

Year 4 Spring Term 2 2024/2205 Medium-term Planning Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths	Power maths - Unit 8 fractions LI: to understand tenths and hundredths LI: to apply tenths and hundredths LI: to find equivalent fractions LI: to find equivalent fractions (2) LI: to simplify fractions	Power maths - Unit 8 fractions LI: to understand fractions greater than 1 LI: to use fractions greater than 1 LI: EOUA (End of Unit Assessment) LI: toolkit lesson on misconceptions Power maths – Unit 9 fractions (2) LI: to add fractions	Power maths – Unit 9 fractions (2) LI: to subtract fractions LI: to subtract fractions (2) LI: to problem solve using fractions (1) LI: to problem solve using fractions (2) LI: to find fractions of amounts	Power maths – Unit 9 fractions (2) LI: to problem solve and find fraction of amounts (1) LI: to problem solve and find fraction of amounts (2) Power maths – Unit 10 decimals LI: to understand tenths as decimals LI: to understand tenths as decimals (2) LI: to understand tenths as decimals (3)	Power maths – Unit 7 length and perimeter LI: to divide by 10 LI: to divide by 10 (2) LI: to understand hundredths LI: to understand hundredths (2) LI: to understand Hundredths (3)	Power maths – Unit 7 length and perimeter LI: to divide by 100 LI: to divide by 10 and 100 LI: EOUA LI: toolkit lesson

Writing	<p><i>The Lion the Witch and the Wardrobe</i></p> <p>LI: To begin to read our book and use relative clauses.</p> <p>In this lesson dim the lights and leave the screen on a wintery setting. Read the first two chapters of the book. Once read explain to the children that they are going to improve simple sentences from the book by dropping in relatively clauses. This means that the sentence sandwiches the clauses.</p>	<p><i>The Lion the Witch and the Wardrobe</i></p> <p>LI: To write a poem</p> <p>Have an example of a poem written with onomatopoeia, alliteration, and similes to accentuate the Turkish delight. Give the children 20 minutes to independently write at least 4 lines. Before allowing the children to perform these at the end of the lesson.</p> <p>LI: To make logical inferences about a character's emotions</p> <p>Read to the end of chapter 5.</p>	<p><i>The Lion the Witch and the Wardrobe</i></p> <p>LI: To write in rhyme</p> <p>Read up to "your lives would be worth a shake of my whiskers!" (Chapter 8) the prophecy to adapt the version for the character they had picked in a previous lessons. They should only have to change proper nouns and adjectives if they are not relevant. Read to the end of Chapter 10.</p> <p>LI: To understand the importance of humour in a text.</p>	<p><i>The Lion the Witch and the Wardrobe</i></p> <p>LI: To adapt and plan a version of our own story</p> <p>Look at the story as a class and explain that we are going to change 5 key features of the story: Character names, the portal that they travel through, the creature that helps the characters, the villain, and the setting that they travel too. Have this planned by the end of the lesson.</p> <p>LI: to write an opening paragraph using my plan</p>	<p><i>The Lion the Witch and the Wardrobe</i></p> <p>Write up lesson 1</p> <p>Write up lesson 2</p> <p>Create front cover and blurb</p> <p><i>The Iron Man (this will be read at the end of the school day up until this point so that the children know the narrative)</i></p> <p>LI: To understand and review The Iron man</p> <p>In this lesson ask the children to summarise the main points of the story if there is the opportunity,</p>	<p><i>The Iron Man</i></p> <p>LI: To draft a newspaper report on The Iron man</p> <p>Share write a newspaper report before asking the children to write a report of their own based upon the fight between the SBAD (Space Bat Angel Dragon)</p> <p>LI: To finish, edit and improve our newspaper draft</p> <p>Write up lesson 1</p> <p>Write up lesson 2</p>
	<p>LI: To use words with the suffix ture and relative clauses.</p> <p>Revisit what happened in the story yesterday and look at relative clauses again. Ask the children to make a simple sentence and then improve it with a relative clause dropped in. once this is done ask the children to complete a table that shows the opposites of Narnia and the world Lucy came from</p> <p>LI: to ask relevant questions</p>	<p>Ask the children questions about Edmund as a character. What do you think about Edmund as a person? Would you like to be his friend? Would describing him as an angry and unhappy person be fair?</p> <p>LI: To be able to ask investigative questions</p> <p>Read chapter 6 before stopping at "The children stared at each other. Read the notice found on Mr Tumnas door.</p> <p><i>The former occupant of these premises, the Faun Tumnus, is under arrest and awaiting his trial on a charge of High Treason against her Imperial Majesty</i></p>	<p>Read chapter 11 and ask the children if they remember any instances of humour in the book so far. Discuss as a class the definition of the word hindrance why is that relevant? Ask the children to write 3 examples in the book where the author where they use humour and why they think it is funny.