

Medium Term Planning

Spring Term

Year 4	Spring 1	Spring 2
Theme / Topic	Roman Empire/ Italy	Roman Empire/ Italy
Visit / Visitors <i>when/where possible</i>	Segedunum – Roman Wall Hardwick Hall – Water Warriors Sarah McAlister- Enterprise Day	Captain Chemistry - Electricity Adam Bushnell – Promote Writing
RE	<p><i>Eucharist- Sacramental Preparation Module</i></p> <ul style="list-style-type: none"> • Chn learn about the Sacrament of Reconciliation • Understand the importance of the Sacrament • <p><i>Eucharist- Sacramental Preparation Module</i></p> <ul style="list-style-type: none"> • Chn learn about the different parts of the Mass • Understand the importance of the Eucharist <p><i>Lent/Easter- Self Discipline</i></p> <ul style="list-style-type: none"> • Learn about 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 	
RSE	<p>Module 1 – Created and Loved by God</p> <p>Unit 2: Me, My Body, My Health - In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God’s loving plan for creation.</p> <p>Unit 2: Emotional Well-Being - This Unit helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a ‘fake reality’ and God’s love for us is</p>	

	<p>presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.</p>
<p>PSHE</p>	<p>January: Burns Night and Biographies of Important Role Models</p> <p>Children will be learning about Burn’s Night and how it is celebrated by Scottish people. They will discuss the life and works of Robert Burn. The children in Year 4 will also be reading biographies about influential people and will then be writing their own biography about Marcus Rashford.</p> <p>February: Chinese New Year and Children’s Mental Health Week</p> <p>It is the Year of the Tiger. Children will learn about its importance to the Chinese people and how it is celebrated.</p> <p>March: St David’s Day, St Patrick’s Day, Holi, World Oral Health Day, Mother’s Day</p> <p>Understand when and why people celebrate St Dacid’s Day and St Patrick’s Day.</p> <p>Learn that Holi is also known as the Festival of Colours and is one of the grandest and most popular celebrations amongst Hindu people in the UK. Celebrate the differences of difference cultures and religions.</p> <p>On World Oral Health Day the children will be reminded of the importance of brushing teeth well, having healthy diet including drinks.</p> <p>Mother’s Day is on Sunday 17th March this year. Children will learn discuss the importance of all families which are all different and special.</p> <p>April: World Health Day and Mini Vinnie Event</p> <p>World Health Day is an awareness day organised by the World Health Organisation (WHO) to invite all to build a healthier world. This will be celebrated with the children, focusing on a subject of major importance to global health.</p> <p>The Mini Vinnies will be organizing and holding a biscuit sale to raise money for charity.</p>
<p>English Literature</p>	<p>Escape from Pompeii – Christina Balit</p> <p>Non-Fiction- Biographies – Emmeline Pankhurst and Marcus Rashford</p> <p>Non- Fiction Leonardo DaVinci</p> <p>The Spiderwick Chronicles</p>

	The Write Stuff Units
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><u>Comprehension</u></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> <p>Use different ways of planning stories; plan a story identifying stages of telling; write character sketches.</p> <p>Identify and use key features of explanatory texts, including purpose and structure.</p> <p>Present information collected from a variety of sources in one simple format.</p> <p>Comprehension:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</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>Read Write Inc. Spelling</p> <p>Unit 5 – Adding the prefix inter- and Special Focus 2 - Homophones</p> <p>Unit 6 – Words with the 'ay' sound spelt eigh, ei, and ey</p> <p>Unit 7 – Words ending in -ous</p> <p>Unit 9 – Words with the 's' sound spelt sc and Special Focus 3 – Possessive apostrophes with plural words</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>
Speaking and Listening	<p>Listen and respond appropriately.</p> <p>Work in group situations building on shared ideas</p> <p>Generate questions for specific scenarios.</p>

	<p>Ask questions in direct response to something heard/ presented</p> <p>Develop vocabulary using words they hear and see</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 and other liturgies</p> <p>Vocabulary Ninja Word of the Day</p>	
<p>Mathematics</p>	<p><i>Number – Multiplication and Division</i></p> <p>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</p> <ul style="list-style-type: none"> • 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><i>Measurement – Area</i></p> <ul style="list-style-type: none"> • find the area of rectilinear shapes by counting squares 	<p><i>Number - Fractions (including decimals)</i></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 • 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 • 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

