

## Medium Term Plan - Spring 2- Year 4

Core Text: The Lost Thing

**Topic: Cracking Contraptions** 

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Maths Teaching	Count up and down	Recognise and show,	Recognise and write	Recognise and write	Solve problems	Consolidation.	
and Learning	in hundredths;	using diagrams,	decimal equivalents	decimal equivalents	involving		
	recognise that	families of common	of any number of	to ¼, ½ and 2/4.	increasingly harder		
	hundredths arise	equivalent fractions.	tenths or		fractions to calculate		
	when dividing an		hundredths.		quantities, and		
	object by one				fractions to divide		
	hundred and				quantities, including		
	dividing tenths by				non-unit fractions		
	ten.				where the answer is		
					a whole number.		
Text Type		Character description		Diary			
Reading Learning	To know how to	To develop the skill	To develop the skill	To develop the skill	To develop the skill	To develop the skill	
Objectives	make predictions	of retrieving	of retrieving	of retrieving	of retrieving	of retrieving	
	from details stated	information from a	information from a	information from a	information from a	information from a	
	and implied. (2e)	text. (2b)	text. (2b)	text. (2b)	text. (2b)	text. (2b)	
	To know how to	To know how to	To develop the skill	To develop the skill	To know how to	To develop the skill	
	check that a text	make inferences	of justifying	of asking questions	make inferences	of justifying	
	makes sense to you	about a character's	inferences with	to develop an	about a character's	inferences with	
	by discussing the	feelings, thoughts	evidence from the	understanding of the	feelings, thoughts	evidence from the	
	meaning of words.	and motives. (2d)	text. (2d)	text. (2d)	and motives. (2d)	text. (2d)	
	(2a)						
		To develop the skill	To know how an	To develop the skill	To know how to	To know how to	
	To develop the skill	of using a dictionary	author uses words	of identifying main	identify, compare	identify basic	
	of summarising key	to check the	and phrases to	events and ideas.	and contrast themes	features or	
	ideas. (2c)	meaning of words.	impact the reader.	(2c)	and plots. (2h)	organisation of text	
		(2a)	(2g)			or sentences. (2f)	
T4W Stage	Imitation	Innovation	Independent	Imitation	Innovation	Independent	

Grammar and	Similes	Adjectives	Expanded noun	Formal/informal	Conjunctive adverbs	Co-ordinating	
Punctuation	Synonyms	Synonyms	phrases extended	language	Fronted adverbials	conjunctions	
(Active English)	Commas for clarity	Prepositions	with prepositions	Subordinating			
				conjunctions			
Spelling	RWI Spelling Units						
Terminology		Character		Dear diary			
(technical		Description		First person			
vocabulary)		Imagery		Conjunctive adverb			
		Characterisation		Paragraphs			
	Figurative language				Descriptive vocabulary		
					Emotive language		
Greater Depth SC	I can accurately use expanded noun phrases that are extended			I can use a range of co	onjunctive adverbs to inc	rease cohesion within	
		using prepositions.			my writing.		
	I can experiment wit	h my use of vocabulary	, making increasingly	I can use figurative language to convey emotion effectively.			
		accurate choices.		I can use reported speech.			
SEND SC	I can accurately use expanded noun phrases.			I can write consistently in the first person.			
	I can begin to choo	se a select range of acc	curate prepositions.	I can use abstract nouns to convey feelings and emotions.			
	I can use co-ordinating conjunctions to link sentences together.  I can structure my writing into sections.						
Handwriting			Linked to weel	kly spelling unit.			
Rainbow					Fronted adverbials		
Grammar (where							
appropriate)							
Cross-curricular			about a significant local	-	ner.		
Writing		•	ontrasts different religion				
Opportunities			he cause and effect of a				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Science				To know how to find			
objectives				patterns between			
Sound				the pitch of a sound			
E3, E4				and features of the			
				object that produced			
				it E3			

				To know the pattern	
				between volume	
				and the strength of	
				vibrations. E4	
History	Nottingham	To understand how	To develop the skill	VIDIACIONS. L4	
	Industrial Museum		•		
objectives		people's lives have	of communicating		
Chronological	Visit E1	shaped this nation.	ideas about the past		
Awareness		A2	using ICT. C2		
A2, A3					
Knowledge and		To develop the skill			
Understanding		of describing the			
B2		main changes in a			
Organise,		period of history. A3			
Evaluate and					
Communicate		To understand the			
Information		causes and effects of			
C2		some main events.			
Historical		B2			
Enquiry					
E1		Marie Van Brittan			
		Brown – CCTV			
		Otis Boykin – circuits			
		for pacemakers, IBM			
		computers			
		Philip Emeagwali –			
		world's fastest			
		computer			
		Garrett Morgan –			
		gas masks, traffic			
		signals			
Geography		0			 
objectives N/A					
Religious					To understand help
Education					is needed in order to
objectives					show forgiveness. A4
Objectives					Show longiveness. A4

Personal Resonance A4 Knowledge and Understanding B4 Evaluation and Critical Thinking						To know what a Christian might learn about forgiveness from a Biblical text. B4  To understand how Christians believe God can help show forgiveness. C4
Art objectives Computer Art D1 Responding to Art, Artists & Designers E1 Exploring and Developing Ideas F1, F2	To know the key elements of an artist's work  To know how to integrate digital images into art. D1  To develop the skill of experimenting with styles used by other artists. E1 F1 F2					Torgiveness. e i
Design and Technology objectives <i>Design</i> B1, B2, B3 <i>Make</i> C1 <i>Evaluate</i> D1, D2, D3		•			To developing the skill of designing a product which meets the needs of my user. B1, B2, B3, D2  William Kamkwamba  Japanese chindogus	To develop the skill of constructing a product for a target market. C1  To understand how to evaluate a product, including its strengths and areas for improvement. D1, D3
PSHE objectives	Road Safety Quiz	British Values - Individual Liberty	Money	<u>Dares</u>	Safeguarding	Careers Day

		To know ways in	To understand	To understand what	To understand that	
		which everyone is	different types of	good and bad dares	we can be	
		unique.	financial fraud and	are.	influenced.	
		What if we were all	scam.			
		the same? By CM				
		Harris				
		The Day You Begin				
Computing	B1 - To know how to		Invention Fact Files -			
objectives	import, and edit		Publisher			
E-Safety	content		B1 - To know how to			
A1, A3	B4 - To know how to		import, and edit			
Multimedia and	import an image and		content			
Processing	explore effects.		B4 - To know how to			
B1, B4	E-Safety		import an image and			
	A1 - To use		explore effects.			
	technology safely,		E-Safety			
	respectfully and		A1 - To use			
	responsibly		technology safely,			
	A3 - To identify a		respectfully and			
	range of ways to		responsibly			
	report concerns		A3 - To identify a			
	about content and		range of ways to			
	contact.		report concerns			
			about content and			
			contact.			
Music objectives		<del>,</del>	Violins (delivered	by music specialist)	<del>,</del>	
A6, B3, B4, C4,	To develop the skill		To understand ABA	To know how to		To understand how
D6, D7.	of making an	To know how to	musical structure.	chant in three parts.	To know how to	to perform rondo
Recycling	instrument.	perform verse and	A6	D7	explore sounds.	form.
Musical focus:	C4	chorus structure.			В3	B4
Structure		D6				
Cross-curricular						
link: Art.						