

Year 4	Summer Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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: • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs						

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Statistics Properties of Shapes Position and Direction	• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs • identify acute and obtuse angles and compare and order angles up to two right angles by size • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry • describe positions on a 2D grid as coordinates in the first quadrant • plot specified points and draw sides to complete a given polygon • describe movements between positions as translations of a given unit to the left/right and up/down			
Science States of Matter	To research the temperature in degrees Celsius (°C) at which materials change state Children will learn to: • understand that different materials have different freezing/melting points • use their research skills to find the melting points of less common materials • evaluate an experiment's fairness and suggest improvements 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) making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a	To understand the process of evaporation Children will learn to: • describe the process of evaporation • give an everyday example of water evaporating • describe a way to increase the rate of evaporation 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) 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 understand the process of condensation Children will learn to: • name each of the ways a material can change state • describe condensation and when it happens • create a diagram to help them explain condensation 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) 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 identify the part played by evaporation and condensation in the water cycle Children will learn to: • recognise what the water cycle is • name the different stages of the water cycle • identify that evaporation and condensation are processes that can be reversed 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

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	range of equipment, including thermometers and data loggers d) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions e) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables f) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions g) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions h) identifying differences, similarities or changes related to simple scientific ideas and processes i) using straightforward scientific evidence to answer questions or to support their findings					
Computing Repetition in Games	To develop the use of count-controlled loops in a different programming environment Children will learn to:	To explain that in programming there are infinite loops and count controlled loops Children will learn to:	To develop a design which includes two or more loops which run at the same time Children will learn to:	To modify an infinite loop in a given program Children will learn to: - identify which parts of a loop can be changed - explain the effect of their changes	To design a project that includes repetition Children will learn to: evaluate the use of repetition in a project	To create a project that includes repetition Children will learn to: - refine the algorithm in their designs - build a program that follows their designs - evaluate the steps they followed when building their projects

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	- list an everyday task as a set of instructions including repetition - predict the outcome of a snippet of code - modify a snippet of code to create a given outcome	- modify loops to produce a given outcome - choose when to use a count-controlled and an infinite loop - recognise that some programming languages enable more than one process to be run at once	- choose which action will be repeated for each object - explain what the outcome of the repeated action should be - evaluate the effectiveness of the repeated sequences used in their programs	re-use existing code snippets on new sprites	- select key parts of a given project to use in their own designs - develop their own designs explaining what their projects will do	
History Windrush	To explore the history of Windrush Children will learn to: - describe what Windrush is - name the date that HMT Empire Windrush arrived in the UK - explain why someone may have immigrated to the UK during Windrush	To understand who the Windrush generation are Children will learn to: - describe what the term 'Windrush generation' means - recognise what the experience of people who travelled on the HMT Empire Windrush was like - offer reasons why people came to Britain between 1948-1971	To explore where the Windrush generation are today Children will learn to: - name someone from the Windrush generation - describe what happened during the Windrush scandal - identify some of the achievements of a member of the Windrush generation	To explore the impact that the Windrush generation has had on Britain Children will learn to: - describe what the concept of an expectation is - discuss an event or situation from different perspectives - name a way in which the Windrush generation have impacted Britain	To explore how Windrush is celebrated Children will learn to: - identify some reasons why the Windrush generation should be celebrated - explain some ways the Windrush generation could be celebrated - communicate their own ways of celebrating the Windrush generation	
Art Journeys	To investigate the use of symbols in Indigenous Australian art Children will learn to: - recognise that Indigenous Australian art often uses symbols for objects - identify symbols and explain what they mean - create their own symbols	To create a piece of artwork in the style of a Dreamtime story Children will learn to: - use what they have learnt to create a piece of Indigenous Australian artwork - use symbols in their own artwork - choose colours that reflect what it is they are representing	To identify different ways of representing objects and features relating to maps and journeys Children will learn to: - recall a familiar journey and identify it on a map - identify different ways of representing an object through symbols - create a piece of artwork to represent a familiar journey	To investigate the work of Paul Klee Children will learn to: - identify who Paul Klee was and the kind of artwork he created - create a piece of artwork in the style of Paul Klee - use colour and pattern to create different effects	To use gathered ideas to create a piece of 'journey' artwork Children will learn to: - use ideas they have gathered to create their own 'journey' artwork - use symbols, colour and pattern in their artwork - constructively discuss their finished artwork	
RE Big Question:	Children will learn to: - understand what a wedding celebration is and why people choose to get married - recognise what marriage vows are and what they mean					

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What is special to me and the people in my community? What happens when someone gets married? All religions and world views.	- identify what important actions take place in a Hindu wedding ceremony - appreciate the symbolism behind the seven steps - understand what Muslims believe about marriage - identify what happens in a Muslim wedding - convey what kind of wedding they would like, in the future						
PSHE Emergency Situations	Children will learn to: - recognise who the 'special people' who work in their community are and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency - identify how to make a clear and efficient call to emergency services if necessary.	Children will learn to: understand concepts of basic first aid, for example dealing with common injuries, including head injuries	Children will learn to: - identify how to make a clear and efficient call to emergency services if necessary - understand how to respond to fire safety issues within school and in the home	Children will learn to: identify the dangers water can pose and how these can be avoided or reduced	Children will learn to: recognise who the 'special people' who work in their community are and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency		
Music Royal Opera House Create and Sing	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Early music – anon. C13th, Handel, Beethoven, Wagner, Gershwin and Philip Glass) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Early music – anon. C13th, Handel, Beethoven, Wagner, Gershwin and Philip Glass) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Early music – anon. C13th, Handel, Beethoven, Wagner, Gershwin and Philip Glass) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Early music – anon. C13th, Handel, Beethoven, Wagner, Gershwin and Philip Glass) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Early music – anon. C13th, Handel, Beethoven, Wagner, Gershwin and Philip Glass) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Early music – anon. C13th, Handel, Beethoven, Wagner, Gershwin and Philip Glass) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Early music – anon. C13th, Handel, Beethoven, Wagner, Gershwin and Philip Glass) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together

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(My Family
and My Pets)

- use the language learned during the term to describe an invented or famous family