

Year 4	Spring Term 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 4 Animated!	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: — an effective character description: using inference to develop understanding (of characters); using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect; extending character descriptions using movement, behaviour and the senses; developing character through dialogue, for dramatic effect — effective descriptions of contrasting settings: understanding form, purpose and audience; extending setting descriptions, using the senses — a gripping adventure story, as the basis for a film plot: understanding form, purpose and audience; using more sophisticated narrative structures, including brief flashbacks to add interesting detail; varying pace through description; adding humour through dialogue and description; using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect 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 • use apostrophes of possession for plural nouns • use Power Punctuation, including ellipses for dramatic effect • extend the range of sophisticated vocabulary used, including synonyms and antonyms • 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: • using expanded noun phrases and prepositions to build interesting descriptions • using co-ordinate and subordinate clauses in sentences • punctuating dialogue accurately • using interesting speech verbs					

Maths Measurement Fractions (including decimals)	Children will learn to: - find the area of rectilinear shapes by counting squares - estimate, compare and calculate different measures, including money in pounds and pence - count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten - recognise and show, using diagrams, families of common equivalent fractions - solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number - add and subtract fractions with the same denominator - recognise and write decimal equivalents of any number of tenths or hundredths - solve simple measure and money problems involving fractions and decimals to two decimal places - find the effect of dividing a one- or two- digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths					
Science Changing Sound	To find out that sounds are made when objects and materials vibrate Children will learn to: - understand that sounds are made when objects or materials vibrate - make careful observations - draw conclusions about sounds from their observations Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings	To investigate whether sounds can travel through different materials Children will learn to: - know that vibrations from sound sources travel through different materials to the ear - understand that sound can travel through solids, liquids and gases - appreciate that some materials allow sound to pass through them more easily than others Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	To explore the relationship between distance and volume Children will learn to: - know that sounds get fainter as the distance from the sound source increases - carry out an investigation to explore what happens to sound as it gets further away - draw conclusions and describe what they have found out Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make	To find out that some materials are effective in preventing vibrations from sound sources reaching the ear Children will learn to: - name some of the reasons why preventing sound to travel is sometimes important - plan a test to measure how well different materials muffle sound - draw conclusions about which materials muffle sound the best Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations,	To investigate how sounds can be different pitches and volumes and to find out how the length, thickness and tightness of a string affects its pitch (lessons 5 & 6) Children will learn to: - know that the term 'pitch' describes how high or low a sound is - recognise changes in pitch and identify high and low notes - investigate different instruments and make generalisations about pitch - know that the pitch of a stringed instrument depends on the length, thickness and tightness of the string - suggest ways of testing what happens to the pitch of a string when you alter the length, tightness and thickness - draw conclusions from their observations Children will learn to work scientifically by: - asking relevant questions and using different types of	To find out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air Children will learn to: - know that sounds can be made by air vibrating - suggest ways to change the pitch of a sound made by air - describe how to change the length of the air column vibrating to change pitch Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to

		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	predictions for new values, suggest improvements and raise further questions f) identifying differences, similarities or changes related to simple scientific ideas and processes g) using straightforward scientific evidence to answer questions or to support their findings	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 related to simple scientific ideas and processes g) using straightforward scientific evidence to answer questions or to support their findings	scientific enquiries to answer them b) setting up simple practical enquiries, comparative and fair tests c) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions d) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables e) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions f) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions g) identifying differences, similarities or changes related to simple scientific ideas and processes h) using straightforward scientific evidence to answer questions or to support their findings	answer questions or to support their findings
Computing Data Logging	To explain that data gathered over time can be used to answer questions Children will learn to: - choose a data set to answer a given question - suggest questions that can be answered using a given data set - identify data that can be gathered over time	To use a digital device to collect data automatically Children will learn to: - explain that sensors are input devices - use data from a sensor to answer a given question - identify that data from sensors can be recorded	To explain that a data logger collects 'data points' from sensors over time Children will learn to: - identify a suitable place to collect data - identify the intervals used to collect data - talk about the data that they have captured	To use data collected over a long duration to find information Children will learn to: - import a data set - use a computer to view data in different ways - use a computer program to sort data	To identify the data needed to answer questions Children will learn to: - propose a question that can be answered using logged data - plan how to collect data using a data logger - use a data logger to collect data	To use collected data to answer questions Children will learn to: - interpret data that has been collected using a data logger - draw conclusions from the data that they have collected - explain the benefits of using a data logger

