



# St. Anne's Catholic Primary School



## Year 4 Medium Term Plan 'Animal Kingdom'

### RE

#### **Giving and Receiving—Over two half terms**

This topic will focus on the structure of the mass—Eucharist. Preparing the children for their own Holy Communion Sacrament.. The children will gain understanding of why this

Sacrament is important to Christians.

**Self—Discipline** The children will prepare for Easter, learning the meaning of self discipline in Jesus lives and their own.

### Maths

#### **Shape**

The children will identify the properties of 2 D and 3D shapes., learn the 3 names of triangles and focus on symmetry.

#### **Fractions**

The children will focus finding quantities of fractions, placing fractions on a number line. Recognising mixed numbers and identifying equivalent fractions.

#### **Data Handling**

Children will use Venn and Carroll diagrams to classify information, read and complete time graphs and interpret data using pictograms, graphs and tables.

#### **Addition and Subtraction ( Word problems, reasoning and problem solving)**

Children will use taught methods and strategies to work out one and two step problems, reasoning and problems solving.

#### **Division**

The children will continue to practise the Chunking Method and use a partitioning method to calculate division problems.

#### **Assessment Week**

### English

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#### **Information Booklets - Living Things and their Habitats**

This topic will be closely linked with the Science topic . The children will be learning about the features of information booklets and research techniques .

#### **Novel as a Theme – The Lion, the Witch and the Wardrobe—C.S. Lewis**

The children will listen to and read the novel exploring the characters , settings and author's style of writing. The writing task will to be plan, draft and make changes of their own version of the story. ( Long piece of writing).

### Driver Subject—Science

#### **Living Things and their Habitats**

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Use and make identification keys for plants and animals

## Geography

### Recycling and Rubbish

#### Human and Physical Geography

- Use geographical language to identify and explain some aspects of human and physical features and patterns.

#### Geographical Skills—Enquiry and Investigation

- Ask and respond to more searching geographical questions including 'how?' and 'why?'
- Identify and describe similarities, differences and patterns when investigating different places, environments and people.

#### Geographical Skills—Communicate Geographical Information

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

## Art & Design

### Produce creative work, exploring their ideas and recording their experiences

- Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.
- Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.

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

- Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.

### Evaluate and analyse creative works using the language of art, craft

- Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.

## Scientific Enquiry

### Communicating

- Make decisions about the most appropriate way of recording data.

### Observation

- Discuss ideas and develop descriptions from their observations using relevant scientific language and vocabulary.

### Identifying and Classifying

- Use guides or simple keys to classify / identify [animals, flowering plants and non-flowering plants].

### Comparative Testing

- Explain their planning decisions and choices.
- Make some of the planning decisions about what to change and measure / observe.

### Questioning

- Ask / raise their own relevant questions with increasing confidence and independence that can be explored, observed, tested or investigated further.

## Computing

### Computer Science — Logo

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.

Have a simple understanding of how search engines work.

Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such as sensors, motors and robots.

Languages - Our Sporting Lives Days of the Week Names of sport

## Cooking & Nutrition

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

- Understand seasonality.
- Know where and how ingredients are reared and caught.
- Simple savoury food and cooking techniques .

## PE—Dance

### Developing Skills

- Perform movements, shapes and balances that are matched and / or mirrored.
- Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.
- Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.

## Music.

Identify contrasting sections of a song, such as the verse and refrain (chorus).

## Design Technology

### Design

- Use prototypes to develop and share ideas.
- Consider aesthetic qualities of materials chosen.

### Make

- Select from techniques for different parts of the process.

### Evaluate

- Consider and explain how the finished product could be improved.
- Investigate key events and individuals in design and technology.

### Technical Knowledge

- Use linkages to make movement larger or more varied.

## Collaborative Learning

The children will work together to create a mini-beast hotel