

Medium Term Planning

Spring Term

Year 4	Spring 1	Spring 2
Theme/Topic	Roman Empire/ Italy	Roman Empire/ Italy
Visit/Visitors	Segedunum – Roman Wall Sarah McAlister- Enterprise Day Norman Cornish Mural – County Hall incorporating field trip to investigate Animals and their Habitats (Science)	Captain Chemistry - Electricity Adam Bushnell – Promote Writing
RE	Local Church – Community <ul style="list-style-type: none"> • Understand what a community is • Learn about their parish community and the roles people have within the community as well as their own role Eucharist- Sacramental Preparation Module <ul style="list-style-type: none"> • Children learn about the different parts of the Mass • Understand the importance of the Eucharist Lent/Easter- Self Discipline <ul style="list-style-type: none"> • Learn about self-discipline and how they can apply this to their lives • Understand how Christians prepare for Easter • Develop their understanding of the Easter Story Other Faiths <ul style="list-style-type: none"> • Chn will learn about the Islamic faith and the importance of their Holy book, the Qur'an. 	
English Literature	Escape from Pompeii – Christina Balit Non-Fiction- Boudicca Non- Fiction Leonardo Da Vinci The Spiderwick Chronicles	

	Guided Reading Text: The Demon Dentist - David Walliams
Reading	<p>Participate in discussions about both books that are read to them and those they can read for themselves</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Retrieve and record information from non-fiction texts</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>
Writing	<p>Plan, draft and edit a wide range of writing styles</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary</p> <p>Organising paragraphs around a theme and in non-narrative material, using simple organisational devices</p> <p>In narratives, creating settings, characters and plot</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency</p>
Spelling	<p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /sh/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt -gue and /k/ spelt -que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p>
Grammar, Punctuation and Vocabulary	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Spell words from NC Y3/4 spelling list</p>

	<p>Understand comparative and superlative adjectives</p> <p>Understand main clauses and begin to develop multiclaue sentences</p> <p>Use commas with fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Using and punctuating direct speech</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>
<p>Speaking and Listening</p>	<p>Justify answers with evidence</p> <p>Give oral descriptions and recalls</p> <p>Adapt ideas from new information discussed</p> <p>Read aloud in assemblies, Mass and other liturgies</p>
<p>Mathematics</p>	<p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>Measurement – Area</p> <ul style="list-style-type: none"> • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence <p>Number - Fractions (including decimals)</p> <ul style="list-style-type: none"> • recognise and show, using diagrams, families of common equivalent fractions

- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
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- add and subtract fractions with the same denominator
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- recognise and write decimal equivalents of any number of tenths or hundredths
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- solve simple measure and money problems involving fractions and decimals to two decimal places

Science	Computing	Design Technology	PE
<p>Content:</p> <p>Scientific Enquiry</p> <p>Ask questions that can be investigated scientifically and describe how to find answers.</p> <p>To plan and carry out a fair test investigation or comparison by changing one factor</p> <p>Success criteria:</p> <p>Living Things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group identify and name a variety of living things in their local and wider environment</p>	<p>Content:</p> <p>Computer Science</p> <p>IT</p> <p>Digital Literacy</p> <p>Success criteria:</p> <p>Design, write and debug programs that accomplish specific goals</p> <p>Use repetition in programs</p> <p>Uses logical reasoning to detect and correct errors in programs</p> <p>Collect, analyse and evaluate information</p> <p>Select a variety of software to accomplish given goals.</p>	<p>Content:</p> <p>Painting and collage</p> <p>Concepts – Colour, pattern, line, shape, form, texture</p> <p>Success criteria:</p> <p>Create a Roman Mosaic - linked to History topic</p> <p>Talking about art – The past, other cultures</p> <p>Skills and processes – Drawing in a sketchbook, collage (working with mosaic)</p> <p>Develop their sketch books and present their work in a variety of ways</p> <p>Develop skills of observation, knowledge and understanding of colour, tone and composition</p>	<p>Content:</p> <p>Net and Wall Games – Simply Sport</p> <p>Gymnastics</p> <p>Dance – linked to Sacramental Preparation</p> <p>Success criteria:</p> <p>Move around court</p> <p>Use forehand moves</p> <p>The bat to make contact with the ball</p> <p>Begin to rally</p> <p>To develop the range of actions, body shapes and balances they include in a performance to perform skills and actions more accurately and consistently</p> <p>To create gymnastic sequences that meet a theme or set of conditions and to use compositional devices when creating their</p>

<p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>States of Matter</p> <p>Find out about the properties of the three different states of matter: solid, liquid & gas</p> <p>Learn how to use thermometers Set up enquiries about matter changing from one state to another</p> <p>Study the water cycle Investigate air as an example of a gas</p> <p>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs switches and buzzers</p> <p>Identify whether or not a lamp will light in simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associates this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Understand opportunities that computer networks offer for communication</p> <p>Identify a range of ways to report concerns about content Mrs Langdon Spring 1</p>	<p>Create a self-image from clay (linked to RE)</p>	<p>sequences, such as changes in speed, level and direction</p> <p>To describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</p> <p>To describe how the body reacts during different types of activity, and how this affects the way they perform</p> <p>Respond imaginatively to a range of stimuli</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</p> <p>Refine, repeat and remember dance phrases and dances; perform dances clearly and fluently;</p> <p>Show sensitivity to the dance idea and the accompaniment; interpret and evaluate dance, using appropriate language.</p>
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Geography	History	Music	Art & Design
<p>Content:</p> <p>Locational Knowledge – focus on Europe</p> <p>Success criteria:</p> <p>Place knowledge – human and physical, understand geographical differences and similarities</p> <p>Focus on European country – Italy (link to history topic)</p> <p>Earthquakes and natural disasters – Vesuvius and Pompeii</p> <p>Field work and map skills ongoing throughout the year</p>	<p>Content:</p> <p>The Roman Empire and its impact on Britain.</p> <p>Success criteria:</p> <p>Romans place on timeline, spanning BC and AD.</p> <p>Extent of the Roman Empire and how they influenced the world and Britain- links to local history.</p> <p>Reasons for their success; militarily, architectural, etc. What they did for us?</p> <p>Why did the Ancient Romans march through Durham?</p> <p>Visit Segedunum and talk about the Roman impact on Britain</p>	<p>Content:</p> <p>Sing with increasing confidence</p> <p>Develop understanding of musical composition</p> <p>Chalumeau with Mr Hamilton:</p> <p>Success criteria:</p> <p>On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany</p> <p>Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests</p> <p>Perform from and compose using 5 pitched notes (or 4 chords)</p>	<p>Content:</p> <p>Italian Artists – Leonardo DaVinci – Last Supper, Mona Lisa</p> <p>Success criteria:</p> <p>Sweet mosaics linked to Roman history</p>
Languages	PSHCE		
<p>Content:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Content:</p> <p>E-safety</p> <p>Drugs Education</p>		



Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help			
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