Medium Term Planning Year Group: 4 Harebell Teacher: Mrs Walters

| Spring 1 2023 | Week 1 (2nd Jan) | Week 2 (9th Jan) | Week 3 (16th Jan)<br><br>Energy saving week. | Week 4 (23rd Jan)<br><br>28th Big school Birdwatch | Week 5 (30th Jan)<br><br>National storytelling week<br>2nd Jan world read aloud day. | Week 6 (6th Feb) |
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| English | Elicitation task<br><br><u>Setting description -A world without water</u><br><br>Share the text – create a likes/dislikes/patterns/puzzles chart.<br><br>Can I retell the text? | Can I discuss the issues the book raises?<br><br>Can I use expanded noun phrases?<br><br>Can I modify expanded noun phrases with prepositional phrases using different prepositions?<br><br>Can I hot seat the character of the paper bag prince? How does he feel about being in the dump? | Can I investigate how the author uses adverbials?<br><br>Can I recap powerful verbs?<br><br>Can I recap inverted commas and related punctuation?<br><br>Can I contribute to planning a shared write?<br><br>Can I contribute to a shared write? | Can I use the text structure chart to describe the setting of my world?<br><br>Can I explore settings for my imagined world?<br><br>Can I collect rich vocabulary to use in my piece of writing? (Group work)<br><br>Can I plan my narrative with setting description? | Can I draft a narrative with setting description? (2 lessons)<br><br>Proofread in pairs and edit work.<br><br>Can I edit my writing and write my final draft? | Reading comprehension & SPAG activities.<br><br>Reading & SPAG assessment. |
| Cross-curricular English | | | | | | |
| Whole Class Reading Enrichment | Harry Potter and the Philosopher's Stone | | | | | |
| Maths | Elicitation task<br><br>Can I understand factors? (2 lessons)<br><br>Can I use factor pairs? | Can I multiply by 10?<br><br>Can I multiply by 100?<br><br>Can I divide by 10?<br><br>Can I divide by 100?<br><br>Can I use related facts for multiplication and division? | Can I use informal written methods for multiplication?<br><br>Can I multiply 2-digits by 1-digit?<br><br>Can I multiply 3-digits by 1-digit?<br><br>Can I divide 2-digits by 1-digit? (1)<br><br>Can I divide 2-digits by 1-digit? (2) | Can I divide 3-digits by 1-digit?<br><br>Can I solve correspondence problems?<br><br>Can I use efficient multiplication?<br><br>End of topic assessment & Elicitation task.<br><br>Can I measure in metres and kilometres? | Can I calculate equivalent lengths?<br><br>Can I calculate perimeter on a grid?<br><br>Can I calculate the perimeter of a rectangle?<br><br>Can I calculate the perimeter of a rectilinear shape?<br><br>Can I find missing lengths in rectilinear shapes? | Can I calculate the perimeter of regular polygons?<br><br>Can I calculate the perimeter of polygons?<br><br>End of topic assessment and elicitation task. |
| Cross-curricular Maths | | | | | | Maths investigation bean 13 |

