Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 4 **Theme: Making Waves** **Term:** Summer 1	**British Value:** Democracy	**Root of Learning:** Keeping going	**Outdoor Learning Opportunities:** **Nolan**

Week	**1**	**2**	**3**	**4**	**5**	**6**	**7 No school**
English **Text:** The Wind in the Willows **Text type:** Newspaper Report	**Phase 1: Immersion** <u>L.O: To create and perform a poem based on the Art of noticing.</u> - Read up to page 3. Make a prediction: which season might it be and how do you know? - Discuss what a river might be and draw on existing knowledge. - Watch the clip & gather vocab for poem: https://www.youtube.com/watch?v=vLAnt9__5Mg <u>L.O: Develop your curiosity for the text by writing a short description in the style of the writer.</u> - Continue reading the next 3 pages of text and discuss vocab: enchanted, bewitched, fascinated - Discuss what impressions the writer has given of the character so far. - Keeping in mind the writer's style, have a go at writing a similar description, imagining that Mole has instead come across something else he has never seen before such as: a huge oak tree, a dark forest, the sea, a busy motorway, a bustling high street.	**Phase 2 : Reading like a Writer** <u>L.O: Identify the key features of a newspaper report and label them</u> - What sort of genre is a newspaper report? - Why might they be written and what is its purpose? - Who might be the audience? - Can you name any types of newspapers? Can you identify any of these features? 1) The name of the newspaper 2) Headline 3) Subheadline 4) Byline 5) Introductory paragraph 6) picture with caption <u>L.O: To identify the grammar and punctuation within a newspaper.</u> - How is a newspaper similar or different to a setting description or story? Can you identify any of these features? 1) Speech 2) Adverbs 3) Expanded noun phrase 4) Formal vocabulary 5) Year 3/ 4 spellings	**Phase 3: Writing like a Reader** <u>L.O: To punctuate speech accurately.</u> 1) What is speech and what is the purpose of it? - Draw on previous knowledge from Y3 - Direct speech - Reported Speech - also known and indirect speech 2) Teaching points - how to use of inverted commas accurately - direct speech after a verb - direct speech before a verb - split direct speech - one sentence - split direct speech - two sentences 3) GPS questions - Answer a range of test style questions based on inverted commas.	4) Application - Retell the story of the gingerbread man from a different perspective, focussing on correct use of speech punctuation. https://www.youtube.com/watch?v=YoQyyB5xvLk Remember : -New speaker new line -Put inverted commas around what is actually spoken -Begin speech with a capital letter and remember punctuation before closing the inverted commas **Phase 4: Hot task:** <u>1) Vocabulary development</u> - Task 1: Come up with 8 different synonyms for said. - When and how might these be used? 2) <u>Modelled write: To write an effective introduction The Gingerbread man</u> - Provide a bank of openers for children to use e.g late last night, Yester evening… - Include 5Ws in introduction	4) <u>Modelled write: To write a concluding paragraph.</u> - Show children how to edit as you go along. Pick 1 focus at a time, e.g commas after fronted adverbials. **Phase 5: Hotter task** <u>L.O: To plan a newspaper report about the crash between the caravan and the motor car.</u> - Familiarise children with the story again and story map key events - Plan eye witness accounts, possible headlines to match the report ect. <u>L.O: To write the introductory paragraph.</u> - Write the introduction only. - What happened? - Why did it happen? - Who was involved? - When did it happen? - Where did it happen?	<u>L.O: To write the main body of the text.</u> - Focus on the success criteria and edit appropriately. <u>1) Genre criteria</u> - Purpose: Does the writing retell the event effectively and concisely? - Audience: Does the language used suggest the chosen audience? <u>2) GPS</u> - Use of adverbs - Accurate use of speech <u>3) Non-negotiables</u> - Use of paragraphs to organise ideas around a theme. - Use capital letters, full stops, question marks correctly - Spell correctly most words from the year 3 / year 4 spelling list <u>L.O: To write the concluding paragraph of the report and publish.</u> - Present the report to the rest of the class.	

