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| Year 4 – Spring 2 Medium Term Plan | | | | | | | | | | |
|  | Week 1 | | Week 2 | | Week 3 | Week 4 | | | | Week 5 |
| Events |  | |  | |  |  | | | |  |
| Wider Experiences |  | |  | |  |  | | | |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | | Why is it important to learn a new language?  (MFL) | | (TOPIC) | Why is it important to look after our world?  Climate change  (SCIENCE) | | | | Is self-discipline important in life?  (RE) |
| Guided Reading | Eye See (2nd)  Target: inference questions | | | | | | | | | |
| Independent Questions | The Story of Nu Wa | | Turning Pages: My Life Story | | Sun is Laughing | Coram Boy | | | | An Interview with Tim Peake |
| SPaG | Endings which sound like tion  subordinating conjunctions | | suffix – ous | | suffix – ous | statutory word list  fronted adverbials | | | | Homophones and near homophones |
| Writing | Complete cycle for Jumanji  Paragraph 2- using subordinating conjunctions  Final Draft- sequel Danny and Walter playing Jumanji in the Forest. | | Firework Maker’s Daughter  Paragraph 1- fronted adverbials  Paragraph 2- plurals  Paragraph 3-  Final Draft – prequel | | | | | | | |
| Maths | Fractions   1. Understand the whole 2. Count beyond 1 3. Partition a mixed number 4. Number lines with mixed numbers 5. Compare and order mixed numbers 6. Understand improper fractions 7. Convert mixed numbers to improper fractions 8. Convert improper fractions to mixed numbers 9. Equivalent fractions on a number line 10. Equivalent fraction families 11. Add two or more fractions 12. Add fractions and mixed numbers 13. Subtract two fractions 14. Subtract from whole amounts 15. Subtract from mixed numbers | | | | | | | Decimals A   1. Tenths as fractions 2. Tenths as decimals 3. Tenths on a place value chart 4. Tenths on a number line 5. Divide a 1-digit number by 10 6. Divide a 2-digit number by 10 7. Hundredths as fractions 8. Hundredths as decimals 9. Hundredths on a place value chart 10. Divide a 1- or 2-digit number by 10 | | |
| RE | Unit 6 Giving /Lent  26th February  4th March | | | | | | Unit 5- Giving and receiving  11th March  18th March  25th March | | | |
| Science | LO: To group living things in a range of ways  Children complete a Carroll diagram using their given criteria  gather, record, classify and present data in a variety of ways to help in answering questions | LO: To generate questions to use in a classification key  Children to work with a partner complete the Vertebrates Activity Sheet by answering the ‘yes or no’ questions to sort the vertebrates into animal groups.  Children generate three questions to sort vertebrates.  identify differences, similarities or changes related to simple scientific ideas and processes | | LO: To use a key to identify invertebrates  Invertebrates Hunt Activity Sheet.  Use Invertebrates classification key to sort some invertebrates found in the local environment  use straightforward scientific evidence to answer questions or to support their findings  LO: To create a classification key  gather, record, classify and present data in a variety of ways to help in answering questions | | | LO: To plan my investigation  LO: To recognise positive and negative changes to the local environment  LO: To review my investigation  record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | | LO: To describe environmental dangers to endangered species  report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | |
| Topic | LO: To find out when and where the Shang Dynasty existed.  History-   * put events, people, places and artefacts on a time-line.   Geography-   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features stated. * Locate places on a range of maps * Locate Europe on a large scape map or globe | LO: To describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people  History   Identify and begin to describe historically significant people and events in situations   Develop use of appropriate subject terminology, such as: empire, civilisation, monarch | | LO: To explain some of the religious beliefs and practices of the people from the Shang dynasty  History   Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | | | LO: To design and create an oracle bone (2 lessons)   D&T—research designs   D&T—Measure, mark out, cut and shape materials and components with some accuracy   Art—Develop confidence working with clay adding greater detail and texture | | LO: To write my explanation on the importance of the oracle bones | |
| MFL | 1. classroom instructions   Activity: match the instructions to images  Then chn to identify and write own classroom instructions from a passage.  Key skills (speaking and listening/ writing)   * Listen with care * Remember a sequence of spoken words * Write familiar words and simple phrases from a mode | 1. My body   Activity: learn body parts, label body parts in French/ learn and sing head, shoulders, knees and toes in French (upload onto purple mash)  Key skills (speaking and listening)   1. Listen with care 2. Sing a song from memory on a related topi | | 1. Actions   Activity: match the actions to the images then play action bingo. Role play doing actions to ask chn to do something e.g. sit down at a table then stand up  Key skills (speaking and listening/ writing)   * Listen with care * Remember a sequence of spoken words * Write familiar words and simple phrases from a model | | | 1. Colours   Activity: focus on colour recognition and pronunciation of colours. Match colours/ colour in the correct French colour. GDS to write the French colours. EXP and WTS to read the colours. Oral practice e.g. give actions with colours (stand near the red table)  Key skills (speaking and listening/ reading)   * Listen with care * Developing wider a vocabulary * Understand words displayed in the classroom | | 1. Clothes 1   Activity: match key vocab to the correct clothing item. Then guess from reading a passage who is wearing what. Passage includes colours from previous lesson.  Key skills (speaking and listening/ reading)   * Listen with care * Remember a sequence of spoken words  1. Understand words displayed in the classroom      1. Clothes 2   Activity:  draw and label what they are wearing. Verbally describe what they are wearing to a partner referring to their knowledge of vocab learnt throughout the unit. Record their descriptions onto purplemash- introduce themselves building from YR3 french.  Key skills (speaking and listening/ writing)   * Listen with care * Speak clearly and confidently * Initiate a conversation when working with a partner * Write familiar words and simple phrases from a model | |