>What is erosion? Is it a good thing or a bad thing? What can we do to stop it or start it?</p>				
The History	LI: to use a timeline to order the start of the stone age	<p>LI: to understand and try stone age foods</p> <p>Discuss the context of why stone age society could not eat the food we eat today before trying stone aged samples.</p>	<p>LI: to understand the difference between scavenging and hunting</p> <p>Ask the children to use technology to find the answer to this question before presenting it in front of the class.</p>	<p>LI: to understand the settlement of Skara Brae</p> <p>Research and discuss Skara Brae before completing a comprehension task to show understanding</p>	<p>LI: to understand how we know about the stone age and the job of an archaeologist.</p> <p>Understand answer what the sunstone was for before attempting to make one</p>	<p>LI: to use a timeline to order the end of the stone age and what happened next.</p> <p>Complete a timeline for the end of the stone age and complete the end of unit assessment.</p>
Art/DT	Stephen Morris – to research and understand who he is and what he is known for.	Stephen Morris – use charcoal pencils to create a variety of shades in only one colour	Stephen Morris – create cave shadings based on what we have learnt	Stephen Morris – create cave shadings that relate to modern day	Stephen Morris – use shading techniques to draw 3-d shapes	Stephen Morris – create a shaded 3 – piece in the style of Stephen morris
Music		Music express scheme.	Music express scheme.	Music express scheme.	Music express scheme.	Music express scheme.
PE	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.Friday –	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.
RE	<p>Community – Christianity</p> <p>LI: to complete a pre assessment and discuss the similarities and</p>	<p>Community – Christianity</p> <p>LI: to understand and discuss the main Christian beliefs</p>	<p>Community – Christianity</p> <p>LI: to special Christian places</p>	<p>Community – Christianity</p> <p>LI: to understand Christian festivals</p> <p>I group children will create a tv show to</p>	<p>Community – Christianity</p> <p>LI: to understand the holy Christian book</p> <p>Children to complete a fill in the gaps sheet with relevant information before using it</p>	<p>Community – Christianity</p> <p>LI: to understand Christian symbols and their meanings (EOUA)</p>

	difference between other religions		In pairs label the specific features of a church and colour it in	discuss and understand Christian festivals	to quiz each other on the Bible and its importance	Look through as a class important symbols before asking children to create one of their own to represent their own life.
COMPUTING	Programming A – Repetition in shapes LI: to programme a screen turtle	Programming A – Repetition in shapes LI: to programme letters	Programming A – Repetition in shapes LI: to understand patterns and repetitions	Programming A – Repetition in shapes LI: to use loops to create shapes	Programming A – Repetition in shapes LI: to break coding down	Programming A – Repetition in shapes LI: to create a program
PHSE Dreams and goals	LI: to stay motivated when trying something challenging	LI: to keep trying even when it is difficult to do so	LI: to understand and overcome disappointment	LI: to create new dreams that are achievable	LI: to ensure we achieve our goals	LI We did it!