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				- 3)<u>Model write: The main body of the report</u> (refer back to features identified from WAGOLL) Teaching points: - Has it been written in chronological order? - Is my speech punctuated accurately? - Have I used formal vocabulary	Edit the introduction for: 1) Spelling and punctuation 2) Has it been written in the style of a newspaper?		
Speaking and Listening Opportunities	Evaluating animation						
Spelling	**<u>Common Exception Words</u>** straight favourite strength suppose surprise bicycle business medicine natural naughty		**<u>Words with the /s/ sound spelt 'sc'</u>** science crescent discipline fascinate scent scissors ascent descent scenery	**<u>Endings that sound like /ʒən/ spelt '-sion' (*division, confusion*)</u>** division invasions confusion decision collision television revision erosion inclusion explosion	**<u>Suffix -ous</u>** Dangerous Poisonous Mountainous Joyous Synonymous Hazardous Perilous Riotous Scandalous Momentous	**<u>Homophones</u>** weather whether who's whose medal meddle missed mist	

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Reading **VIPERS texts**	**<u>Non- Fiction</u>** <u>Skills:</u> - Vocabulary - Retrieval - Explain - Summarise <u>Text:</u> Electricity	**<u>Fiction</u>** <u>Skills:</u> - Vocabulary - Retrieval - Inference – Teach - Inference - Independent <u>Text:</u> Wind in the Willows	**<u>Poetry</u>** <u>Skills:</u> - Vocabulary - Retrieval - Explain - Sequence <u>Text:</u> Signs of Spring Poem	**<u>Fiction</u>** <u>Skills:</u> - Predict - Explain - Summarise <u>Text:</u> The Wind in the Willow by Kenneth Grahame	**<u>Non- Fiction</u>** <u>Skills:</u> - Vocabulary - Retrieval - Explain - Summarise <u>Text:</u> Rivers	**<u>Poetry</u>** <u>Skills:</u> - Vocabulary - Retrieval - Explain - Sequence <u>Text:</u> River Poem	
Maths - Fluency Varied Fluency Reasoning Problem solving (test style q's)	**<u>Fractions</u>** Skill 6: To add fractions together. Skill 7: To subtract fractions. Skill 8: To calculate fractions of an amount.	**<u>Decimals</u>** Skill 1: Tenths as fractions Skill 2: Tenths as a decimal. Skill 3: Tenths on a place value chart. Skill 4: To find the effect of dividing a one or two digit number by 10. Skill 2: Recognise and write decimal equivalents of any number of tenths and hundredths.	**<u>Decimals</u>** Skill 5: Hundredths as fractions Skill 6: Hundredths as a decimal. Skill 7: Hundredths on a place value chart. Skill 8: To find the effect of dividing a one or two digit number by 100. .	**<u>Decimals</u>** Skill 9: Make a whole with tenths and hundredths. Skill 10: Partition decimals. Skill 11: Order and compare decimals. Skill 12: Round decimals. Skill 13: Halves and quarters as decimals.	**<u>Money</u>** Skill 1: Write money using decimals. Skill 2: Convert between pounds and pence Skill 3: Compare amounts of money	**<u>Money</u>** Skill 4: Estimate with money Skill 5: Calculate with money Skill 6: Solve problems with money	
Arithmetic: 4 operations **Spiral Starters:** **LBH:** Multiplications	**<u>Arithmetic</u>** L.O: To multiply a 2-digit and a 3-digit number by a one digit number. **<u>Spiral Starter</u>** Time: O'clock and Half past	**<u>Arithmetic</u>** L.O: To divide a 2-digit and a 3-digit number by 1. **<u>Spiral Starter</u>** Time: Quarter to and Quarter Past	**<u>Arithmetic</u>** L.O: To add 3 4 digit numbers together. **<u>Spiral Starter</u>** Time: 5 minute intervals	**<u>Arithmetic</u>** L.O: To perform mixed operation calculations. **<u>Spiral Starter</u>**	**<u>Arithmetic</u>** LO: Divide by 10 **<u>Spiral Starter</u>**	**<u>Arithmetic</u>** LO: Divide by 100 **<u>Spiral Starter</u>**	

