

Summer 2 Medium Term Plan 2024 Year Group 4

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Writing	<p>Blocked out for times table practise in preparation for the times table check in Wk2</p> <p><u>See Maths</u></p>	<p>Recount - Peak District Visit</p> <p><u>L.O. To sequence events</u></p> <p><u>Outcome:</u> Chn will sequence images from the trip, write captions for photos and discuss the events of the day.</p>	<p>Recount - Peak District Visit</p> <p><u>LO: To identify features of a recount</u> Chn will identify key feature of a recount and recap checklist features (Fronted adverbials, past tense, expanded noun phrases and subordinate clauses)</p> <p><u>L.O. To write a recount x2</u></p> <p><u>Outcome:</u> Chn will write their recount using the checklist: Fronted adverbials, expanded noun phrases, past tense and</p>	<p>Adventure Story – Trouble in the Peaks</p> <p><u>LO: To identify and understand the features of an adventure narrative.</u></p> <p><u>Outcome:</u> chn to read several WAGOLLS of different narratives and identify key features/writing techniques.</p> <p><u>L.O. To use expanded noun phrases to describe a setting x2</u></p> <p><u>Outcome:</u> Chn have be given 1st paragraph (intro). Using 5 senses, chn will create</p>	<p>Adventure Story – Trouble in the Peaks</p> <p><u>L.O. To accurately punctuate speech</u></p> <p><u>Outcome:</u> Chn will use direct speech to enhance and progress dilemma of the plot.</p> <p><u>L.O. To improve and edit</u></p> <p><u>Outcome:</u> Chn to share their setting and dilemma with peers who will provide them with constructive feedback and alternative resolution ideas.</p>	<p>Adventure Story – Trouble in the Peaks</p> <p><u>L.O. To use descriptive language</u> Chn use a range of descriptive language to write a story ending. Can use a variety of ending techniques.</p> <p><u>L.O. To edit and improve my writing x2</u></p> <p><u>Outcome:</u> Chn will read their stories to peers who will provide constructive feedback. Chn then make vocabulary improvements, improve cohesion and</p>	<p>Transition Focus Grammar focus – prep for Y5</p> <p><u>L.O. To use present perfect tense</u></p> <p><u>Outcome:</u> Chn will complete a present perfect tense activity</p> <p><u>L.O. To use apostrophes to show possession</u></p> <p><u>Outcome:</u> Chn will write a transition themed piece focussing on the correct use of possessive apostrophe</p> <p><u>L.O. To correctly use exclamation marks and question marks</u></p>

	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum</p> <p>Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum</p> <p>Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum</p> <p>Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum</p> <p>Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum</p> <p>Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum</p> <p>Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum</p> <p>Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning</p>
Reading JH	<p>VIPERS Scenarios 3 Infer feelings from given vocab Use evidence phrases like 'I know this because..'</p>	<p>VIPERS Scenarios 4 Ask and answer own questions using the format practised.</p>	<p>EID LSU only VIPERS RfP Choice of literature Recommendations Summaries</p>	<p>VIPERS Speedy inference Sort sentences quickly according to mood, justifying reasons</p>	<p>VIPERS Poetry Read with expected expression Read with wrong expression Give reasons for a writer's vocab choices</p>	<p>VIPERS Poetry Read with expected expression Read with wrong expression Give reasons for a writer's vocab choices</p>	<p>VIPERS RfP Choice of literature Recommendations Summaries Summer reading plans</p>
Maths	<p>Times Tables Revision <u>L.O. To recall multiplication and division facts to 12 x 12 (x4 lessons)</u></p>	<p>Times Tables Revision Geometry – properties of shapes Unit 15 Book 4C</p>	<p>Geometry – properties of shapes Unit 15</p>	<p>Geometry – position and direction Unit 16 <u>L.O.To find lines of</u></p>	<p>Geometry – position and direction Unit 16 Division Unit 6</p>	<p>Division Unit 6 (not in POM book) <u>L.O. To divide 2 digit numbers by 1 digit numbers</u></p>	<p>Transition Focus Revision of all four operations</p>

