

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



Year 4	Summer Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 5 Doctor X Good or Evil?	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 persuasive letter, using inference to develop understanding (of characters) using evidence to strengthen an argument using formal language appropriately for purpose and audience using superlatives and other emotive language to persuade • a balanced argument in the form of a magazine article, using formal language appropriately for purpose and audience using evidence to strengthen an argument, using superlatives and other emotive language to persuade understanding structure (title, opening statement, both sides of the argument, closing statement), using inference to develop understanding (of characters) • a poem, using literary language, including similes to create vivid descriptions • plan, draft, evaluate and edit writing • extend the range of time adverbs/adverbials (firstly, secondly, finally) • use fronted adverbials to structure evidence • extend the range of adverbs of cause (hence, thus, consequently, therefore, moreover) • 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: • matching form and organization to purpose and audience • understanding the correct terminology for expressing familiar connectives: co-ordinating and subordinating conjunctions • understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs • understanding the correct terminology for expressing familiar time connectives: adverbs • using generalizing language (some, most, often) • using simple literary language in poetry: alliteration and onomatopoeia					
Maths	Children will learn to: • recognise and write decimal equivalents of any number of tenths or hundredths					

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



Fractions (including decimals) Measurement	• add and subtract fractions with the same denominator • 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 • compare numbers with the same number of decimal places up to two decimal places • round decimals with one decimal place to the nearest whole number • recognise and write decimal equivalents to 1/4, 1/2, ¾ • solve simple measure and money problems involving fractions and decimals to two decimal places • estimate, compare and calculate different measures, including money in pounds and pence • convert between different units of measure (for example, kilometre to metre, hour to minute)											
Science States of Matter	To compare and group materials together according to whether they are solids or liquids Children will learn to: • provide a definition of solid or liquid • sort objects into solids and liquids • explain why they have placed an object into either group Children will learn to work scientifically by: a) setting up simple practical enquiries, comparative and fair tests b) making systematic and careful observations and, where appropriate, 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) 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		To identify and explore the properties of gases Children will learn to: • name some of the properties of gases • provide an accurate written scientific definition of a gas • use their scientific knowledge to draw conclusions about their experiment's results Children will learn to work scientifically by: a) setting up simple practical enquiries, comparative and fair tests b) making systematic and careful observations and, where appropriate, 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) using straightforward scientific evidence to answer questions or to support their findings		To observe that materials change state when they are heated or cooled Children will learn to: • describe the difference between the particles in solids, liquids and gases • describe what melting is • describe what freezing is Children will learn to work scientifically by: a) setting up simple practical enquiries, comparative and fair tests b) making systematic and careful observations and, where appropriate, 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) 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							
Computing Repetition in Shapes	To identify that accuracy in programming is important Children will learn to: • program a computer by typing commands • explain the effect of changing a value of a command • create a code snippet for a given purpose		To create a program in a text-based language Children will learn to: • use a template to create a design for their programs • write an algorithm to produce a given outcome • test their algorithms in a text-based language		To explain what 'repeat' means Children will learn to: • identify everyday tasks that include repetition as part of a sequence, e.g. brushing teeth, dance moves • identify patterns in a sequence, e.g. 'step 3 times' means the same as 'step, step, step' • use a count-controlled loop to produce a given outcome		To modify a count-controlled loop to produce a given outcome Children will learn to: • identify the effect of changing the number of times a task is repeated • predict the outcome of a program containing a count-controlled loop • choose which values to change in a loop		To decompose a program into parts Children will learn to: • identify 'chunks' of actions in the real world • use a procedure in a program • explain that a computer can repeatedly call a procedure		To create a program that uses count-controlled loops to produce a given outcome Children will learn to: • design a program that includes count-controlled loops • make use of their designs to write a program • develop their programs by debugging them	

