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| **Overdale Community Primary School - Medium Term Planning Year 4 -Spring 1 2025** | | | | | | | | | | |  |
| **Subject:** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | | **Week 5** | |  | |  |
| **Literacy** | **Fiction – Staying out – warning story – dialogue focus** | | | **Non – fiction Explanation** | | | | | | |  |
| **Cold task**  Hook  Vocabulary and comprehension  Story Map | Imitation  Structure  Toolkit  Word waiter  Grammar | Independent application  Independent box it up  Independent innovation  Hot task | **Cold task**  Vocabulary and comprehension  Story map and actions | | | Structure  Shared write  Independent box it up  Class Innovation  Independent innovation  Hot task | |  | |  |
|  | Key learning –     Paragraphs to organise around a theme.  Secure use of planning tools: use of boxing up grids. | Key learning:  Paragraphs to organise around a theme.  Secure use of planning tools: use of boxing up grids.  Key learning –  Dialogue – verb and adverb – “Hello,” she whispered, shyly.  Secure use of compound sentences and expanding clauses as starters, fronted adverbial | | Paragraphs to organise around a theme. | | | Link information within paragraph with a range of connectives  Use of bullet points/diagrams  Prepositional phrases to place the action: on the mat, behind the tree, in the air. | |  | |  |
| **Spelling** | Spelling- Year 4 spelling words- suffixes  Prefixes  Apostrophe for possession  Homophones scene/seen mail/male bawl/ball | | | | | | | |  | |  |
| **Whole class Reading**  **Fiction** | **Fiction**: The Boy Who Met a Whale by Nizrana Farook  Reading vipers – all touched on in each whole class reading session with 1 as a main focus dependant on content of the reading.   * Vocabulary * Inference * Retrieval * Prediction * Explaining * Summarising | | | | | | | | | | |
| **Non-Fiction + Poetry** | **Poetry:** Months by Christina Rossetti  **Vipers focus:**  **Vocabulary -** discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence.  **Inference -** consolidate the skill of justifying them using a specific reference point in the text and talking about why the poet selected specific vocabulary.  **Predict -** use relevant prior knowledge as well as details from the text to form predictions and to justify them  **Explain** - recognise authorial choices and the purpose of these  **Retrieve** - confidently skim and scan texts to record details  **Summarise** - identify themes from a wide range of poetry. | **Poetry:** Months by Christina Rossetti | **Non fiction:** A guide to Queen Victoria | | **Non fiction:** A guide to Queen Victoria | **Non fiction:** The Great Barrier Reef Helen Scales & Lisk | | **Non fiction:** The Great Barrier Reef Helen Scales & Lisk | | |  |
| **Maths** | **Multiplication and Division** | | | **Fractions** | | | | | | | |
| **Factor pairs –** Know that a factor is a number that multiplies by another number to make a produce  **Efficient multiplication –** Know that there are different ways to multiply including partitioning.  **Multiply by 10 and 100**  **Vocabulary:**  Equal, multiply, divide, times-table, sharing, grouping, array, bar model, remainder, repeated addition, multiplication sentence, division statement, division fact, partition. | **Divide by 10 and 100.**  **Multiply 2 digits by 1 digit -** Remember how to use short multiplication to multiply a 2-digit number by a 1-digit number (carrying).  **Multiply 3 digits by 1 digit –** Know how to use short multiplication to multiply a 3-digit number by a 1-digit number (carrying).  **Vocabulary:**  Equal, multiply, divide, times-table, sharing, grouping, array, bar model, remainder, repeated addition, multiplication sentence, division statement, division fact, partition. | **Divide 2 digits by 1 digit (1) –** Know how to divide 2-digit numbers by 1-digit using chunking on a number line.  **Divide 2 digits by 1 digit (2) -** Know how to divide 2-digit numbers by 1-digit using short division.  **Correspondence problems.**  **Vocabulary:**  Equal, multiply, divide, times-table, sharing, grouping, array, bar model, remainder, repeated addition, multiplication sentence, division statement, division fact, partition. | **Skills and Knowledge:**  **What is a fraction? –** Recognise fractions in different contexts for example, fractions of shapes, quantities and fractions on a number line.  **Equivalent fractions (1) –** Recognise equivalent fractions using a fractions wall.  **Equivalent fractions (2) –** Understand how to find equivalent fractions using proportional reasoning; Know that this involves multiplying the numerator and denominator by the same number.  **Fractions greater than 1 –** Know that fractions greater than 1 can be partitioned into parts and wholes.  **Vocabulary:**  Tenths, hundredths, equivalent, simplify, numerator, denominator, fraction, mixed number, improper fraction, simplest fraction, fraction of an amount, decimal point, equivalent decimal, 0·1 and 0·01, decimal place. | | | **Skills and Knowledge:**  **Count in fractions –** Understand how fractions greater than 1 can be represented on a number line; Understand the connection between improper fractions and mixed numbers.  **Add 2 or more fractions -** Remember that, when we add fractions, the denominator stays the same; Know that when we add two or more fractions and the answer is greater than one, then the total will be an improper fraction.  **Subtract 2 fractions -** Remember that, when we subtract fractions, the denominator stays the same.  **Subtract from whole amounts –** Know how many equal parts are equivalent to a whole e.g. 9/9 = 1, 18/9 =2.  **Vocabulary:**  Tenths, hundredths, equivalent, simplify, numerator, denominator, fraction, mixed number, improper fraction, simplest fraction, fraction of an amount, decimal point, equivalent decimal, 0·1 and 0·01, decimal place. | | | **Skills and Knowledge:**  **Fractions of a set of objects –** Know that we divide by the denominator and multiply by the numerator when finding fractions of amounts.  **Calculate fractions of a quantity.**  **Vocabulary:**  Tenths, hundredths, equivalent, simplify, numerator, denominator, fraction, mixed number, improper fraction, simplest fraction, fraction of an amount, decimal point, equivalent decimal, 0·1 and 0·01, decimal place. | |