	<p>Counting in multiples</p> <p>Chanting times tables</p> <p>iPad practise – specific focus</p> <p>iPad practise times table check (practise actual times table check)</p> <p>Practical multiplication activities – games/matching cards</p>	<p><u>L.O. To identify, compare and order angles</u> Lesson 1 + 2</p>	<p><u>L.O. To identify regular triangles</u> Lesson 3</p> <p><u>L.O. To identify regular and irregular quadrilaterals</u> Lesson 4</p> <p><u>L.O. To identify and reason using polygons</u> Lesson 5 + 6</p>	<p><u>symmetry inside a 2D shape</u> Lesson 7</p> <p><u>L.O.To complete a simple symmetrical shape.</u> Lesson 8</p> <p><u>L.O. To describe a position using coordinates on a map</u> Lesson 2</p> <p><u>L.O.To accurately plot coordinates on a grid</u> Lesson 3</p>	<p>(not in POM book)</p> <p><u>L.O. To draw 2D shapes on a grid</u> Lesson 4</p> <p><u>L.O.To translate points on a grid</u> Lesson 5</p> <p><u>L.O.To describe translation on a grid</u> Lesson 6</p> <p><u>L.O. To divide using remainders</u> Lesson 12</p>	<p><u>L.O. To divide 3 digit numbers by 1 digit numbers</u></p> <p><u>L.O. To problem solve using division $\times 2$</u></p>	
<p>Maths JH <u>Wk1-7:</u> Unit 13: Measurement - Time</p>	<p>Y4 Time PM lesson 2 <u>L.O. To convert times between units of time (seconds, minutes, hours)</u></p> <p>Outcome PM Page 72 - 75</p> <p>Recap How a calendar works</p>	<p>Time Revision <u>L.O. To read and order times on a digital clock</u></p> <p>Match digital to analogue times</p> <p>Outcome Compare and order intervals of time</p>	<p>EID Times tables and time revision LSU</p>	<p>Y4 Time PM lesson 3 <u>L.O. To convert between analogue and digital times am and pm</u></p> <p>Outcome PM Page 76 - 79</p>	<p>Y4 Time PM lesson 4 <u>L.O. To convert between 12-hour and 24-hour times expressed on analogue and digital clocks.</u></p> <p>Use a conversion aid and techniques.</p> <p>Outcome</p>	<p>Y4 Time PM lesson 1 <u>L.O. To convert between years, months, weeks and days</u></p> <p>Outcome PM Page 68 - 71</p>	<p>Y4 Time PM lesson 5 <u>L.O. To solve problems by converting units of time</u></p> <p>Outcome PM Page 84 - 87</p>

					PM Page 80 - 83		
Calculation	Consolidation of 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	Consolidation of 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	Consolidation of 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	Consolidation of 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	Revision: Extending 3AS- 2 Pupils should also extend columnar addition and subtraction methods to four-digit numbers.	Revision: Extending 3AS- 2 Pupils should also extend columnar addition and subtraction methods to four-digit numbers.	Revision: Extending 3AS- 2 Pupils should also extend columnar addition and subtraction methods to four-digit numbers.
Science JH Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases	<u>L.O. To know how sound is created</u> Say what sound is and how we hear it Explore what sound is and how it is produced by various objects. Learn about the concept of vibrations and how sound travels through air. Explore different materials that produce sound,	<u>L.O. To understand how changes in vibration affect the pitch of sound</u> Explore how sound travels through various materials, including solids, liquids, and gases. Know how sound waves travel and interact with different materials. Outcome:	EID LSU only <u>L.O. To understand inventions (and inventors) which have changed the lives of people</u> Children research developments in the field of sound. In pairs, choose one invention and inventor. Justify why their choice is significant.	<u>L.O. To understand the concepts of pitch and volume and how they relate to sound.</u> Learn how pitch is determined by the frequency of sound waves and how volume is determined by the amplitude of sound waves. Use musical instruments as examples of	<u>L.O. To know how hearing sound is related to distance from the source</u> <u>L.O. To explore how the amplitude of sound can be changed</u> Learn how amplitude is measured Recognise differences in the amplitude of different sounds Outcome:	<u>L.O. To explore the concept of soundproofing and how it works.</u> Ear defenders assignment - practical Explore the concept of soundproofing and how it works to reduce noise levels. Investigate the effectiveness of different materials at reducing sound levels.	<u>L.O. To understand the impact of sound on the environment</u> Witness noise levels in the school environment. Explore the effects of noise pollution on animals and humans and learn about ways to reduce noise pollution. Read case studies of noise pollution in

