

**Medium Term Plan – Summer 1 – Year 4**

**Core Text: How To Train Your Dragon/The Dragon Machine**

**Topic: Burps, Bottoms and Bile**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Teaching and Learning	Add and subtract fractions with the same denominator.	Add and subtract fractions with the same denominator. Solve simple measure and money problems involving fractions and decimals to two decimal places.	Read, write and convert time between analogue and digital 12- and 24-hour clocks.	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Consolidate previously taught objectives.	Consolidate previously taught objectives.
Text Type	Explanation text			Poetry		
Reading Learning Objectives	To develop the skill of predicting what might happen in a story. (2e)  To develop the skill of using a dictionary to check the meaning of new words. (2a)  To know the features of a non-fiction text. (2b)	To develop the skill of using the features of a non-fiction text. (2b)  To develop the skill of making inferences using evidence from the text. (2d)  To understand how a writer captures the imagination and interest of the reader. (2g)	To develop the skill of retrieving information from non-fiction. (2b)  To develop the skill of making inferences about a character's actions and behaviour. (2d)  To understand how language and structure contribute to meaning. (2f)	To know how to use knowledge of non-fiction features to help retrieve information from a text. (2b)  To develop the skill of identifying the main ideas and key events. (2c)  To develop the skill of making inferences about a character's actions and behaviour. (2d)	To develop the skill of recording information found in a text. (2b)  To develop the skill of making inferences about a character's actions and behaviour. (2d)  To develop the skill of identifying structural choices in a text. (2f)	To develop the skill of justifying inferences with evidence. (2d)  To know how to draw inferences based on evidence from different points in the text. (2d)  To develop the skill of comparing settings and plots between texts. (2h)
T4W Stage	Imitation	Innovation	Independent	Imitation	Innovation	Independent
Grammar and Punctuation (Active English)	Third person Nouns and pronouns	Fronted adverbials Commas	Subordinate clauses Commas	Personification	Apostrophes	Similes and metaphors

Spelling	RWI Spelling Units				
Terminology (technical vocabulary)	Question title Subheadings Paragraphs Technical vocabulary Introduction and conclusion Third person			Lines and stanzas Rhymes at end of lines Similes Metaphors Alliteration	
Greater Depth SC	Experiment with word choice Experiment with style Different sentence lengths Varied tenses Sustained authorial voice			Experiment with word choice Experiment with style	
SEND SC	Question title Subheadings Technical vocabulary Introduction Conclusion			Lines Rhymes at end of lines Capitals to start lines Similes Stanzas	
Handwriting	Linked to weekly spelling unit.				
Rainbow Grammar (where appropriate)		Fronted adverbials	Subordinate clauses		
Cross-curricular Writing Opportunities	<b>DT – Writing recipes.</b> <b>Science – Explanation text (digestive system)</b>				



	Week 1	Week 2	Week 3	Week 4	Week 5	
Science objectives	<p><b><i>Animals including humans</i></b></p> <p>To understand the functions of different parts of the digestive system. (C1)</p> <p>To know the different types of teeth in humans and their simple functions (C2)</p>	<p><b><i>Animals including humans</i></b></p> <p>To know how to construct and interpret food chains. (C3)</p>				
History objectives						
Geography objectives <b><i>Geographical skills and fieldwork</i></b> A1, A2 <b><i>Human and physical geography</i></b> B2, B3 <b><i>Place Knowledge</i></b> D1			<p>To know the difference between a city and a village. A1</p> <p>To understand why people are attracted to living in villages or cities. B2, B3</p> <p>To develop the skill of using digital maps to identify and compare the geographical features of different places. A2, D1</p>			

<p>Religious Education objectives <b>Personal Resonance</b> A5 <b>Knowledge and Understanding</b> B5 <b>Evaluation and Critical Thinking</b> C5</p>		<p>To understand the consequences of good and bad choices. A5</p> <p>To understand how aspects of the 8-fold path help Buddhists know how to live good lives. B5</p> <p>To know aspects of the 8-fold path that some Buddhists might find difficult to stick to. C5</p>				
<p>Art objectives <b>2D Art – Drawing and painting</b> A3, A5, A6 <b>3D Art</b> C1 <b>Responding to Art, Artists &amp; Designers</b> E1 <b>Exploring and Developing Ideas</b> F1, F2</p>					<p><b>Artist Study – Giacometti</b> To know how use line, tone, shape and colour to represent figure and forms in movement. A3, A5, A6</p> <p>To develop the skill of sculpting clay. C1</p>	<p><b>Artist Study – Giacometti</b> To develop the skill of experimenting with the styles used by Giacometti. E1</p> <p>To understand how to develop my work further after discussion. F1, F2</p>

<p>Design and Technology objectives</p> <p><b>Cooking and nutrition</b> A1, A2, A3</p> <p><b>Design</b> B1, B2, B3</p> <p><b>Evaluate</b> D1, D3</p>				<p><b>Healthy fruit skewers/fruit salads</b></p> <p>To know how to create a recipe for a seasonal food product. A1, A2, A3, B1</p> <p>To understand how to make my product more appealing by reflecting the needs of my user. B2, B3.</p> <p>To develop the skill of evaluating my products. D1, D3</p>		
<p>PSHE objectives</p>	<p><b>British Values</b> To understand that humans have right and responsibilities</p>	<p><b>British Values – Democracy</b> To understand what a government is</p> <p>First British Indian MP, Dadabhai Naoroji, elected to Parliament in 1892</p> <p>Diane Abbott, Paul Boateng and Bernie Grant become the first black MPs to be elected to Parliament in 1987</p> <p>Rushanara Ali, MP for Bethnal Green and Bow, is the first MP of</p>	<p><b>Safeguarding</b> To know how different people keep us healthy and safe</p>	<p><b>Bullying</b> To understand who or where pressure may come from</p>	<p><b>Gender</b> To understand stereotypes.</p>	<p><b>Smoking</b> To understand some of the key risks of smoking and alcohol.</p>

		Bangladeshi origin to have been elected to Parliament in 2010				
Computing objectives <b>Programming</b> C1, C2, C3	<b>Programming (Scratch)</b> C2 - To know how to use sequence, selection, and repetition in programs		<b>Programming (Scratch)</b> C1 - To know how to design, write and debug programs		<b>Programming (Scratch)</b> C3 - To know how to detect and correct errors in algorithms and programs	
Music objectives	<b>Recorders</b> (delivered by music specialist)					
A7, B5, C5, D8, D9 Food and drink Musical focus: Performance Cross-curricular link:DT	To know how to combine expressive use of the voice with physical movement. D8	To understand how to respond to sound with visual signals. B5	To know how to sing a call and response chant. D9	To know how to compose and play sequences of word rhythms. A7	To know how to sing a traditional West African call and response song. D9	To know how to play rhythmic and melodic accompaniments for a song and how to combine them in a performance. C5