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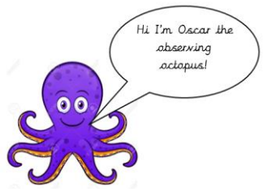
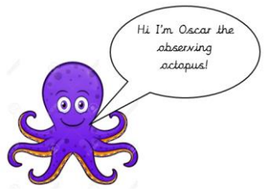
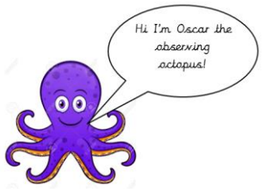
Science	Skills:  Observe, describe and compare systematically using Key Stage 2 scientific vocabulary. Collect evidence/find information to test out an idea/prediction or answer a question. Predict what might happen and begin to explain why using everyday ideas and scientific facts/ideas. Use scientific evidence to answer questions to support their findings. LO: Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Activity; https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/curly-coil Review circuits to see if they have the correct components to be a complete circuit.	Skills:  Observe, describe and compare systematically using Key Stage 2 scientific vocabulary. Collect evidence/find information to test out an idea/prediction or answer a question. Predict what might happen and begin to explain why using everyday ideas and scientific facts/ideas. Set up a comparative and fair test and explain why it is important to do so. Gather, record and present findings in a variety of ways. LO Recognise some common conductors and insulators, and associate metals with being good conductors. Activity; Understand what a conductor and an insulator are. Then choose classroom items to assess as conductors or insulators within their circuit.	**<u>End of unit assessmen</u>t** Electricity Assessment given and any key misconceptions to be addressed.	Knowledge Harvest – What do we know about sound? Observe, describe and compare systematically using Key Stage 2 scientific vocabulary. Group and order observations giving scientific reasons Gather, record and present findings in a variety of ways. **<u>LO:</u>** How are sounds made? **<u>Mini Task</u>** There are lots of different **sounds** around us. With a partner, children to complete the a-z list of different sounds. **<u>Activity</u>** Around school there are lots of different sounds. Some places will be noisy, whereas some places will be quiet. The loudness of the different places will even change	 Observe, describe and compare systematically using Key Stage 2 scientific vocabulary. Predict what might happen and begin to explain why using everyday ideas and scientific facts/ideas. **<u>Lesson</u>** Recap on learning: in pairs discuss how sound is made. Encourage the use of scientific vocabulary (e.g. sound waves, vibrate, vibration). Place some rice on top of a drum. What will happen to the rice when the drum is struck? What will cause the rice to move? Invite one of the children to strike the drum and observe what happens to the rice. Ask the children to predict what will happen if the drum is struck with more force. Ask the children to share their predictions using scientific language (e.g. the rice will jump further into the air because the drum skin is vibrating more). When the children	I can recognise that vibrations from sounds travel to the ear  Observe, describe and compare systematically using Key Stage 2 scientific vocabulary. Group and order observations giving scientific reasons **<u>Lesson</u>** Thinking time – turn to your partner and discuss how sounds are made. Place some rice on a drum and tap the drum. Invite a child to explain why the rice is moving; how does the vibrating drum skin create sound vibrations and how do those sound vibrations travel to the ear and you hear the sound? Beat the drum gently again, what happens when the sound vibrations or waves reach your ear? Explain that the ear is divided into three sections (inner, middle and outer ear). Why does cupping your hand around your ear make sounds louder? Explain that your body produces ear wax to help protect the inner ear from dirt and infection. What would happen if you had too much wax in your ear?	

				throughout the day! Children to carry out a sound survey of school to find which places are noisy and which are quiet at different times of day. You may decide to rate each place out of 5, with 5 being very noisy and 0 being totally silent.	understand that the drum skin is vibrating, extend their understanding by asking, how do the vibrations get from the drum to your ears? What material do the vibrations have to pass through to reach their ears? Recap on the terms solids, liquids and gases. Ask the children to give examples of each. Can sound waves only travel through air? Ask the children to vote. Ask those children who voted no to give an example of how they know sound travels through other materials. Have they ever tried talking to a friend underwater? Ask the children to work in pairs (A and B). Child A gently bangs the table, whilst child B listens and notes the sound and volume. Repeat this exercise but child B puts their ear to the table. How does the sound compare? What material is the sound wave travelling through when the child has their ear to the table? Can the children give	What are the names of the three small bones in the middle ear? Why are they important? **<u>Activity</u>** Children locate features of the ear and label a diagram. A word bank is provided. **<u>Challenge</u>** Children read two differing opinions about whether or not a person would be able to hear without a pinna. They must decide who they agree with and explain why using scientific vocabulary.	

