

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

**Core Text: *Why The Whales Came***

**Topic: Blue Abyss**

	<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>Week 7</b>
<b>Maths Teaching and Learning</b>	Identify acute and obtuse angles and compare and order angles up to two right angles by size.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry.	Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon.	Describe movements between positions as translations of a given unit to the left/right and up/down.	Consolidation of previously taught objectives.	Consolidation of previously taught objectives.
<b>Text Type</b>	<b>Information text</b>				<b>Persuasive argument</b>		
<b>Reading Learning Objectives</b>	<p>To develop the skill of making predictions based on evidence. (2e)</p> <p>To know how to use word knowledge to clarify new words. (2a)</p> <p>To know how to use non-fiction features to retrieve information from a text. (2b)</p>	<p>To develop the skill of justifying predictions using evidence from a text. (2e)</p> <p>To develop the skill of identifying the main ideas and events in a text. (2c)</p> <p>To develop the skill of inferring meaning based on evidence from a text. (2d)</p>	<p>To develop the skill of using dictionaries to check the meaning of new words. (2a)</p> <p>To know how to retrieve information from a text (2b)</p> <p>To develop the skill of inferring meaning based on evidence from a text. (2d)</p>	<p>To know how to retrieve information from a text. (2b)</p> <p>To develop the skill of inferring meaning based on evidence from a text. (2d)</p> <p>To understand how an author captures the reader’s imagination and interest. (2g)</p>	<p>To know how to retrieve information from a text. (2b)</p> <p>To develop the skill of inferring meaning based on evidence from a text. (2d)</p> <p>To develop the skill of comparing themes in texts. (2h)</p>	<p>To know how to retrieve information from a text. (2b)</p> <p>To develop the skill of identifying main ideas and events in a text. (2c)</p>	Key domains identified from NFER tests

T4W Stage	Imitation	Imitation & Innovation	Innovation	Independent	Imitation	Imitation & Innovation	Independent
Grammar and Punctuation (Active English)	Tenses Commas	Subordinate clauses	Generalisers	Openers	Rhetorical questions	Adverbs Adjectives	Synonyms Editing and improving (Dr Sense focus)
Spelling	RWI Spelling Units						
Terminology (technical vocabulary)	Title Subheadings Paragraphs Technical vocabulary Introduction and conclusion Third person				Rhetorical questions Factual language Persuasive adverbs Emotive language Thematic paragraphing Power of three		
Greater Depth SC	Experiment with word choice Experiment with style Different sentence lengths Sustained authorial voice				Experiment with word choice Experiment with style Different sentence lengths Varied tenses		
SEND SC	Title Subheadings Technical vocabulary Introduction Conclusion				Rhetorical questions Factual language Emotive language		
Handwriting	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation
Rainbow Grammar (where appropriate)		Clauses					
<b>Cross-curricular Writing Opportunities</b> <b>Geography/Science – Persuasive argument linked to environmental issue (linked to English).</b> <b>History – Newspaper report about the Titanic disaster.</b> <b>RE – Persuasive letter arguing to keep the local church open.</b>							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science objectives <b>Living things and their habitats</b> B1, B2, B3 <b>Working scientifically</b> A1, A4, A5, A6		To know that environments can change and that this can sometimes pose dangers to living things. B3, A6	To know how to use classification keys to group, identify and name living things. B1, B2, A1, A4, A5				
History objectives <b>Chronological Awareness</b> A1, A3 <b>Knowledge and Understanding</b> B1 <b>Organise, Evaluate and Communicate Information</b> C1, C2 <b>Historical Enquiry</b> E1				To understand why the Titanic was significant. A3  To understand how the sinking of the Titanic inspired change. A1, B1, A3  To know different types of historical sources and determine their reliability. C1, E1  To know how to communicate past events using a newspaper report. C2 The Laroche family			
Geography objectives	To understand how humans	<b>Fieldwork</b>					



<p><b>Geographical skills and Fieldwork</b> A5 <b>Human and physical geography</b> B1, B4 <b>Place Knowledge</b> D2</p>	<p>have both improved and damaged the environment. B1, B4</p>	<p><i>What impact do the geographical features of Sneinton have on the environment?</i> To develop the skill of observing geographical features in the local area to explain and evaluate changes over time. A5, B1, B4, D2</p>					
<p>Religious Education objectives <b>Personal Resonance</b> A6 <b>Knowledge and Understanding</b> B6 <b>Evaluation and Critical Thinking</b> C6</p>							<p>To understand the feelings I associate with a special place and why. A6 To know some of the ways Christians use churches to worship. B6 To understand the impact a Christian's special place has on them. C6 <i>Ways of worship in churches around the world and for different cultural groups.</i></p>



<p>Art objectives <b>2D Art (Drawing and Painting)</b> A1, A2, A3, A4, A7 <b>Responding to Art, Artists &amp; Designers</b> E1 <b>Exploring and developing ideas</b> F1, F2</p>					<p><b>LS Lowry (Seascapes)</b> To develop the skill of using marks and lines to show texture and movement in still life work. A1, A2, A3, A4  To describe some of the features of artwork by Lowry. A7, E1  To develop the skill of adapting and improving my work based on feedback. F1, F2</p>		
<p>Design and Technology objectives <b>Design</b> B1, B2 <b>Make</b> C1 <b>Evaluate</b> D1, D3 <b>Technical knowledge</b> E1, E2</p>						<p><b>Automata (Mechanical toys)</b> To develop the skill of designing an appealing product. B1  To know how to select and use tools appropriately to create a product with a mechanical system. C1, E1</p>	<p><b>Automata (Mechanical toys)</b> To develop the skill of evaluating my products, suggesting improvements to make them more appealing. B2, D1, D3, E2</p>

PSHE objectives	<b><u>British Values</u></b> To understand the reason we have rules.	<b><u>Managing Change</u></b> To know some of the changes that can happen.	<b><u>Drugs</u></b> To understand some of the complexities of taking drugs.	<b><u>Living and Growing</u></b>	<b><u>Safeguarding</u></b> To understand that it is ok to say 'no'	<b><u>Mental Health</u></b> To know 'good' and 'not so good' feelings.	<b><u>Transitions</u></b>
Computing objectives <b>Multimedia and Processing</b> B5	<b>Excel</b> B5 - To know how to use technology to input data.						
Music objectives	<b>Violins</b> (delivered by music specialist)						
A8, B6, B7, C6, C7 Environment Musical focus: Composition Cross-curricular: Science	To know how to explore different timbres. B6	To know how to explore combinations of different timbres to accompany a song. C6	To know how to accompany a song with a drone and ostinato on tuned percussion. C7	To know how to explore the descriptive music of two major composers. B7	To develop the skill of composing an introduction for a song. A8	To develop the skill of composing an introduction for a song. A8	