

Year 4	Spring Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 3 Space Tourism	Reading: • apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words children encounter • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • develop positive attitudes to reading, and an understanding of what they read • understand what they read in books they can read independently • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • learn to justify their views about what they have read (increasingly independently by the end of Year 4) Writing: • write: – a convincing argument to help sell holidays: distinguishing between fact and opinion, using facts to justify opinion and strengthen argument; understanding form, purpose and audience; understanding structure (opening statement, main argument, summary); summarizing information; using personal pronouns, rhetorical questions, superlatives and other emotive vocabulary to persuade – a poster to advertise a holiday resort: understanding form, purpose and audience; using headings, subheadings, bullet points and captions to organize ideas and aid navigation; using personal pronouns, rhetorical questions, superlatives and other emotive vocabulary to persuade; using facts to justify opinion and strengthen arguments – an effective guidebook entry: understanding form, purpose and audience; using headings, subheadings, bullet points and captions to organize ideas and aid navigation; using facts to justify opinion and strengthen argument; using the rule of three to persuade by planning, developing, drafting, revising, editing and polishing • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors. • read aloud so that the meaning is clear • extend the range of conjunctions (since), adverbs (therefore) and prepositions of cause (on account of) • extend the range of prepositions of place, using adverbs that do not end in -ly • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • have a sufficient knowledge of spelling, in order to use dictionaries efficiently Revisit: • understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs, prepositions • using personal pronouns to link within and between sentences and avoid repetition (noun/pronoun agreement) • matching form and organization to purpose • using paragraphs to organize and sequence ideas • using prepositions to clarify descriptions or instructions • using alliteration and punctuation for effect					

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Maths Multiplication and Division	Children will learn to: • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • recognise and use factor pairs and commutativity in mental calculations • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers				
Science Circuits and Conductors	To identify common appliances that run on electricity Children will learn to: • identify common appliances powered by electricity • explain say what we use electricity for and why it is important • describe electricity as a form of energy Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) identifying differences, similarities or changes related to simple scientific ideas and processes c) using straightforward scientific evidence to answer questions or to support their findings	To understand how to keep safe around electrical appliances Children will learn to: • identify some of the dangers of electricity • explain the difference between battery and mains electricity • describe how they can stay safe around electricity Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) identifying differences, similarities or changes related to simple scientific ideas and processes c) using straightforward scientific evidence to answer questions or to support their findings	To construct simple circuits Children will learn to: • label the components of a circuit • construct simple circuits • make observations about simple circuits Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) setting up simple practical enquiries, comparative and fair tests c) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables d) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions e) identifying differences, similarities or changes related to simple scientific ideas and processes f) using straightforward scientific evidence to answer questions or to support their findings	To recognise common conductors and insulators Children will learn to: • set up a fair test • make predictions about whether a material is a conductor or insulator • describe whether a material is a conductor or insulator Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) setting up simple practical enquiries, comparative and fair tests c) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables d) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions e) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions f) identifying differences, similarities or changes	To make a simple device which includes a circuit Children will learn to: • create a simple circuit with a switch • create a simple, functioning device which uses electricity • troubleshoot and solve problems with their circuit Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) setting up simple practical enquiries, comparative and fair tests c) identifying differences, similarities or changes related to simple scientific ideas and processes d) using straightforward scientific evidence to answer questions or to support their findings

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Computing Photo Overview (iPads)	To explain that digital images can be changed Children will learn to: - identify changes that we can make to an image - explore how images can be changed in real life - explain the effect that editing can have on an image	To change the composition of an image Children will learn to: - explain what has changed in an edited image - change the composition of an image by selecting parts of it - consider why someone might want to change the composition of an image	To describe how images can be changed for different uses Children will learn to: - talk about changes made to images - choose effects to make an image fit a scenario - explain why their choices fit a scenario	To make good choices when selecting different tools Children will learn to: - identify how an image has been retouched - give examples of positive and negative effects that retouching can have on an image - choose appropriate tools to retouch an image	To recognise that not all images are real Children will learn to: - sort images into 'fake' or 'real' and explain their choices - combine parts of images to create new images - talk about fake images around them	To evaluate how changes can improve an image Children will learn to: - consider the effect of adding other elements to their work - compare the original image with their completed publications - evaluate the impact of their publications on others, through feedback
Geography Plants of the World	To identify the location of plants around the world Children will learn to: - identify and locate the seven continents of the world - identify and locate various countries around the world - use a map to locate unfamiliar countries	To explore what biomes are and identify major biomes around the world Children will learn to: - understand what a biome is - name and describe some of the major biomes around the world - understand that climates around the world affect which plants can grow in different areas	To explore how plants survive in extreme environment Children will learn to: - identify major biomes and climate zones around the world - describe what hot and cold desert climates are like - describe some of the ways in which plants have adapted in order to survive in extreme conditions	To explore the role of plants in agriculture Children will learn to: - know that plants are crucial to agriculture and human survival - know that not all plants can grow in the same climates - identify plants for food that grow in different parts of the world	To explore ways in which humans use plants Children will learn to: - name some of the ways in which plants are crucial to survival on Earth - name some of the ways in which humans use plants - understand that humans are not always responsible in the way they use plants, and some of the consequences of this	To investigate the plants found in mega-diverse countries Children will learn to: - understand the concepts of biodiversity and mega-diversity - use sources of information to find out about the plants in a mega-diverse country - understand the word 'endemic' and identify plants that are endemic to a particular country
Art Plant Art	To appreciate the work of different artists and to develop observational skills (lessons 1 & 2) Children will learn to: - identify an artwork that is visually pleasing to them - give their personal opinion of different artworks - listen to others' opinions of artworks, and try to see their point of view	To create tints, shades and tones of colours Children will learn to: - understand the difference between tints, shades and tones - create tints, shades and tones to match a given colour - use tints, shades and tones to create an artwork	To develop printing skills Children will learn to: - understand how to make a cardboard print board - create designs by printing - talk about famous designers - identify areas that could be improved upon in their design	To create depth in an artwork Children will learn to: - understand what depth in an artwork is - understand how artists create the illusion of depth in their artwork - create the illusion of depth in their artwork	To create sculptures using clay Children will learn to: - understand what a sculpture is and what different materials they can be made from - know how to add or remove bits of clay to create detail - make their own simple sculpture from clay	To plan and create a piece of artwork Children will learn to: - discuss how to represent a plant as a piece of art - design their artwork and give reasons for their choices - create their artwork from a given plan