					reasons why the sounds travel faster through solids than gases? Ask the children to look at the particle structure of solids, liquids and gases. In pairs, discuss the similarities and differences between the materials. Divide the children into small groups. In groups, act out what happens in solids, liquids and gases when sound vibrations travel through them. Once the children have had time to practise their performance, as a class, watch an example of each. **Activity** Cut out the pictures and stick them in the correct order to show how the sound travels when a drum is hit. Write a sentence to explain what is happening.		
Geography – **Following KAPOW Scheme**	**LO: To recognise the features and courses of a river.** **Success Criteria** ➢ I can state where a river starts and ends.	**LO: To name and locate some of the world's longest rivers.** **Success Criteria** ➢ I can locate rivers on a world map.		**LO: To describe how rivers are used.** **Success Criteria**	**LO: To identify and locate human and physical features on a map.** **Success Criteria**	**LO: To collect data on the features of a local river.** **Success Criteria**	

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	➢ I can describe the three courses of a river. ➢ I can name the features of a river. **Vocabulary** delta estuary floodplain meander oxbow lake river mouth source tributary valley waterfall	➢ I can create a key on a map. ➢ I can name some of the world's longest rivers. ➢ I can name which continents the longest rivers are in. **Vocabulary** locate key mountainous represent tributary		➢ I can explain the ways rivers are used. ➢ I can describe how rivers are important to the natural environment. ➢ I can list the challenges that can occur with rivers. **Vocabulary** flooding habitat irrigation leisure pollution renewable energy supply	➢ I can state where the river starts and ends. ➢ I can describe the features I expect to see during fieldwork. ➢ I can use grid references to describe the location of features. **Vocabulary** • compass direction • grid square • human feature • local • physical feature • route	➢ I can identify the features of a river. ➢ I can judge the quality of the environment using a Likert scale. ➢ I can make suggestions about how to improve the river environment. **Vocabulary** • environmental quality • Likert scale • locality	
HIstory							
Art & Design **Focus artist:** Nolan Stacey **Focus skill:** Sketching	Skill 1: pencil control, grip, techniques shading tone edges and outlines. Children to practise the different types of shading following the examples and pressure on the pencil.	Skill 2: How to create fur.	Skill 3: How to create a rabbit using different shapes.	Skill 4:	Skill 5:		-
Design Technology							
Spanish							

