

STUNNING STARTER

Super science carousel (across the phase)

Medium Term Plan



FANTASTIC FINISH

3D model making

Term: Summer

Class: Y3/4

Teacher: EC/TC/NV (PPA: NJ/JO/ RG)

Writing Genres

Story	Poetry	Non-chronological	Instructions
Newspaper reports	Letters / Diary	Play Scripts	Recount
Persuasive	Explanation	Biography	Autobiography

KEY EVENTS

- Cooking
- Trip to Stanley
- Sports Day
- Y4 residential
- Healthy Living Week

What comes first,
the chicken or the
egg?

ENGLISH

Genres

To identify and discuss the purpose, audience, structure and vocabulary of a range of texts. To plan, write and edit a variety of texts including a recount about our trip ([geography](#), [science](#) and [art link](#))

A letter about the industrial revolution / cotton industry ([history link](#)).

A newspaper report about the industrial revolution / cotton industry ([history link](#))

A debate linked to our local environment ([pshe](#), [science](#) and [geography link](#))

A narrative (playscript) and a poem about plants and animals ([science link](#)).

Writing- To build cohesion throughout the whole text using a range of conjunctions.

To write complex sentences with adverb starters.

To punctuate sentences correctly including commas, speech marks and brackets.

To use vocabulary to create emphasis, humour, atmosphere, suspense.

To write legibly and with consistency, using the four basic handwriting joins.

To learn new words and practise spelling them correctly.

To spell words using accurate phonics knowledge, morphology and etymology.

To use further prefixes and suffixes. To use apostrophes correctly.

Reading-

To use punctuation to determine intonation and expression when reading aloud to a range of audiences.

To use knowledge of root words to understand the meaning of words.

To analyse different forms of poetry and learning a range of poems.

To read to a range of audiences.

To use evidence from the text to justify their reasoning. To use point and evidence.

To understand what they read by checking, discussing and explaining the meaning of words in context. To retrieve information from the text.

To identify the main ideas from more than one paragraph and be able to summarise these.

Non-fiction texts about plants and animals

Poems about animals

Playscripts

News Reports

- Physical Education
 - Swimming and Water Safety
 - Running & Jumping
 - Throwing & Catching
 - Flexibility, Technique, Control and Balance
 - Co-ordination, Agility & Strength
 - Movement & Pattern
 - Healthy & Active Lifestyle
- Computing
 - Finding Things Out
 - Making Things Happen
 - Programming
 - Sharing & Reviewing
 - Investigating & Exploring
- Art & Design
 - Drawing
 - Painting
 - 3D Modelling
 - Printing
 - Textiles
- Design & Technology
 - Design
 - Make
 - Evaluate
 - Axis, Pulleys and Gears
 - Electrical and Mechanical Components
 - Food Technology
 - Mechanisms
 - Structures
 - Textiles
- Geography
 - Geographical Enquiry
 - Geographical Skills & Fieldwork
 - Location & Place Knowledge
 - Human and Physical
 - Sustainability
- History
 - Finding Out About the Past (Enquiry)
 - Finding Out About the Past (Chronology)
 - Historical Events
 - Lifestyles of People in the Past
 - Significant People in the Past
- Religious Education
 - Learning about Religion
 - Learning from Religion
- Modern Foreign Languages
 - Listening and Responding
 - Speaking
 - Writing
- Music
 - Play and Perform
 - Improvise and Compose
 - Listen and Understand
 - Musical Notation (KS2)
 - History of Music
- PSHE
 - Health & Wellbeing
 - Relationships
 - Living in the Wider World

Speaking and Listening

Reading

Word Reading

Comprehension

Writing

Phonics and Spelling

Punctuation

Vocabulary

Sentence and Text

Handwriting and Presentation

Composition

Story

Information

Poetry

Science

Working Scientifically – Planning

Working Scientifically – Recording Evidence

Working Scientifically – Conclusions

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

Mathematics

Problem Solving

Communicating

Reasoning

Number and Place Value

Mental Maths

Operations – Addition

Operations – Subtraction

Operations – Multiplication

Operations – Division

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

Statistics – Interpreting data

COMPUTING Programming and coding.

Time lapses (science link)

To have knowledge and experience using a range of different inputs and outputs.
To design and write more complex algorithms and programs using sequence, repetition and selection.
To develop their understanding of inputs and outputs further,
To use programs to control external devices such as sensors, motors and robots.
To use a variety of software.

HISTORY The Cotton industry in Lancashire

To recognise why events happened and what happened as a result.
To use sources and historical terms and vocabulary.
To identify where events fit in chronology.
To discuss significant aspects of historical events.
To select information to present in a range of ways.

NON-NEGOTIABLES

- - Food Technology
- Practical Science Experiments
- English unit evident and embedded throughout the week.

Art Sculpture using Clay, cardboard and wire. Printing and Pattern

To demonstrate control of tools and materials.
To use creative thinking and explore different starting points.
To use skills in sculpture.
To annotate and record ideas in sketchbooks.