	<p>such as bells and drums. Match labels to a diagram of the ear.</p> <p>Outcome: Group sounds (words of) into categories based on own criteria. Labelled diagram of an ear.</p>	<p>Investigate sound travelling through different materials. Ruler, drum etc Table of record</p>	<p>Make notes and produce facts and arguments.</p> <p>Outcome: Pitch inventions against each other in a discussion arena</p>	<p>how pitch and volume work. Experiment with changing the pitch of sound</p> <p>Outcome: Create a model to demonstrate the theory. (Books and bands/ straws)</p>	<p>Ear Defenders Assignment: Group plan for an investigation into limiting the emission of sound from a device.</p>	<p>Set up and carry out a test to find out the best way of insulating the sound emitted from a source</p> <p>Outcome: Written report to the boss - with a brief summary of findings.</p>	<p>different environments.</p> <p>Outcome: Create a newspaper report on one of the studies.</p>
Art & design	<p>Drawing & Painting The Peak District</p> <p><u>L.O. To use my observational skills to draw a Peak District landscape</u></p> <p>Outcome: Children will apply their art knowledge(text ure, perspective and line) to recreate a scene of either Higger Tor or Owler Tor from a photograph & memory.</p>	<p>Drawing & Painting The Peak District</p> <p><u>L.O. To use my observational skills to paint a Peak District landscape</u></p> <p>Outcome: Children will apply their art knowledge (colour, tone, tint and shade) to recreate a scene of either Higger Tor or Owler Tor from a photograph & memory.</p>	<p>3D model – Clay Tile</p> <p><u>L.O. To design my c inspired by the Peak District</u></p> <p>Outcome: Chn will choose their final design, improve it and consider how they will construct it</p>	<p>3D model – Clay Tile</p> <p><u>L.O. To explore how to manipulate and build with clay</u></p> <p>Outcome: Chn will practise using equipment in a suitable manner, make slip and understand how to use it and explore the use of pinching, slabbing and coiling</p>	<p>3D model – Clay Tile Half a day needed</p> <p><u>L.O. To use clay building techniques</u></p> <p>Outcome: Chn will create their 3D sculpture using the techniques they have learnt while trying to accurately represent their design</p>	<p>3D model – Clay Tile</p> <p><u>L.O. To choose appropriate colour for decoration</u></p> <p>Outcome: Chn will paint their sculptures ensuring they have chosen and mixed suitable colours</p>	<p>Drawing & Painting The Peak District</p> <p><u>L.O. To use my observational skills to draw a Peak District landscape</u></p> <p>Outcome: Children will apply their art knowledge(text ure, perspective and line) to recreate a scene of either Higger Tor or Owler Tor from a photograph & memory.</p>

