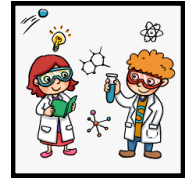




St. Anne's Catholic Primary School

Year 4 Medium Term Plan 'We are Creative'



RE

Building Bridges

The children will focus on the working on relationships and forgiveness.

God's People

The children will learn about our brothers and sisters living around the world

Maths

Fractions

The children will continue to focus on fractions on a number line and equivalent fractions—Adding and subtracting fractions with the same denominator.—Mixed numbers.

Roman Numerals

The children will discuss the use of Roman numerals and recognise the equivalent to our Base 10 number system

Decimals

Round decimals up to 2 decimal places, Build on prior knowledge through reasoning and problems.

Statistics

Children will focus on a variety of sorting diagrams and interpret data and represent it appropriately.

Increasingly harder problems involving all four operations

The children will use their knowledge of answering 1 and 2 step problems involving money and measures.

English

Stories with Fantasy Settings

The story chosen for this topic is Harry Potter and the Philosopher's Stone. Complex sentences will be focus for the SPaG .

Film and Play scripts.

The children will create their own play script based on a film scene from Harry Potter and the Philosopher's Stone.

Driver Subject—

Art and Design Technology

The children will create a paper mache Hogwarts Coat of Arms

- Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials.
- 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.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- 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.
- 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.

History—England Castles and Landmarks

Locational and Place knowledge

- Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.

Human & physical geography

- Use geographical language to identify and explain some aspects of human and physical features and patterns.
- Describe how features and places change and the links between people and environments.

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.
- Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations

Scientific Enquiry

Observation

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

Questioning

- Choose / select a relevant question that can be answered [by research or experiment / test].

Fair Testing

- Carry out simple **fair tests** with increasing confidence .

Communicating

- Begin to select the most useful ways to collect, record, classify and present data from a range of choices.

STEM

The children will focus on a variety of strands of Science Computing , Engineering and Maths.

Music

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 performances with an awareness of the audience.
- Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.

PE—Orienteering

Developing Skills

- Take part in outdoor and adventurous activity challenges both individually and within a team.
- .Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls.
- Work cooperatively with others to solve challenges

Languages

What's the weather like?

Use a variety of grammatical structures

- Recognise different word classes e.g. nouns, verbs, adjectives.
- Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing (reading)
- Respond to written language from a range of sources.

Computing

Information Technology: Effective Searching Hardware Investigators

- Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases, systems and multimedia content.
- Understand how Boolean operators can change searches and select appropriate information for their tasks.
- Use models and simulations to produce graphs and explore patterns and relationships.

Collaborative Learning

The children will work together to present their Hogwarts Coat of Arms.