</p> <p>LI: To write a piece of speech that the author has omitted.</p> <p>Read to "Asland was saying but it was a conversation which Edmund never forgot." Ask the children in pairs to role play the conversation</p>	<p>When writing their opening paragraph remind the children that I will be looking for description, fronted adverbial phrases, and similes. Ask the children in this session to have their character travel to Narnia and have their friend or relation lie to their friends and say that they have not been.</p> <p>LI: To write my second paragraph</p> <p>In this lesson share my example and give the children opportunity to write about all the characters travelling into Narnia and Mr Tumnus's cave being ruined and how they feel.</p>	<p>show the children the film the iron man and ask them to find similarities and differences between the film and the book</p> <p>LI: To understand the features of a newspaper report</p> <p>Give the children a variety of newspaper from the week for the children to cut out and stick to different features that are on separate pieces of paper (headline, caption, quote, past tense, formal writing, facts and figures, relevant picture)</p>	

	<p>Read on in the story up until “lucy grew very red in the face”. Hot seat as Mr Tumnus making sure to answer questions as relevantly as possible. Explain to the children that if they ask an irrelevant question he will say “I can’t answer that” aim for the children to have 3 answers to questions in their books.</p> <p>LI: to understand imagery and what it is used for.</p> <p>Read to the end of chapter 3 and explain that good description uses your senses. Give a table each one of the senses and write down anything they have learnt so far. Then have each sheet travel and see if they can add to it. Give each table the same coloured pen.</p>	<p><i>Jadis, Queen of Narnia, Chatelaine of Cair Paravel, Empress on the Lone Islands, etc., also of comforting her said majesty’s enemies, harbouring spies and fraternizing with Humans. Signed MAUGRIM, Captain of the Secret Police.</i></p> <p>The children are to interview a witness and try and decipher which answers given are honest and which ones are not truthful.</p> <p>LI: To write a recount as an eye witness</p> <p>Look at witness reports in other newspapers and ask the children to write in role as they were the character that saw the police take him away. Whilst doing this look at other</p>	<p>before modelling an example and letting the children be as creative with this as they can. Read to the end of the chapter.</p> <p>LI: to summarise the key events of the story so far.</p> <p>Read chapter 13 as a class before asking the children to story map the key events of the story so far.</p> <p>LI: to review the story</p> <p>Read to the end of the story making sure to understand that Aslan sacrificed himself for Edmund in the end. Ask the children to complete a review sheet for the story asking how it is similar or different to any of the other stories that we have read.</p>	<p>At this point introduce the villain and have one character be persuaded with the sweet of their choice. At this point the good magical creature should be introduced but not in too much detail as this will come next.</p> <p>LI: To write the final paragraphs</p> <p>In this lesson write about your Edmund character being saved and this turning into a ferocious battle with imperative verbs, adjectives and speech and the ending should be interesting too.</p> <p>LI: A finishing and perfecting lesson</p> <p>Use this lesson for any children that have missed the write up or for editing and improving.</p>		
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	<p>LI: to collect ideas ready to create poem</p> <p>Introduce the children to Turkish delight and ask the children to do a similar activity to that of the day before but for the Turkish delight. Ask the children to share these ideas and to end the lesson by discussing their favourite sweets ready for their own independent writing.</p>	<p>relevant features of newspaper reports.</p> <p>LI: To use expanded noun phrases to show emotions</p> <p>Read to the end of the chapter 7 "Aslan each one of the children felt something jump in its inside". At this point thought shower what Aslan is like as a character. Ask the children to create a similar powerful character in a sentence that is similar to Aslan. Once one of their characters is joking ask the children to write a piece of speech that their character might say.</p>				