	<ul style="list-style-type: none"> estimate, compare and calculate different measures, including money in pounds and pence <p><i>Number – Fractions</i></p> <ul style="list-style-type: none"> Equivalent fractions Comparing and ordering fractions Adding and subtracting fractions Equivalent fractions Comparing and ordering fractions Adding and subtracting fractions 	<ul style="list-style-type: none"> 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 	
<p>MFL</p>	<p style="text-align: center;"><u>My Town</u></p> <ul style="list-style-type: none"> Introduced to the vocabulary they will need to answer appropriate questions relating to a town Recognise written phrases and correct French spellings Write sentences in French using the vocabulary provided <p>Children will be learning how to describe different places associated with a town. They will be learning some directions and the vocabulary for different items which may be purchased from different shops.</p>	<p style="text-align: center;"><u>Describing People</u></p> <ul style="list-style-type: none"> Introduced to the vocabulary they will need to answer appropriate questions relating to describing people. Recognise written phrases and correct French spellings Write sentences in French using the vocabulary provided <p>Children will be learning how to describe themselves to people. They will learn the vocabulary for different features like hair and what features make is different to others. They will also be able to describe some clothing and also learn how they can begin to describe different characters in a story.</p>	
<p>Science</p>	<p>Computing</p>	<p>Design Technology</p>	<p>PE</p>
<p>Content:</p> <p>Scientific Enquiry</p> <p>Skills / Success Criteria:</p> <p>Ask questions that can be investigated scientifically and describe how to find answers.</p>	<p>Content:</p> <p>Computer Science</p> <p>Skills / Success Criteria:</p> <p>Design, write and debug programs that accomplish specific goals</p> <p>Use repetition in programs</p>	<p>Content:</p> <p>Link to History topic – Roman Mosaic</p> <p>Skills / Success Criteria:</p> <p>Painting and collage</p> <p>Concepts – colour, pattern, line, shape, form, texture</p>	<p>Content:</p> <p>Dance – linked to Sacramental Preparation</p> <p>Skills / Success Criteria:</p> <p>Respond imaginatively to a range of stimuli</p>

<p>To plan and carry out a fair test investigation or comparison by changing one factor</p> <p>Content: Animals and their Habitats</p> <p>Skills / Success Criteria:</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>Recognise that environment can change and that this can sometimes pose dangers to living things.</p> <p>Content:</p> <p>Electricity – Captain Chemistry</p> <p>Skills / Success Criteria:</p> <p>Mains electricity vs batteries and how to make a simple circuit</p> <p>Lead investigations into conductors, cables and plugs, switches and bulb brightness.</p>	<p>Use logical reasoning to detect and correct errors in programs IT</p> <p>Collect, analyse and evaluate information</p> <p>Select a variety of software to accomplish given goals.</p> <p>Understand opportunities that computer networks offer for communication</p> <p>Content:</p> <p>Digital Literacy</p> <p>Skills / Success Criteria:</p> <p>Identify a range of ways to report concerns about content Mrs Langdon</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>Link to Science topic – Electricity</p> <p>Skills / Success Criteria:</p> <p>Design and make an alarm which triggers a light or buzzer to come on</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. Watch others perform and suggest improvements</p> <p>Content:</p> <p>Developing Athletics with Mr. Stanislaus</p> <p>Skills / Success Criteria:</p> <p>Run smoothly at different speeds</p> <p>Demonstrate combinations of jumps showing control, co-ordination and consistency</p> <p>Throw a range of objects, in a variety of ways, at a target area with consistency and accuracy</p> <p>Recognise that their body works differently in different types of challenge and events</p> <p>Suggest, with guidance, a target for improving distance or height</p> <p>To use running, jumping, throwing and</p>
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<p>Research scientists associated with electricity</p>			<p>Catching in isolation and combination</p> <p>Skills/Success Criteria:</p> <p>Set realistic targets for self</p> <p>Running: sustain pace over longer distances</p> <p>Perform relay changeovers</p> <p>Identify the main strengths and areas for development of a performance of self and others</p> <p>Perform a range of warm-up exercises specific to running short and long distances</p> <p>Jumping: demonstrate a range of jumps showing power, control and consistency at both take-off and landing</p> <p>Throwing: Throw with greater accuracy, control and efficiency of movement using pushing, pulling and slinging action</p>
Geography	History	Music	Art & Design
<p>Content:</p> <p>Locational Knowledge</p> <p>Skills / Success Criteria:</p> <p>Place knowledge – human and physical, understand geographical differences and similarities</p>	<p>Content:</p> <p>The Roman Empire and its impact on Britain.</p> <p>Skills / Success Criteria:</p> <p>Romans place on timeline, spanning BC and AD.</p>	<p>Content:</p> <p>Chalumeau Clarinet</p> <p>Sing with increasing confidence</p> <p>Skills / Success Criteria:</p>	<p>Content:</p> <p>Italian Artists – Leonardo DaVinci – Last Supper, Mona Lisa</p> <p>Skills / Success Criteria:</p> <p>Look at pattern, colour and meaning of</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>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>Develop understanding of musical composition</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>To develop an understanding of the history of music.</p>	<p>selected design.</p> <p>Talking about art – The past, other cultures</p>
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