



# St. Anne's Catholic Primary School

## Year 4 Medium Term Plan 'Our World'



### RE

#### Called

The children will describe the importance of responding to being chosen. Understanding that Confirmation is a call to witness.

#### Gift

The children will learn about what the gift of Jesus is so important to Christians.

### Maths

#### Fractions

To find quantities of fractions, equivalent fractions and adding fractions

#### Place Value, decimals and fractions

The children will read and write decimal numbers up to 2 decimal places

#### Addition

The children will practise methods and answer problems and reasoning questions.

#### Subtraction

The children will practise methods and answer problems and reasoning questions.

#### Multiplication

The children will learn strategies to answer many multiplication facts and questions using partitioning and written methods

#### Division

The children will learn a new method known as chunking. The use of all four operations

**Measurement/Time**—Read and write analogue and digital time using 12 and 24hr clock

### English

#### Issues and Dilemmas—Journey to Jo'Burg

The children will write a story with combining an issue and dilemma (a fictional town or village in South Africa ) using speech punctuation accurately.

#### Debate/Persuasion

The children will take part in a formal debate—Formal debate and a discussion text based on the history of the Slave Trade and Civil Rights including Black Lives Matter.

### Driver Subject—Geography

#### Locational and place knowledge

- Name and locate significant places in their locality, the UK and wider world.

#### Geographical Skills: Interpret a range of sources of Geographical Information .

- Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.

#### Geographical Skills: Communicate Geographical information .

- Express their opinions on environmental issues and recognise that other people may think differently.

## Science

### Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- 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.
- Electricity can be dangerous.

### Plants—Year 3

- Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Roots grow downwards and anchor the plant.
- Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit.
- Nutrients (not food) are taken in through the roots
- Stems provide support and enable the plant to grow towards the light.
- Plants make their own food in the leaves using energy from the sun.
- Flowers attract insects to aid pollination.

- Seeds are formed after the flowers are pollinated.
- Many flowers produce fruits which protect the seed and/or aid seed dispersal.
- Seed dispersal, by a variety of methods, helps ensure that new plants survive.
- Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil).

### Forces and Magnets—Year 3

- Compare how some things move on different surfaces.
- Notice that some forces need contact between two objects but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- 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.
- Describe magnets as having two poles (like and unlike poles).

## Scientific Enquiry

### Electricity

#### Research

- Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

#### Observation

- Observe and record relationships between structure and function or between different parts of a processes

#### Pattern Seeking

- Notice / find patterns in their observations and data. (Describe the effect of something on something else).

#### Forces

Fair and comparative testing

Pattern seeking

#### Plants

Observation

Testing

Pattern seeking

## Art & Design

**Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms .**

- Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.

**Become proficient in drawing, painting, sculpture and other art, craft and design techniques.**

- Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts

- **YEAR 3 Matisse**

**Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms**

Discuss the styles of artists, craft makers or designers and use this to inform their own work.

Begin to understand the historical and/or cultural significance of a chosen artist /art form.

## Languages

[The Four Friends](#) Year 3 Adverbs Animals

[Pocket Money Toys](#) Year 4 Number Opinions Adjectives

## Computing

### Computer Science—Coding

- Design and write more complex algorithms and programs using sequence, repetition and selection.
- Further develop their computational thinking to help debug their programs and design and solve problems and tasks.

### Digital Literacy

- Use technology respectfully, responsibly and safely, knowing how to keep their information and passwords secure.
- Know different ways of reporting concerns about content and contact involving the internet and other communication technologies.

Have a greater understanding of what is acceptable and unacceptable online behaviour.

### Computer Science

- Have knowledge and experience of using a range of different inputs and outputs.
- Describe some of components of a computer network and some of the ways in which computer networks can be used.

## Music

Develop an understanding of the history of music.

Benjamin Britten - Year 3

### Performing

Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting difference between singing and speaking and wood, metal, skin (drum) and 'shaker' sounds.

## Geography

**Geographical Skills: Enquiry and Investigation YEAR 3 Settlements and Environments**

- Ask and answer more searching geographical questions when investigating different places and environments.

**Geographical Skills: Interpret a range of sources of Geographical Information**

- Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.

**Location and place knowledge Slave triangle – Liverpool**

- Locations in Britain associated with Slave Trade
- Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.

### **Design Technology/ Cooking & Nutrition**

The children will be using ICT and electrical systems Control and electrical components through Science – Electricity.

The children will create an African Dessert as part of our English and History topics.

The children will design a model using levers and pulleys.—Year 3

### **PE—Invasion Games and Swimming**

Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively

Year 3 and 4

#### **Invasion Games**

Play competitive games, and apply the basic principles suitable for attacking and defending

### **History**

#### **Chronology**

- Use dates and historical terms when ordering events and objects.

#### **Interpretation, enquiry and using sources**

- Recognise why some events happened and what happened as a result.

#### **Communication**

- Describe special or significant events.
- Discuss significant aspects of, and connections between, different historical events.

#### **Events, People and Changes**

- Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.