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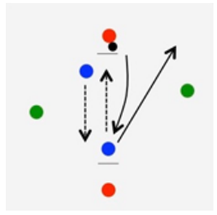
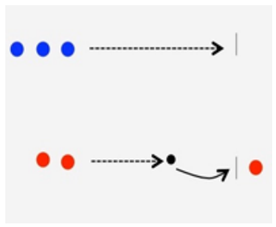
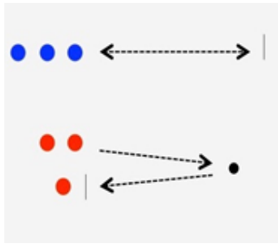
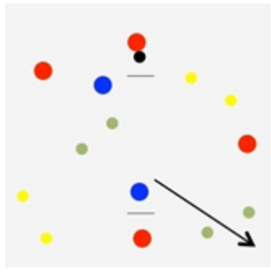
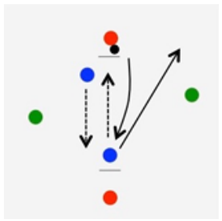
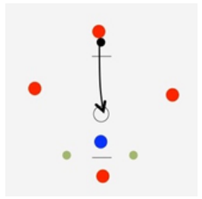
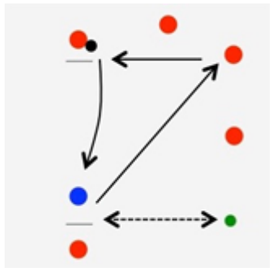
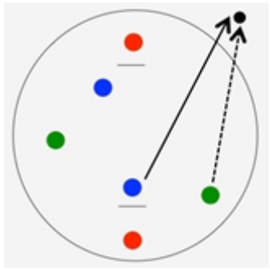
P.E Striking and fielding - Cricket	**Skill 1: Develop understanding of batting and fielding.** **Cricket** In groups of 6, 1 pair batting, 1 pair fielding and 1 pair bowling / wicketkeeper. Each batting pair starts with 100 runs. If they get out (run out, caught, bowled or hit wicket) they lose 10 runs but continue to bat until they have received an equal number of bowls from each pair. Once each pair has batted the winning pair is the team who has scored the most points. Encourage the bowlers and fielders to work together to get the batters out. What is the aim of the game for the batting team? What is the aim of the game for the fielders and in particular the bowlers. Do they understand their role?  LA can use a batting T to strike the ball from or adapt game as suggested in sequence of learning part 1 of year 3; Fielding v Batting Continuous Batting.	**Skill 2: Introduce bowling** . **Pairs Bowling** Explore different ways of bowling underarm. In pairs set out three hoops in front of a wicket. Each hoop has a different value; 1st hoop 1 point, 2nd hoop 3 points, 3rd hoop 1 point. If the ball bounces in the hoop then hits the wicket the bowlers score is doubled. Each bowler has an equal number of bowls. Can pupils bowl accurately and with control? **Fielding v Batter with a bowler** Structure the game as suggested in sequence of learning part 1, year 3 but introduce a bowler into the game. Batters start with 100 runs. If the batter gets out (run out, bowled, caught or hit wicket) they lose 10 runs but continue to bat until each bowler has bowled an equal number of balls. The focus of learning is on the bowler. Ask them where they are bowling and why they are bowling there? Can pupils vary the way they bowl to make it more challenging for the batter to score runs? HA add two cones either side of the wicket. If the bowler does not bowl between these cones the batsman scores an extra two runs. Refer back to pairs bowling encouraging bowlers	**Skill 3:** Develop ways of stopping and returning the ball. **Run them Out** Split the class into groups of 6, 3 batters & 3 fielders. Fielders line up behind one set of stumps with one of the fielders adopting the role of the wicketkeeper at the opposite end. The wicket keeper rolls the ball to the 1st fielder whose aim is to return the ball to the wicketkeeper (or hit the stumps) before the batter completes a run. The batters start at the same end as the fielders. The first batter is allowed to run as soon as the wicketkeeper releases the ball. If the fielder runs the batter out then they lose a wicket. The batting team have 5 wickets. Observe how the fielders pick the ball up, do they move towards the ball or are they static? Why do they need to attack the ball?  **Cricket** Split the class into groups of 6 with 1 batter, 1 bowler, 1 wicketkeeper and 3 fielders. The focus of the game is on stopping and returning the ball.The bowler bowls the ball at the batter; if the batter strikes the ball, the fielders have to return the ball to the bowler who can bowl immediately. If the batter strikes or misses the ball they must run around a	**Skill 4:** Develop ways of retrieving and returning the ball to prevent the batters from scoring runs. **Retrieve and Return** Split the class into groups of 6, 3 batters and 3 fielders. Line the fielders up behind a set of stumps with one fielder adopting the role of the wicketkeeper. The batters line up beside the fielders. The wicket keeper roles the ball out and the 1st fielder has to run, retrieve and return the ball back to the wicket keeper before the batter runs to the crease and back. Each time a batter completes a successful run they score 2 runs. If the fielders run the batter out then they lose a wicket. The batting team have 5 wickets. Observe how the fielders pick the ball up, turn and throw.  **Pairs Cricket: Retrieving the ball** Structure the game as suggested in sequence of learning part 1, with the focus on retrieving and returning the ball quickly. Fielders must start within a restricted zone. Batters can only score runs if they strike the ball out of the restricted zone the fielders	**Skill 5:** Develop an understanding of how, where and why we need to strike the ball to score runs. **Pairs Cricket: Striking the ball** Structure the game as in suggested in sequence of learning part 1. Introduce 'targets' for the batter to hit the ball through. Each target should be at a different angle and distance. If a batter strikes the ball through a target then their score is doubled. Ask the batters to think about where they are striking the ball and why they are striking it there. What factors affect where pupils strike the ball and at what speed. i.e. where does the bowler bowl the ball? How fast does the bowler bowl the ball? Where are the fielders standing?  Questions should encourage the batters to think about when, where and why they are striking the ball. Even though the focus of learning is on batting, question the fielders and bowler on how they can	**Skill 6:** Bring together the suggested sequence of learning into small games of pairs cricket. **Pairs Cricket** Structure the game as suggested in sequence of learning part 1. Ask pupils to show you what they have learnt from the unit of work consolidating the sequence of learning. Ability set the groups to add appropriate challenge.  Pupils should apply their developing knowledge and understanding of batting: (where and why they are striking the ball to score runs), fielding and bowling (how can they prevent the batters from scoring runs,) to achieve their teams' objective.

