

**Medium Term Plan – Spring 2– Year 4**

**Core Text: *The Lost Thing***

**Topic: Cracking Contraptions**

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

Grammar and Punctuation (Active English)	Similes Synonyms Commas for clarity	Adjectives Synonyms Prepositions	Expanded noun phrases extended with prepositions	Formal/informal language Subordinating conjunctions	Conjunctive adverbs Fronted adverbials	Co-ordinating conjunctions
Spelling	RWI Spelling Units					
Terminology (technical vocabulary)	Character Description Imagery Characterisation Figurative language			Dear diary First person Conjunctive adverb Paragraphs Descriptive vocabulary Emotive language		
Greater Depth SC	I can accurately use expanded noun phrases that are extended using prepositions. I can experiment with my use of vocabulary, making increasingly accurate choices.			I can use a range of conjunctive adverbs to increase cohesion within my writing. I can use figurative language to convey emotion effectively. I can use reported speech.		
SEND SC	I can accurately use expanded noun phrases. I can begin to choose a select range of accurate prepositions. I can use co-ordinating conjunctions to link sentences together.			I can write consistently in the first person. I can use abstract nouns to convey feelings and emotions. I can structure my writing into sections.		
Handwriting	Linked to weekly spelling unit.					
Rainbow Grammar (where appropriate)					Fronted adverbials	
Cross-curricular Writing Opportunities	<b>Computing – Create an informative fact file about a significant local invention using Publisher.</b> <b>RE – Information text which compares and contrasts different religions.</b> <b>History – Information text which describes the cause and effect of a significant innovation.</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Science objectives <b>Sound</b> E3, E4				To know how to find patterns between the pitch of a sound and features of the object that produced it E3		



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

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

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