MFL French

To understand written and spoken phrases about the weather (French).
To understand written and spoken phrases about sports (French) PE Link.
To take part in a simple conversation.
To ask and answer simple questions.

RE Christianity (The Church) and Sikhism

To be aware that friends are special.
To know that friends can provide role models.
To know what being a disciple means.
To know that Jesus had Disciples.
To know that Christians believe they should follow the example of Jesus.
To begin to understand that following someone or something requires commitment.
To consider qualities of leadership and their value.
To understand the role of a guru.
Know that Guru Nanak was the first Sikh leader.
To understand the importance of the Guru Granth Sahib.
To begin to understand the link between the Gurus and God.

GEOGRAPHY Skills and fieldwork linked to plants and animals (science).

To use a range of sources.
To recognise the Ordnance Survey symbols on a map and locate features using four figure grid reference.
To identify and describe similarities, differences and patterns when investigating different places and environments.
To express their opinions on environmental issues and recognise that other people may think differently.
To communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.
To name and locate a wider range of places in their locality.

MUSIC Notation and composition

To combine a variety of musical elements when composing using staff and other musical notations.
To play tuned and untuned instruments with increasing control and rhythmic accuracy.
To improvise and develop rhythmic and melodic material when composing.

DT Food technology and planning, testing and evaluating sculptures

To identify the strengths and weaknesses of their design ideas in relation to purpose / user.
To consider and explain how the finished product could be improved.
To consider the food groups on the Eatwell Plate.
To prepare and cook using different cooking techniques.

PE Dance, Cricket and Athletics

To perform dances clearly and fluently.
To show sensitivity to the dance idea and the accompaniment.
To share and create dance phrases.
To strike a ball
To use under arm bowling.
To use sport specific skills.
To apply skills and tactics.
To master fundamental movement skills.
To assess their performance

Sports Day
Owls – Swimming

OUTDOOR LEARNING

Planting
Orienteering
Fieldwork

SMSC/ PSHE / BRITISH VALUES Staying healthy and safe including online.

To describe how they can help others to stay healthy and safe.
To make informed choices about keeping our mind and body healthy.
To know and describe what a balanced diet is.
To demonstrate an understanding of rules online and how to stay safe.
To know who to talk to when we have concerns about online information.

MATHS

To know all times tables up to 12x12

Decimals including money

To recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.

To continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence.

To write amounts of money using decimal notation.

I can add and subtract amounts of money to give change, using both £ and P in practical contexts.

To solve simple measure and money problems involving fractions and decimals to two decimal places.

Time

To convert between different units of measure (hour to minute).

To read and write time between analogue and digital 12 hour and 24hour clocks.

To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures.

To compare durations.

To estimate and read time with increasing accuracy to the nearest minute.

To know the number of seconds in a minute and the number of days in each month, year and leap year.

To tell and write the time from an analogue clock.

Statistics

To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

To solve one step and two step questions using information in a chart.

To interpret and present data using bar charts.

Properties of shape

To compare and classify geometric shapes.

To compare and order angles up to two right angles by size.

To identify right angles, acute and obtuse angles.

To identify horizontal and vertical lines.

Draw 2D shapes and make 3D shapes.

To recognise pairs of perpendicular and parallel lines.

To recognise 3D shapes in different orientations.

To identify lines of symmetry in 2D shapes presented in different orientations.

Position and Direction

To describe positions on a square grid labelled with letters and numbers.

To describe movements between positions as translations of a given unit to the left/right and up/down.

To describe positions on a 2D grid as coordinates in the first quadrant.

To plot specified points and draw sides to complete a given polygon.

SCIENCE Forces

To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

To compare how some things move on different surfaces. Describe magnets as having two poles (like and unlike poles).

To notice that some forces need contact between two objects but magnetic forces can act at a distance.

To observe how magnets attract or repel each other and attract some materials and not others.

Plants

To explore the parts of the flower.

To explore the requirements for life and growth.

To identify, locate and describe the functions of different parts of a plant.

To investigate the way water is transported within plants.

Animals including humans (skeleton and nutrition)

To identify animals which have a skeleton which supports their body.

To explore and use classification keys to help group, identify and name a variety of living things in their local environment.

To recognise that living things can be grouped in a variety of ways.

To describe the simple functions of the basic parts of the digestive system in humans.

Working Scientifically

To write a simple explanation of why things happened (using the word 'because') and using simple scientific language and vocabulary.

To collect data from their own observations and measurements using notes / simple tables / standard units

To help to make some decisions about what observations to make, how long to make them for, the type of simple equipment that might be used and how to work safely.

To use equipment accurately to improve the detail of their measurements / observations (e.g. Microscopes, measuring syringes, measuring cylinders, hand lenses).

To ask questions such as 'what if we tried....?' Or 'what if we changed...?'

To begin to understand that some questions can be tested in the classroom and some cannot.

To explore / observe things in the local environment / real contexts and record