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| **Science**<br>How would we survive without water?<br>States of matter | **Elicitation task**<br><br>**Can I compare and group materials according to their properties?** | **Can I classify a substance as a solid, liquid or gas?**<br>**Can I identify the properties of a solid, liquid and gas?**<br><br>**Can I investigate the three states of matter?**<br><br>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) | **Can I create an experiment to measure evaporation?**<br><br>**Can I create a graph to represent an experiment's findings?**<br><br>**Can I explain evaporation?**<br><br>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Water cycle.**<br><br>**End of topic assessment** | **Art: Imagine a day without water: project**<br>**https://www.nationalgeographic.org/activity/day-without-water/**<br><br>**https://www.charlottesville.gov/500/Imagine-a-Day-without-Water** | **Art: Imagine a day without water: project**<br>**https://www.wateraid.org/uk/blog/using-art-to-demand-clean-water-meet-our-winner**<br><br>https://www.rivanna.org/2016/11/18/imagine-a-day-without-water-art-poster-contest-winners-announced/<br><br>http://www.sehinc.com/news/heres-how-kids-imagine-day-without-water |
| **History** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Geography**<br>How would we survive without water? | | | | **Human geography cross curricula with science**<br>**Water cycle.** | **Human geography continued.** | |
| **Art** | | | | | **Art: Imagine a day without water: project**<br>**https://www.nationalgeographic.org/activity/day-without-water/**<br><br>**https://www.charlottesville.gov/500/Imagine-a-Day-without-Water**<br><br>**https://www.wateraid.org/uk/blog/using-art-to-demand-clean-water-meet-our-winner** | **Art: Imagine a day without water: project**<br>https://www.rivanna.org/2016/11/18/imagine-a-day-without-water-art-poster-contest-winners-announced/<br><br>http://www.sehinc.com/news/heres-how-kids-imagine-day-without-water |
| **DT** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **RE** | **Recap last term Hindu topic and sort out RE folders.** | .What does it mean to be a Hindu in Britain today?<br>How do Hindus show their faith within families?<br>Murtis, a family shrine, statues pictures of deities, puja tray, Aum.<br>How are they used? | **What do families do during the week?**<br>**Daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple. What are more important? Why?**<br><br>**Similarities and differences with us.** | **What do Hindus do to show their tradition within their faith communities?**<br><br>**What do they do together and why?**<br>**Temple, mandir, rituals, prayer, praise hymns/songs bhanjans, offerings before the murtis, sharing and receiving prashad, representing the grace of God, look at Hindu Iconography – compare with last topic images/characters and attributes of the deities.** | **How Hindus celebrate Diwali in Britain>**<br>**Search for local Diwali celebrations – recap Rama & Sita from previous topic**<br>**Light – overcoming bad with good.**<br>**What matters most at Diwali.**<br>**Should Hindu's have it as a day off in Britain?** | **Other Hindu celebrations: Holi or Navartari/Durga Puja**<br>**www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml** |

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| **PSHE Jigsaw Dreams & goals** | **Hopes and dreams – staying motivated when doing something challenging** | **Broken dreams – keep trying even when it is difficult.** | **Overcoming disappointment – work well with a partner or in a group** | **Creating new dreams – having a positive attitude** | **Achieving goals – helping other to achieve their goals.** | **We did it – reflect and identify contributions made by myself and others to the group's achievement.** |
| **PE** | **Netball – Lesson 1**<br>Effective passing technique | **Netball – Lesson 2**<br>Develop and use passing and pivoting | **Netball – Lesson 3**<br>Practise correct shooting technique and hit target | **Netball – Lesson 4**<br>Develop ability to defend by using correct defending position | **Netball – Lesson 5**<br>Practising skills in passing, moving into space and shooting | **Netball – Lesson 6**<br>Developing skill in attacking individually and as part of a team |
| **Music Charanga** | **Stop!**<br>**Lesson 1**<br>Listen & appraise and perform Stop! | **Lesson 2**<br>Listen & appraise Gotta be me & Stop!<br>Games<br>Perform stop | **Lesson 3**<br>Listen & appraise Radetzky.<br>Games<br>Perform stop | **Lesson 4**<br>Listen & appraise Can't stop the feeling.<br>Games<br>Perform stop | **Lesson 5**<br>Listen & appraise Libertango.<br>Games<br>Perform stop | **Lesson 6**<br>Listen & appraise Brazilian Samba.<br>Games<br>Perform stop |
| **Cross Curricular Music** | | | | | | |
| **Computing and E-Safety Purple Mash** | | **4.4 Writing for different audiences**<br>**Lesson 1 Font styles** | **4.4 Writing for different audiences**<br>**Lesson 2 Using a simulated scenario to produce a news report** | **4.4 Writing for different audiences**<br>**Lesson 3 Using a simulated scenario to produce a news report** | **4.4 Writing for different audiences**<br>**Lesson 4 Writing for a campaign** | **4.4 Writing for different audiences**<br>**Lesson 5 Writing for a campaign** |
| **French Twinkl Plan it All around town** | **1 Where do you live?** | 2 In my town | 3 Counting in tens | 4 Counting to 100 | 5. My address is… | 6. How do you say…? |