Medium Term Plan Year Group: 4 Term: Spring 2

| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Date | 19.02.24 | 26.02.24 | 04.03 .24 World Book Day - 07.03.24 | $11.03 .24$ <br> Assessment week | 18.03.24 | $\begin{gathered} 25.03 .24 \\ \text { (3.5 day week) } \\ \hline \end{gathered}$ |
| Learning <br> Theme <br> Science <br> Art <br> Computing/DT | Hook - silent classroom and sign language <br> Title pages and schema | Identify how sounds are made, associating them with something vibrating. <br> Recognise that vibrations from sounds travel through a medium to the ear. | Find patters between pitch and the features of object that produced it. <br> Find patterns between volume of a sound and the strength of the vibrations which produced it. <br> Recognise that sounds get fainter as the distance from the source increases. | Identify appliances that run on electricity <br> Construct simple series circuits, identifying and naming the basic parts. <br> Identify whether or not a lamp will light in a simple circuit | Recognise that a simple switch opens and closes a circuit <br> Understand and use the term conductor and insulator correctly <br> Investigate different materials to identify conductors and insulators. | Create a simple game based on electrical circuits |
| Text Focus | The Lion, The Witch and The Wardrobe |  |  |  |  |  |
| Writing composition | WAGOLL - Lucy Steps to Success Imitation text | Describing Mr Tumnus <br> Identifying and altering different determiners within sentences. Examining the effect of altering determiners. | Describing Mr and Mrs Beaver <br> Identifying adverbials in sentences <br> Manipulating adverbials in sentences | Describing the Witch <br> Identifying relative pronouns and clauses <br> Adapting relative pronouns and clauses <br> Inserting relative pronouns and clauses. | Up levelling and planning <br> Boxing up <br> Headings / subheadings / labels <br> / diagrams | Publishing character profiles. |
| Punctuation and Grammar |  | Specific vocabulary Determiners | Adverbials Commas | Relative pronouns. Relative clauses. |  |  |
| Spelling | Stage 18 - Challenge words extreme, although, breath, caught, different, exercise, medicine, thought, business, possession | Stage 19 - digraph 'au' automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience | Stage 20 - 'tion' invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection | Stage 21 - 'sion' <br> expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion | Stage 22 - 'cian' musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician |  |
| Reading | The Lion, The Witch and the Wardrobe |  |  |  |  |  |
|  | Chapters 1-3 | Chapters 4-6 | Chapters 7-9 | Chapters 10-12 | Chapters 13-15 |  |
|  | Chapters 1-3 <br> 1. Hook - wardrobe door on classroom door lamppost on board - Where would your wardrobe go? <br> 2. Text immersion - opening of the story. | Chapters 4-6 <br> 1. Echo reading pages chapter 3 (p27-28) <br> 2. Paired reading (pages 29 43) <br> 3. Choral reading ( $43-52$ ) <br> 4. Choral reading ( $43-52$ ) | Chapters 7-9 <br> 1. Echo reading chapter 7 <br> 2. Language - using a dictionary to find meanings <br> 3. Text marking - annotating texts to support reading <br> 4. Comprehension - retrieval questions | Chapters 10-12 <br> 1. Echo reading of chapter 10 <br> 2. Note taking - identifying events within a chapter <br> 3. Hot seating - understanding the emotions of characters. <br> 4. Comprehension - literal understanding | Chapters 13-15 <br> 1. Echo reading chapter 13 <br> 2. Note taking of events within the chapters <br> 3. Comprehension - retrieval of information. <br> 4. Comprehension - inference of events | Chapters 16-17 <br> 1. Echo reading of chapter 16 <br> 2. Finishing the story |
| Maths | Fractions: <br> Understanding a whole | Fractions: | Fractions: | Fractions: <br> Adding and subtracting fractions | Decimals: <br> Tenths as fractions | Decimals: <br> Dividing a 1-digit number by 10 |


|  | Counting beyond 1 <br> Partitioning a mixed number | Number lines with mixed numbers <br> Comparing and ordering mixed numbers Understanding mixed numbers Converting mixed numbers to improper fractions | Converting improper fractions to mixed numbers Equivalent fractions on a number line Equivalent fraction families | Adding mixed numbers Subtracting from whole amounts <br> Subtracting mixed numbers | Tenths as decimals Tenths on a place value chart and on a number line | Dividing a 2-digit number by 10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fast15 | Column addition of 4-digit numbers <br> Column subtraction from 4-digit numbers | Short multiplication | Dividing 2-digit by 1-digit | 3, 6, 9, times tables | Multiply 3 numbers | Multiply and divide by 10 and 100 |
| RE | Identifying events within the timeline of the Bible <br> Linking Biblical texts to Easter | Exploring the events of Jesus' entry into Jerusalem <br> Reflecting on how Christians remember Palm Sunday | Understanding the importance of Jesus in the temple <br> Linking the events in Jerusalem to the lives of Christians | To understand the events of The Last Supper and the importance to Christians <br> To reflect on how Christians remember the Last Supper | Examining the events leading up to Jesus' crucifixion <br> To understand to importance of texts to Christians | Examining the events leading up to Jesus' crucifixion <br> To understand to importance of texts to Christians |
| Jigsaw | Healthy Me Recognising friendship groups | Healthy Me Understanding how people fit together | Healthy Me Understanding the facts related to smoking | Healthy Me <br> Understanding the facts related to alcohol | Healthy Me Understanding peer pressure and its effect on people | Healthy Me <br> Being able express ourselves and stand up for what we think |
| PE | Creative Cog <br> Select and link movements together | Creative Cog <br> Select and link movements together | Creative Cog <br> Link actions and develop sequences of movements | Creative Cog <br> Link actions and develop sequences of movements | Creative Cog <br> Link actions and develop sequences of movements | Creative Cog <br> Link actions and develop sequences of movements |