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History The Maya	To explore where and when the remains of the Mayan ruins were discovered Children will learn to: - identify where Mesoamerica is on a world map - identify how the Mayan ruins were discovered by Europeans - use images to raise questions	To find out about how the Mayan civilisation developed over time Children will learn to: - understand how archaeologists use evidence to find out about the past - deduce facts about the Maya from archaeological discoveries - order events chronologically	To find out about the city states of the Maya and how society was organised Children will learn to: - understand that the Mayan civilisation was organised in city states - identify that Mayan society was organised in a pyramid system with high and low ranks - describe the roles of different members of Mayan Society	To find out about Mayan religion and beliefs and to find out about everyday life for the Mayan people (lessons 4 & 5) Children will learn to: - understand that the Maya worshipped many different gods - know some of the ways in which Maya worshipped - describe how religion affected people's daily lives - generate questions - use a variety of sources to answer questions - describe what daily life was like for the Maya	To explore Mayan writing and calendars Children will learn to: - know that the Maya developed their own writing system - have an awareness that we can learn a lot about the Maya from the writing they left behind - know that the Maya developed a calendar based on astronomical observation	To find out about the decline of the Mayan civilisation Children will learn to: - know that Mayan city states often recorded battles on stelae - know that the Mayan civilisation declined c.900 AD - offer suggestions for why a civilisation may decline
DT Storybooks	To investigate and evaluate products with lever and linkage systems Children will learn to: - recognise products that contain lever and linkage systems - explain why a particular mechanism has been used for a particular purpose - use technical vocabulary to describe lever and linkage systems	To experiment with a range of techniques to create moving mechanisms Children will learn to: - cut and shape materials with some precision to make their mechanisms work - join and combine materials and components in a variety of ways - mark out and measure accurately	To explore and experiment with a range of different fonts and graphic techniques Children will learn to: - identify that different fonts and graphic techniques need to be suited to their purpose - experiment to create a range of different fonts and graphic techniques - explain which designs they like best / least and why	To plan and design a storybook Children will learn to: - create a design for a particular purpose - choose suitable mechanisms to create moving parts in their storybook - choose appropriate fonts and graphic techniques to use in their design	To make a storybook with moving mechanisms using a design Children will learn to: - follow a design to create a storybook - create moving mechanisms that works well - create pages that are neat, accurate and creative	To evaluate a finished product Children will learn to: - evaluate other people's finished products fairly and constructively - evaluate their own finished product fairly and constructively - explain what they would do differently if they were to make their product again
RE Big Question: What is special to me and the people in my community?	Why is Easter important to Christians? Children will learn to: - understand what Easter is and why it is celebrated - identify the symbols associated with Easter and how they suggest new life - understand what Palm Sunday is - describe the events of the Last Supper and how the symbolisms are used today - describe the events in the Garden of Gethsemane - identify how Christians remember and celebrate Easter today - describe why Easter is so important to Christians					
PSHE	Playtime for everyone! Children will learn to:	Our class charter Children will learn to:	Born free Children will learn to:	When rights are taken away Children will learn to:	Happy, happy, happy! Children will learn to:	

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Human Rights	- recognise there are human rights, that are there to protect everyone - learn about the relationship between rights and responsibilities	- recognise reasons for rules and laws; consequences of not adhering to rules and laws - recognise there are human rights, that are there to protect everyone	- understand the concept of diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities - raise their awareness of the relationship between rights and responsibilities	- understand the concept of stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes - understand the concept of prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	recognise there are human rights, that are there to protect everyone	
Music Lean On Me	Children will learn to: - know the difference between pulse and rhythm - be able to keep the internal pulse	Children will learn to: - copy back, play and invent rhythmic and melodic patterns with increasing accuracy - sing a Gospel song in unison with an awareness of others and of being in tune - sing with an awareness of mood - identify the structure of a song - identify the instruments and types of voices heard in a song (male vocal, backing vocal, piano, bass, drums, organ) - identify some of the style indicators of Soul and Gospel music and start to describe music using musical vocabulary	Children will learn to: - play an instrumental part on the glockenspiel (or another instrument being learned) with accuracy and in time - play by ear, or from notation, using a limited number of notes (C + F) - improvise using the note 'F' - identify the instruments and types of voices heard in a song (male vocal, backing vocal, piano, bass, drums, organ)	Children will learn to: - compose a simple melody using simple rhythms and use it as part of the performance (using the notes: F, G + A) - identify the structure of a song - identify the instruments and types of voices heard in a song (male vocal, backing vocal, piano, bass, drums, organ) - identify some of the style indicators of Soul and Gospel music and start to describe music using musical vocabulary - talk about how and where the musical dimensions are working together in different pieces	Children will learn to: - compose a simple melody using simple rhythms and use it as part of the performance (using the notes: F, G + A) - identify the structure of a song - identify the instruments and types of voices heard in a song (male vocal, backing vocal, piano, bass, drums, organ) - identify some of the style indicators of Soul and Gospel music and start to describe music using musical vocabulary - talk about how and where the musical dimensions are working together in different pieces	Children will learn to: - contribute to a class performance by singing, playing a notated part, improvising or sharing a composition - describe their thoughts and feelings about a performance – i.e. what went well / could be improved?
Games Net/Wall Games	Children will learn to: - explore shots on both sides of the body and attempt with confidence - explore forehand and backhand shots - use a small range of racquet/hand skills - work with a partner / small groups to return a served ball - play competitively with others and against others in modified games - use basic defensive tactics to defend the court i.e. moving to different positions on the court - choose ways to send the ball to make it difficult for opponent to return - suggest and lead warm-ups that prepare the body appropriately for net/wall activities - enjoy communicating, collaborating and competing with each other - lead a partner through short warm-up routine					
Gym	Children will learn to:					

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Balance	- 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