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<p>Reading</p>	<p><i>Tamarind and the star of Ishta</i></p> <p>LI: to answer questions that cover the 5 W's</p> <p>Read to chapter 2 and then discuss the following questions:</p> <ol style="list-style-type: none"> 1) What does the narrator love about the photo of her mother? 2) Where do you think the photo is taken? What are the clues? 3) Why does Chloe check the food for gelatine? 4) Who is Tamarind desperate to find out about? 5) When did Tamarind lose her mother? <p>LI: to find similarities and differences between countries</p>	<p><i>Tamarind and the star of Ishta</i></p> <p>LI: to sequence key events</p> <p>Read chapter 12 and 13 before asking the children to sequence certain events in the chapter in order. Discuss why this is the best sequence for them to come in within the story.</p> <p>LI: to understand relations in the story</p> <p>Read chapter 14 and 15 before showing the children 5 characters from the story. Ask the children what their family relation is but also what their relationship is like. How do the two relate to one another?</p> <p>LI: to understand Tamarind's actions</p> <p>Read chapters 16 to 18 and display actions that Tamarind performs in the chapter. What does this tell us about how she</p>	<p><i>Tamarind and the star of Ishta</i></p> <p>LI: to find similarities and differences between characters</p> <p>Read chapter 23 and 24. Whilst reading asking the children to list the differences between Tamarind and Sufia.</p> <p>LI: to find accurate definitions</p> <p>Read chapters 25 and 26, put the children in pairs and give the children a word each with its definition and then ask the children to create another pretend meaning and ask the children to use the book to work out which definition is accurate.</p> <p>LI: to notice character development in the story.</p> <p>Read chapters, 27, 28 and 29 provide the children with statements about Tamarind</p>	<p><i>The Poet's dog</i></p> <p>LI: to make predictions</p> <p>Show the children the front cover and ask what poems they have read. Ask the children to make two predictions about the story.</p> <p>LI: to answer comprehension questions</p> <p>Read chapter one before leaving comprehension questions on the board to answer independently.</p> <p>LI: to work through comprehension questions as a team.</p> <p>Read chapter 2 before providing each person on the table with the comprehension question they will need to feedback to their team.</p> <p>LI: to find similarities and differences between characters</p>	<p><i>The Poet's dog</i></p> <p>LI: to answer comprehension questions</p> <p>Read chapter 4, answer questions independently whilst the book is being read.</p> <p>LI: to answer prediction questions</p> <p>Read chapter 5 before asking the children to answer prediction questions in which the children are allowed to guess using what they have already read.</p> <p>LI: to discuss what we have learnt from the story so far</p> <p>Read chapter 6 with the children before discussing with the children what has happening so far. What do we think about the characters? What do we think it is going to happen next?</p> <p>LI: to use characters emotion to understand the story</p>	<p><i>The Poet's dog</i></p> <p>LI: to understand mood change in the book</p> <p>Read chapter 10 as a class and go through the relevant questions as a class making sure to discuss how this changes the mood and theme of the story</p> <p>LI: to answer comprehension questions as a team</p> <p>Read chapters 11 and 12 before giving each child on each table a questions before feeding back to the rest of the group.</p> <p>LI: to understand the twist in the story</p> <p>Read chapter 13 before discussing the twist in the story. What is it? Why is it effective? How does it change the mood of the story?</p>
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	<p>Whilst reading chapter 3 and 4 ask the children to list in a table features that are similar and different between the UK and India.</p> <p>LI: to use evidence from the text to justify an opinion Read chapters 5 and 6 whilst displaying 6 evidence questions on the board. Ask the children whilst I am reading to answer three of the questions using evidence from the text whilst I am reading.</p> <p>LI: to predict the definition of words Ask the children whilst I am reading chapter 7 and 8 to predict the definitions of 5 words within the book. Once I have finished reading reveal the worst seeing how close they were and understanding different techniques for guessing definitions.</p> <p>LI: to understand the definitions of phrases. Read chapter 9 to the class. Ask the children to guess the definitions of phrases and what the author is actually trying to express to the reader. Once this is read discuss their meanings and why they are relevant.</p>	<p>feels and does it match how she should feel contextually.</p> <p>LI: to infer characters opinions Read chapters 19 and 20. Ask the children how Aunt Simran feels and why she decides to side with Tamarind, does this change how we feel about a character?</p> <p>LI: to order statements in terms of danger Read to chapters 21 and 22 before displaying 4 statements that happen within the two chapters. Ask the children to add this to a spectrum starting from safest to most dangerous, what does this tell us about the story?</p>	<p>at the beginning of the story. How are these different now?</p> <p>LI: to understand character conflict Read chapter 30 and 31 and pick a pair of characters that share conflict. How is it resolved by the end of the story.</p> <p>LI: to understand the significance of items in the story. Read to the end and ask the children why a variety of items in the story are significant.</p>	<p>Ask the children to pick 2 of the characters from the story so far and the children should create a venn diagram where they can add features that are similar and differences.