		to aim for the three-point hoop (this can be left in during the game). If pupils can bowl with accuracy and control they should limit the batsman from scoring runs. 	marker. Batters are out if they are caught or bowled. Ask the fielders why they are standing where they are standing? Introduce the long barrier (method of stopping the ball) when the ball is struck with power towards a fielder. Ask pupils when and why they need to use a barrier? Why do they need to use a barrier?  For HA pupils reduce the area in which the batter can strike the ball. Challenge them to direct the ball away from fielders; this will increase the chances that fielders have of applying close fielding skills learnt in this lesson.	must run and return the ball applying their prior learning of retrieving and returning the ball.  .	make it more challenging for the batter? Can pupils apply their prior learning from the sequence of learning?		
Music	**Lesson 1: Here come the Romans** Children sing Roman themed vocal warm-ups and learn the Road Building Song through call and response **Learning Objectives** To sing in tune and in time **National curriculum** - Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression	**Lesson 2: Musical motifs** Children learn what a motif is and how to identify one, before playing and incorporating them into the Road Building Song **Learning Objectives** To understand what a musical motif is **National curriculum**	**Lesson 3: Motifs and mosaics** In this lesson, children create their own motif and experiment with a different form of notation to record their compositions **Learning Objectives** To compose and notate a motif	**Lesson 4: Motif development** Experimenting with rhythm, note order and even the notes themselves, children develop their motifs from the previous lesson **Learning Objectives** To develop and transpose a musical motif	**Lesson 5: Combine and Perform** To end the topic, pupils combine different versions of their motif and perform these to the rest of the class **Learning Objectives** To combine and perform different		

	- Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory - Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	**National curriculum** - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Understand and use staff and other musical notations	**National curriculum** - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Understand and use staff and other musical notations	Something that is not the same as something else versions of a musical motif **National curriculum** - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Understand and use staff and other musical notations - Listen with attention to detail and recall sounds with increasing aural memory - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		
PSHE Healthy Me	**My Friends and Me** **LO** I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions **Jigsaw resources** Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Concentric circles template, Jigsaw Journals.	**Group Dynamics** **LO** I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with **Jigsaw resources** Jigsaw Chime, 'Calm Me' script, Animal characteristics template, Jigsaw Journals.	**Smoking** **LO** I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others **Jigsaw resources** Jigsaw Chime, 'Calm Me' script, Smoking facts, grid 1 and grid 2, Smoking scenarios, Jigsaw Jaz, Jigsaw Journals.	**Alcohol** **LO** I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others **Jigsaw resources** Jigsaw Song sheet: 'Keep fit, keep healthy', Jigsaw Chime, 'Calm Me' script, Red and green	**Healthy Friendships** **LO** I can recognise when people are putting me under pressure and can explain ways to resist this when I want I can identify feelings of anxiety and fear associated with peer pressure **Jigsaw resources** Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Keep fit, keep healthy', Aiden's story, Materials for recipe book contributions, Jigsaw Journals.		

				cards (one for each child), Powerpoint: Alcohol quiz, PowerPoint: Facts about the liver, Jigsaw Journals.			
ICT	***Animation*** *To discuss what makes a good animated film or cartoon and what their favourites are. To learn how animations are created by hand. To find out how 2Animate can be created in a similar way using the computer.* **Success Criteria** • *Children have put together a simple animation using paper to create a flick book.* • *Children have an understanding of animation 'frames'.* • *Children have made a simple animation using 2Animate.*	***Animation*** *To learn about onion skinning in animation. To add backgrounds and sounds to animations.* **Success Criteria** • *Children know what the Onion Skin tool does in animation.* • *Children can use the Onion Skin tool to create an animated image.* • *Children can use backgrounds and sounds to make more complex and imaginative animations.*	***Animation*** *To be introduced to stop motion animation. To share animation on the class display board and by blogging* **Success Criteria** • *Children know what stop motion animation is and how it is created.* • *Children have used ideas from existing stop motion films to recreate their own animation.* • *Children have shared their animations and commented on each other's work using display boards and blogs in Purple Mash.*	***Effective search*** *To locate information on the search results page.* **Success Criteria** • *Children can structure search queries to locate specific information.*	***Effective search*** *To use search effectively to find out information.* **Success Criteria** • *Children have used search to answer a series of questions.* • *Children have written search questions for a friend to solve.*		
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