<p>Computing JH</p> <p>Complete: 3.4 How is Data shared online?</p> <p>2.4 Communicating: Text and images</p>	<p>Sharing of data <u>L.O. To understand and explore how websites share data in a range of ways</u> Explore the Spring Watch 'Living with Mammals' website https://livingwithmammals.ptes.org/survey-information How is the data presented? What media is used? Why present it like this? What does it show? Who provides the data? What information do they share? MODEL how I can add our micro-habitat data to the website Investigate other positive examples of sharing data online – look at the weather site to see how it operates and shares information with us. http://www.weatherforschools.me.uk/html/collectingdata.html Outcome: A class list of ideas for positive information sharing opportunities online</p>	<p>Communicating: Text and images <u>L.O. To be able to review the elements of existing photo stories</u> Look at good and bad slideshows and photo stories (a sequence of still images with music or narration to tell a story). What makes them good/bad? Outcome: Create a success criteria checklist and use to analyse.</p>	<p>EID</p>	<p>Communicating: Text and images <u>L.O. To be able to edit given images to prepare for producing own work.</u> Investigate/revise how to use slideshow software using given images on a theme. Outcome: Add images and change the order.</p>	<p>Communicating: Text and images <u>L.O. To practise adding effects to enhance a photo story</u> Know how to add titles, motion effects, transitions and audio – adding a narration or music soundtrack. Discuss how these effects can enhance or distract from a story. Outcome: Add the above to the sample story.</p>	<p>Communicating: Text and images <u>L.O. To realise the importance of planning out a slideshow to tell a story</u> Demonstrate how to think of a simple storyline then storyboard it, partitioning sections to relate the content effectively. Outcome: Completed storyboards. Added notes for reference next week.</p>	<p>Communicating: Text and images <u>L.O. To be able to create a photo story using storyboards</u> Children produce their photo story. Follow the given criteria. (number of slides, animations, transitions, sound effects etc) Outcome: Photo stories complete and shared to the classroom for class review</p>
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Design & technology	No D&T – Art Focus						
Geography	<p>Geography and Outdoor and Adventure Skills</p> <p><u>L.O. To complete a photo orienteering course using a simple plan-view map</u></p> <p><u>Outcome:</u> Children use pictures of different locations in school to complete a set of clues.</p>	<p>Geography and Outdoor and Adventure Skills</p> <p>Longshaw Trip</p> <p><u>L.O. To orientate a map</u></p> <p><u>Outcome:</u> Children use simple “plan” to rehearse orientating a map.</p> <p>Ch create own plan to give to peer for peer to orientate.</p>	<p>Geography and Outdoor and Adventure Skills</p> <p><u>L.O. To compare and contrast maps of the Peak District over time.</u></p>	<p>Geography and Outdoor and Adventure Skills</p> <p><u>L.O. To identify land use within the Peaks</u></p> <p><u>Outcome:</u> Chn look at OS and digital maps to explain road locations, reservoirs, city distribution etc</p>	<p>Geography and Outdoor and Adventure Skills</p> <p><u>L.O. To create a map of the local area</u></p> <p><u>Outcome:</u> Chn will plan and create a map of the local area, using keys/symbols, 8 point compass,</p>	<p>Geography and Outdoor and Adventure Skills</p> <p><u>L.O. To create a map of the local area</u></p> <p><u>Outcome:</u> Chn will plan and create a map of the local area, using keys/symbols, 8 point compass</p>	<p>Transition Focus</p>
History	No History – Geography focus						
MFL JH	<p>14: Numbers 1-15 revision and months</p> <p>Revise food items and numbers 1-15. Learn words for months. Pronounce words with the ‘an’ sound.</p>	<p>15: Numbers 1-31 and French maths</p> <p>Revise words for months and numbers 1-15. Learn numbers 16-31. Be able to do some maths in French including</p>	<p>EID</p>	<p>17: Personal descriptions</p> <p>Revise parts of the face and adjectival agreements. Be able to understand and describe hair colour and type. Be able to understand and</p>	<p>18: Personal descriptions 2</p> <p>Revise parts of the face and adjectival agreements. Be able to understand and describe size. Be able to pronounce words with the</p>	<p>19: Celebrity descriptions</p> <p>Be able to describe someone else using the third person. Be able to use adjectives correctly in a sentence.</p>	<p>21: Family</p> <p>Learn words for family members. Start to recognise different words for ‘my’ in French. Be able to ask and answer the question <i>Tu as</i></p>

		division and multiplication.		describe eye colour.	'r' sound accurately.	Enjoy a traditional story.	<i>des frères ou des sœurs?</i>
PE	<p>Key Skills: Athletics</p> <p>Running:400m</p> <p><u>L.O. to run at an appropriate pace</u></p> <p><u>Outcome:</u> Children complete races in groups with increasing distances. Discussion around suitable speed. Children complete 400m without stopping.</p> <p><u>Curriculum Links:</u> PE2/1.1a Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Key Skills: Athletics</p> <p>Running:400m</p> <p><u>L.O. to run at an appropriate pace</u></p> <p><u>Outcome:</u> Children time selves to complete 400m then race against peers with similar timing scores to find class winner.</p> <p><u>Curriculum Links:</u> PE2/1.1a Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Key Skills: Athletics</p> <p>Throwing: Javelin</p> <p><u>L.O. to use an overarm throwing technique (with a sponge javelin)</u></p> <p><u>Outcome:</u> Children will rehearse throwing a foam javelin using a standing overarm technique. Children will record distances in groups.</p> <p><u>Curriculum Links:</u> PE2/1.1a Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Key Skills: Athletics</p> <p>Throwing: Javelin</p> <p><u>L.O. to use an overarm throwing technique (with a sponge javelin)</u></p> <p><u>Outcome:</u> children compete against peers to throw a foam javelin the furthest distances</p> <p>(Maths link – measure in M and CM)</p> <p><u>Curriculum Links:</u> PE2/1.1a Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Key Skills: Athletics</p> <p>Jumping: Triple Jump</p> <p><u>L.O. to use a hop, step, jump method for triple jump</u></p> <p><u>Outcome:</u> Children practise hop, step, jump pattern groups working together to coach one another.</p> <p><u>Curriculum Links:</u> PE2/1.1a Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Key Skills: Athletics</p> <p>Jumping: Triple Jump</p> <p><u>L.O. to complete a triple jump</u></p> <p><u>Outcome:</u> Compete against classmates to perform a hop, step, jump triple jump.</p> <p><u>Curriculum Links:</u> PE2/1.1a Use running, jumping, throwing and catching in isolation and in combination</p>	Transition Focus