</p> <p>LI: to find evidence to back up impressions Children to read chapter 3 and then discuss 2 opinions on Teddy before evidencing the impression using the book.</p>	<p>Read chapter 7 before asking how the characters feel at this point in the story, children to answer comprehension questions once this has been discussed.</p> <p>LI: to locate relevant information Read chapter 8 and 9, provide the children with pages 56 and 57 before giving children questions that ask the children to locate information from the text for the answers.</p>	<p>LI: to finish and review the story Read as a class to the end before completing a review sheet for the story asking the children what they liked, disliked, would change and puzzled them.</p>
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Spelling	Active spelling learning Techniques Leisure Pressure Exposure Treasure Erasure Fissure Disclosure Reinsure Composure Sureness	Active spelling learning techniques. Basically Frantically Dramatically Logically Musically Scenically Magically Artistically Energetically Historically	Active spelling learning techniques. Carousel Mountainous Callous Blustering Contagious Announcer Miscount Devour Discount Scoundrel	Active spelling learning techniques. Scholar Chlorine Chameleon Architect Chasm Charisma Nonchalant Chaperone Cachet Chivalry	Active spelling learning techniques. Disciple Obscene Scenario Discipline Fascinate Crescent Scenery Scissors Descend Ascent	Consolidate and revisit misconceptions whilst testing on the statutory spelling words to see necessary gaps
Science	LI: to understand the difference between solids, liquids, and gasses	LI: to investigate the properties of gasses	LI: to understand how heating and cooling changes the properties of materials	LI: to understand the features of water	LI: to investigate evaporation and condensation	LI: to understand the water cycle
Geography (see Quigley resources)		Ongoing provision – locate the world’s countries using maps to focus on Europe. The features of the river. What is erosion? Is it a good thing or a bad thing? What can we do to stop it or start it?				
The History	LI: to understand stone age homes To discuss stone age homes before giving children a list of materials and letting the children design their own home	LI: to understand stone age tools and weapons Discuss and design ether a stone age tool or weapon	LI: to understand the changes between the stone age and iron age Learn and discuss both ages before asking the children to create a piece of drama based around both to pin point the differences	School trip to wildwood centre	LI: to build and create a stone age house Plan the materials and building methods needed to create a stone age house	EQUA After completing the end of unit spider diagram build small scale stone age houses.
Art/DT	Still life drawing and texture	Sketching for depth	Using sketching skills on different materials	Clay sculpture	Plan and design a stone age house made from clay	Create a clay sculpture of a stone age house

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. Friday swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday swimming
RE	Community – Christianity/Hinduism and Islam. Similarities and differences LI: to complete a pre assessment and discuss the similarities and difference between other religions	Community – Christianity/Hinduism and Islam. Similarities and differences LI: to understand and discuss the main Christian beliefs	Community – Christianity/Hinduism and Islam. Similarities and differences LI: to special Christian places In pairs label the specific features of a church and colour it in	Community – Christianity/Hinduism and Islam. Similarities and differences LI: to understand Christian festivals I group children will create a tv show to discuss and understand Christian festivals	Community – Christianity/Hinduism and Islam. Similarities and differences LI: to understand the holy Christian book Children to complete a fill in the gaps sheet with relevant information before using it to quiz each other on the Bible and its importance	Community – Christianity/Hinduism and Islam. Similarities and differences LI: to understand Christian symbols and their meanings (EOUA) Look through as a class important symbols before asking children to create one of their own to represent their own life.
COMPUTING	Data and information – Data logging LI: to answer questions	Data and information – Data logging LI: to use data collectors	Data and information – Data logging LI: to log information	Data and information – Data logging LI: to analyse data	Data and information – Data logging LI: to use data to find answers	Data and information – Data logging LI: to answer a question using data
PHSE Healthy me	LI: to know who my friends are and why I have chosen them	LI: to understand the dynamics of a friendship group	LI: to understand smoking and the harm it can cause	LI: to understand Alcohol and the risks	LI: to understand what makes a healthy friendship	LI: to celebrate our inner strength and fantastic inner qualities