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



Geography The Caribbean	To know where the Caribbean is and what islands it consists of Children will learn to: - locate the Caribbean on a world map - appreciate that the Caribbean is a collection of islands - name and locate some of those islands	To explore the physical geography of the Caribbean Children will learn to: - convey their understanding of what physical geography is - describe some of the varied landforms found in the Caribbean - use resources to research and locate some of these landforms	To find out about the climate of the Caribbean Children will learn to: - explain the difference between weather and climate - explain what the climate of the Caribbean is like - use given data and other information to further their knowledge and understanding of the Caribbean climate	To research and discuss the human geography of the Caribbean Children will learn to: - identify ways the physical geography of the Caribbean affects the human geography - identify ways the history of the Caribbean affects the human geography - describe some different aspects of Caribbean culture	To explore the Caribbean as a tourist destination Children will learn to: - explain what tourism is - identify and describe some of the popular tourist attractions in the Caribbean - identify some of the advantages and disadvantages of tourism
DT American Food	To explore diversity of foods grown in America's diverse climates and develop cooking skills while following a recipe for a traditional American food Children will learn to: - suggest ways in which America's diverse climate regions affect the food they grow - measure and mix ingredients accurately - cut out, shape and mould pastry with precision	To discover some ways in which indigenous Americans grew, caught, gathered, prepared and cooked food Children will learn to: - describe some ways in which food was traditionally preserved by indigenous Americans - modify a simple recipe - use safe knife techniques for cutting medium and higher resistance foods	To explore traditional staple foods in America and how the slave trade influenced American cuisine Children will learn to: - suggest differences between foods eaten by rich and poor, or free and enslaved, Americans - select and use appropriate apparatus to measure, sift, mix and pour accurately, when following a recipe - explain how and why some food changes when it is heated	To explore the cultural significance of chillies in Mexican cooking and about how American food is heavily influenced by food from other cultures Children will learn to: - describe features of Mexican food - prepare food safely, using appropriate apparatus - accurately follow instructions to safely use a hob to heat food, with support and supervision	To consider why certain foods are unhealthy if eaten regularly and to recognise the value of eating food together Children will learn to: - describe ingredients which are unhealthy when eaten regularly in large quantities - identify aspects of their own cooking skills which they wish to improve - work together to prepare a shared meal
RE Big Question: What is special to me and the people in my community? Why is The Bible special for Christians?	Children will learn to: - communicate what they already know about the Bible and what makes it special - explore what is in the Bible - deduce what can be learned from the story of Joseph - understand how Christians use the Bible in church and in the home and elsewhere - convey what inspires and guides them in their lives				

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



PSHE Money Matters	Children will learn to: - recognise the different ways to pay for things and the choices people have about this - recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	Children will learn to: - develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) - recognise that people make spending decisions based on priorities, needs and wants - identify the ways that money can impact on people's feelings and emotions	Children will learn to: - identify what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) - recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid - understand about stereotypes in the workplace and that a person's career aspirations should not be limited by them	Children will learn to: identify different ways to keep track of money	Children will learn to: - identify some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation - recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes - recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	
Music Blackbird	Children will learn to: - know the difference between pulse and rhythm and be able to keep the internal pulse - identify the instruments and types of voices heard in a Beatles song (Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong)	Children will learn to: - copy back, play and invent rhythmic and melodic patterns with increasing accuracy - sing a Beatles song in unison with an awareness of others and of being in tune - sing with an awareness of mood - identify the instruments and types of voices heard in a Beatles song (Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong) - identify the theme(s) of a song and discuss the meaning of the lyrics/ the story being told - identify some of the style indicators of Beatles songs	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 + D) - improvise using a limited number of notes (C or C + D) - identify the instruments and types of voices heard in a Beatles song (Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong) - identify the theme(s) of a song and discuss the meaning of the lyrics/ the story being told - identify some of the style indicators of Beatles songs	Children will learn to: - compose a simple melody using simple rhythms and use it as part of the performance (using the notes: C, D + E) - identify the instruments and types of voices heard in a Beatles song (Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong) - identify the theme(s) of a song and discuss the meaning of the lyrics/ the story being told - identify some of the style indicators of Beatles songs and start to describe music using musical vocabulary	Children will learn to: - contribute to a class performance by singing, playing a notated part, improvising or sharing a composition - talk about how and where the musical dimensions are working together in different songs	Children will learn to: - contribute to a class performance by singing, playing a notated part, improvising or sharing a composition - talk about how and where the musical dimensions are working together in different songs - describe their thoughts and feelings about a performance – i.e. what went well / could be improved?

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



		and start to describe music using musical vocabulary	and start to describe music using musical vocabulary			
Sports Athletics	Children will learn to: - link running and jumping activities with some fluency, control and consistency - make up and repeat a short sequence of linked jumps - take part in a relay activity, remembering when to run and what to do - throw a variety of objects, changing their action for accuracy and distance - recognize when their heart rate, temperature and breathing rate have changed					
Gym Rolling	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 Ma Famille et Mes Animaux de Compagnie (My Family and My Pets)	Children will learn to: - use nouns for family members - recite the alphabet in French - ask and answer: 'Do you have?' 'What is s/he called?' and 'How do you spell that?' - use language (including adjectives) for describing hair and eyes - listen and follow a popular story - re-tell the story with actions - use the language learned during the term to describe an invented or famous family					