<p>RE</p>	<p>Recap/Continuation of HT5 Hadith stories</p>	<p><u>L.O. To be able to select key facts about a religious figure</u></p> <p>Listen to and respond thoughtfully to stories about the birth, search and enlightenment of the Buddha</p> <p>Link to the Dalai Lama today</p> <p>Outcome: Use an interview generator as a class to ask the Dalai Lama some questions</p>	<p>EID/Sports Day</p>	<p><u>L.O. To be able to use selected facts to put themselves in the shoes of another (become a storyteller).</u></p> <p>Outcome: Recall information from our interview and speak in the parson of the Dalai Lama.</p>	<p><u>L.O. To understand that there are leaders today, who inspire others</u></p> <p>(Desmond Tutu Dalai Lama) Consider how they do that?</p> <p>What changes did they enable?</p> <p>What qualities should a leader have? (Link back to Jesus, Moses, Muhammed (PBUH))</p> <p>Connect also to human rights</p> <p>Outcome: List people in our lives who inspire us and present to the class to explain why.</p>	<p><u>L.O. To know how leaders of the past were able to inspire others.</u></p> <p>Refer back to last lesson and the qualities of inspiring leadership.</p> <p>Link to the significance for the spread of religions.</p> <p>Recap leaders we have learned about this year. Develop to include more names.</p> <p>Outcome: On a map, locate religious origin and leader locations.</p>	<p><u>L.O. To understand why contemporary religious leaders are so important to believers today</u></p> <p>Why are leaders significant? How else can religious people be united? Look at examples of worship actions/ styles/ events such as singing and dancing across the religions studied.</p> <p>Outcome: List ways in which people exercise their faith together today.</p>
<p>RSHE</p>	<p>Acts of kindness</p> <p>Outcome: Check in with class as to any</p>	<p>M2) Are we happy all the time?</p> <p><u>L.O. To understand the</u></p>	<p>None – EID/Sports Day</p>	<p>M2) Are we happy all the time?</p> <p><u>L.O. To learn what to do if we</u></p>	<p>P3) How do I stop getting ill</p> <p><u>L.O: To understand the</u></p>	<p>P3) How do I stop getting ill</p> <p><u>L.O: To understand the dangers</u></p>	<p>Transition End of Year 4 reflection</p>

	random acts that they have achieved over the holidays and the impact it created	<u>range of negative emotions we can have</u> <u>Outcome:</u> Discussion about different feelings we experience and why we might experience them		<u>experience low mood</u> <u>Outcome:</u> Discuss what to do when we feel sad Chn will create a poster with ideas for ways to improve your mood	<u>importance of hygiene, especially hand washing</u> <u>Outcome:</u> Chn to understand about how infections spread and how vaccines give us immunity. To know what a microbe is. Chn to create posters for the LKS2 toilets/School to promote healthy handwashing.	<u>of diseases caused by the sun how to stay safe from these</u> <u>Outcome:</u> chn to create a quiz/mini PSA of how to keep sun safe.	
Music Environment - seasonal changes, global warming and the reduction of ice	Musical composition, singing, playing AK	Musical composition, singing, playing LSU	Musical composition, singing, playing AK	Musical composition, singing, playing LSU	Musical composition, singing, playing AK	Musical composition, singing, playing LSU	No Music - Transition