St. Anne's Catholic Primary School

Year 4 Medium Term Plan 'We are Explorers'

RE

Community The children will learn about the importance of the church's community within the area they live and how scripture tells us the meaning of community.

Giving and Receiving

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.

Maths

Place value and counting

Count backwards through zero to include negative numbers.

Fractions

Understand that a fraction is one whole number divided by another. Children will order and compare fractions with the same denominator.

Division

Children will explore the relationship between fractions and division.

Children will recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators.

Position and direction

Children will describe positions on a 2-D grid as coordinates in the first quadrant. Children will learn to plot specified points and draw sides to complete a given polygon.

Area and Multiplication

Understand that area is a measure of surface within a given boundary.

Written addition and subtraction

Add and subtract numbers with up to 4 digits and decimals with one decimal place.

English

Non-chronological Reports 'Race to the Frozen North' The Matthew Henson Story.

Linked to our Geography topic, the children will be writing their own reports on the facts they have learnt in the non-fiction story. The skills focused on will be fronted adverbials linking paragraphs, Standard English.

Recount-Newspapers YVs - The children will create their own newspaper report on their experience of the YVs concert in the MEN Arena.

Poems with a Structure– The children will learn about the structure of haikus and kennings before creating their own.

Driver Subject—Geography

Environmental Study on the Arctic

Geographical Skills: F ieldwork

- Observe, record, and explain physical and human features of the environment.

Geographical Skills: Enquiry and Investigation

- Ask and respond to more searching geographical questions including 'how?' and 'why?'

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.

Human & physical geography

- Describe how features and places change and the links between people and environments.

History

The Race to the Arctic

Chronology

- Identify where people and events fit into a chronological framework.
- Explore links and contrasts within and across different periods of time.

Interpretation, enquiry and using sources.

- Identify historically significant people and events in different situations.

Communication

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

Art & Design

To improve their mastery of art and design techniques, including sculpture with a range of materials. Children will focus on still life drawing and painting 3D sculptures.

- 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.

Scientific Enquiry

Research

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

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].

Fair Testing

- Begin to recognise when a **fair test** is necessary.

Questioning

- Refine a scientific question so that it can be tested e.g. 'What would happen to… if we changed…?'

Computing

Information Technology— Writing for Different Audiences

- 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.

Digital Literacy -On-line safety

- 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.

Languages

Use a variety of grammatical structures

Speaking fluently

Writing

Design Technology/ Cooking & Nutrition

The children will further explore the principles of a healthy and varied diet.

- **Make healthy eating choices - use the *Eatwell plate*.**
- **Understand seasonality. Know where and how ingredients are reared and caught.**

PE—Striking and Fielding Games

- Children will practise attacking and defending.
- Children will develop their control skills
- Children will develop their bowling skills.
- Children will practise striking a ball with an implement.

Music

Children will begin to explore their feelings about music using music, dance and expressive language.

Science -Sound

Vibrations

Identify how sounds are made, associating some of them with something vibrating.

Recognise that vibrations from sounds travel through a medium to the ear.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

Sounds travel away from their source in all directions.

Vibrations may not always be visible to the naked eye.

Pitch

Find patterns between the pitch of a sound and features of the object that produced it.

Sounds can be high or low pitched.

The pitch of a sound can be altered.

Pitch can be altered either by changing the material, tension, thickness or length of vibrating objects or changing the length of a vibrating air column.

Muffling/blocking sounds

Recognise that vibrations from sounds travel through a medium to the ear.

Sounds are heard when they enter our ears.

Sounds can travel through solids, liquids and air/gas by making the materials vibrate.

Sound travel can be reduced by changing the material that the vibrations travel through.

Collaborative Learning

The children will work together to explore the Artic map.