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	- know what a botanical illustration is and why they were first created - use their observational skills to create a detailed sketch of part of a plant - express their opinion about this style of drawing					
RE Big Question: What is special to me and the people in my community?	How and why do Hindus worship in the home and the Mandir (Temple)? Children will learn to: - identify what different ideas children in their class have about God - identify how Hindus express their beliefs about God - understand what a shrine is and why it is important in a Hindu home - explore how Hindus worship in the home - explore what happens in a Mandir (temple) - identify how prayer is central for a Hindu person					
PSHE Nutrition and Dental Health	Healthy food, healthy me! Children will learn to: understand what constitutes a healthy diet (including understanding calories and other nutritional content)	Unhealthy food, unhealthy me! Children will learn to: understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Chef for the day! Children will learn to: understand the principles of planning and preparing a range of healthy meals	Looking after myself Children will learn to: recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Looking after my teeth Children will learn to: identify the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	
Music Stop!	Children will learn to: - know the difference between pulse and rhythm - keep the internal pulse - identify the structure of a song	Children will learn to: - copy back, play and invent rhythmic and melodic patterns with increasing accuracy - sing and rap a Grime song in unison and in parts with an awareness of others - sing and rap with an awareness of the message and mood of a song - identify the instruments and types of voices heard in a song (digital/electronic sounds, turntables, synthesizers, drums) - identify some of the style indicators of different pieces	Children will learn to: - improvise and/or compose own rapped lyrics about bullying or another suitable class chosen theme - sing and rap with an awareness of the message and mood of a song - identify the instruments and types of voices heard in a song (digital/electronic sounds, turntables, synthesizers, drums) - identify some of the style indicators of different pieces and start to describe music using musical vocabulary	Children will learn to: - improvise on tuned percussion using one or two notes (C + D) - sing and rap with an awareness of the message and mood of a song - identify the instruments and types of voices heard in a song (digital/electronic sounds, turntables, synthesizers, drums) - identify some of the style indicators of different pieces and start to describe music using musical vocabulary - talk about how and where the musical dimensions are	Children will learn to: - improvise on tuned percussion using one or two notes (C + D) - sing and rap with an awareness of the message and mood of a song - identify the instruments and types of voices heard in a song (digital/electronic sounds, turntables, synthesizers, drums) - identify some of the style indicators of different pieces and start to describe music using musical vocabulary - talk about how and where the musical dimensions are	Children will learn to: - contribute to a class performance by singing, improvising or performing composed rap lyrics - describe their thoughts and feelings about a performance – i.e. what went well / could be improved?

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		and start to describe music using musical vocabulary	talk about how and where the musical dimensions are working together in different pieces	working together in different pieces	working together in different pieces	
Games Striking and Fielding Games	Children will learn to: - use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy - choose and vary skills and tactics to suit the situation in a game - carry out tactics successfully - pass and catch within a small team - understand rules and use them fairly to keep games going - carry out warm-ups with care and an awareness of what is happening to their bodies - describe what they and others do that is successful - bat and run to distance bases - lead a partner through short warm-up routines					
Gym Receiving Body Weight	Children will learn to: - perform actions, balances, body shapes and agilities with control - plan, perform and repeat longer sequences that include changes of speed, level, clear shapes and quality of movement - adapt their own movements to include a partner in a sequence - understand that strength and suppleness can be improved - recognise criteria that lead to improvement, e.g. changing a level; watch, describe and suggest possible improvements to others' performances - suggest improvements to their own performance - perform a sequence following a pathway, in time with a partner - know and understand how to sequence movements that move people together and apart - lead a partner through short warm-up routines					
French L'art de Matisse (The Art of Matisse)	Children will learn to: - identify the nouns for key shapes - describe shapes, using colour and other adjectives - describe where things are in a picture, using prepositions of place - use the language to describe Matisse pictures - create their own descriptions for their own pictures - identify the nouns for different parts of the face - combine adjectives and nouns to describe faces - identify the nouns for parts of the body - learn the nouns for parts of the body					