

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 Spe	elling 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 conjunctive adverbs to increase cohesion within				
	using prepositions.			my writing.				
	I can experiment with my use of vocabulary, making increasingly			I can use figurative language to convey emotion effectively.				
		accurate choices.		I can use reported speech.				
SEND SC		rately use expanded no	-	I can write consistently in the first person.				
	I can begin to choose a select range of accurate prepositions.			I can use abstract nouns to convey feelings and emotions.				
	I can use co-ordinat	I can use co-ordinating conjunctions to link sentences together. I can structure my writing into sections.				ections.		
Handwriting		1	Linked to weel	kly spelling unit.	1			
Rainbow					Fronted adverbials			
Grammar (where								
appropriate)								
Constant and the second								
Cross-curricular			about a significant local	-	ner.			
Writing Opportunities		-	ontrasts different religion he cause and effect of a					
Opportunities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Science	VVCCK I	WCCK Z	WEER J	To know how to find	WEER J	WEERU		
objectives				patterns between				
Sound				the pitch of a sound				
E3, E4				and features of the				
23, 21				object that produced				
				it E3				
				1				



	ad Emporter Adm	1	1	1	1	
				To know the pattern		
				between volume		
				and the strength of		
				vibrations. E4		
History	Nottingham	To understand how	To develop the skill			
objectives	Industrial Museum	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		02				
E1		Marie Van Brittan				
LI		Brown – CCTV				
		Otis Boykin – circuits				
		for pacemakers, IBM				
		computers				
		Philip Emeagwali –				
		world's fastest				
		computer				
		Garrett Morgan –				
		gas masks, traffic				
		signals				
Geography objectives N/A						
Religious						To understand help
Education						is needed in order to
objectives						show forgiveness. A4



Personal Resonance A4 Knowledge and Understanding B4 Evaluation and Critical Thinking C4 Art objectives Computer Art D1	To know the key elements of an artist's work					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
Responding to Art, Artists & Designers E1 Exploring and Developing Ideas F1, F2	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					
Design and Technology objectives Design B1, B2, B3 Make C1 Evaluate 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	<u>British Values -</u> Individual Libert <u>y</u>	Money	<u>Dares</u>	Safeguarding	Careers Day



		To know ways in which everyone is unique. <u>What if we were all</u> <u>the same? By CM</u> <u>Harris</u> <u>The Day You Begin</u>	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 <i>E-Safety</i> A1, A3 <i>Multimedia and</i> <i>Processing</i> B1, B4	B1 - To know how to import, and edit content B4 - To know how to import an image and explore effects. <i>E-Safety</i> A1 - To use technology safely, respectfully and responsibly A3 - To identify a range of ways to report concerns about content and contact.		Invention Fact Files - Publisher B1 - To know how to import, and edit content B4 - To know how to import an image and explore effects. E-Safety A1 - To use technology safely, respectfully and responsibly A3 - To identify a range of ways to report concerns about content and contact.			
Music objectives		-	Violins (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