| **Science** | **Sound** | | | | | | | | | |  |
| **Knowledge:**  Identify how sounds are made, associating some of them with something vibrating>  **Vocabulary:**  Sound, Vibrations | **Knowledge**  Recognise that vibrations from sounds travel through a medium to the ear  **Working scientifically/line of enquiry:**    Researching using secondary sources  How does sound travel?  **Vocabulary:**  Vibrations Distance | **Knowledge**  Recognise that vibrations from sounds travel through a medium to the ear  **Working scientifically/line of enquiry:**  Comparative testing and Fair Testing  Which material is best to use for muffling sound in ear defenders?  **Vocabulary:**  insulation, Vibrations Distance materials | **Knowledge**  Find patterns between the pitch and volume of a sound and features of the object that produced it  **Working scientifically/line of enquiry:**  Pattern Seeking  Do larger objects always make louder noises?  **Vocabulary:**  Vibrations Distance volume pitch | | | **Knowledge**  Recognise that sounds get fainter as the distance from the sound source increases.  **Working scientifically/line of enquiry:**  **Observing**  How does the volume of a drum change as you move further away from it?  **Vocabulary:**  Vibrations Distance volume pitch | |  | |  |
| **History** | Victorian Discoveries – significant turning point in British History  Skills: Describe how some of the past events affect life today - Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions - Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. | | | | | | | | | | |
| **Key knowledge:** Timeline of events: Where does the Victorian era sit, who was our Monarch? factory working, railways, schooling, Queens jubilee and death.  **Vocabulary** Monarch British Empire,Coronation, | **Key knowledge:**  How did opportunities differ for different classes?  **Vocabulary**  Poverty, Upper class, Middle class, Hygiene, Disease, | **Key knowledge:** What was life like for children during Victorian times? How did schooling opportunities change for the better?  What laws and acts were put into place to protect children who had previously been forced to work? | **Key knowledge:** What impact did the discovery of engineering and the industrial revolution have on the way that we live now? Increased working opportunities and amount of products made, expansion of towns, better transport links. | | | **Key Knowledge:** Why were workhouses introduced? Resources for the poor.  **Vocabulary** Compulsory | |  | | |
| **Art** | **Story telling though drawing**  Focus artists: Laura Carlin, Shaun Tan | | | | | | | | | | |
| **Knowledge and skills:** Understand that artists (Laura Carlin and Shaun Tan) and illustrators interpret narrative texts and create sequenced drawings. Make visual notes to record ideas and processes discovered through looking at other artists  Vocabulary:  Illustration, Inspiration, Line, Quality of line, | **Knowledge and skills:** Create owned narratives by arranging toys in staged scenes, using these as subject matters to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.  Vocabulary: Line Weight, Mark Making, Medium, Graphite | **Knowledge and skills:**  Practise drawing skills  Vocabulary: Line Weight, Mark Making, Medium, Graphite, | **Knowledge and skills**: Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.  Vocabulary: Ink, Pen, Light, Shadow, Brush, Watercolour, | | | **Knowledge and skills:** Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well… I would have liked… next time I might.. I was inspired by….). Talk about intention.  Share finished products/ stories with reception  Vocabulary: Present, Share, Reflect, Respond, Feedback, Similarities, Differences | |  | | |
| **Music** | **Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)**  **Skill Focus: Instrumental Performance.**  Play melodies on tuned percussion, melodic instruments, or keyboards, following sta notation written on one stave and using notes within the middle C–G/do–so range.  Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts.  Copy short melodic phrases including those using the pentatonic scale. | **Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)**  **Skill Focus: Instrumental Performance.**  Play melodies on tuned percussion, melodic instruments, or keyboards, following sta notation written on one stave and using notes within the middle C–G/do–so range.  Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts.  Copy short melodic phrases including those using the pentatonic scale. | **Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)**  **Skill Focus: Instrumental Performance.**  Play melodies on tuned percussion, melodic instruments, or keyboards, following sta notation written on one stave and using notes within the middle C–G/do–so range.  Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts.  Copy short melodic phrases including those using the pentatonic scale. | **Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)**  **Skill Focus: Instrumental Performance.**  Play melodies on tuned percussion, melodic instruments, or keyboards, following sta notation written on one stave and using notes within the middle C–G/do–so range.  Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts.  Copy short melodic phrases including those using the pentatonic scale. | | | **Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)**  **Skill Focus: Instrumental Performance.**  Play melodies on tuned percussion, melodic instruments, or keyboards, following sta notation written on one stave and using notes within the middle C–G/do–so range.  Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts.  Copy short melodic phrases including those using the pentatonic scale. | | **Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)**  **Skill Focus: Instrumental Performance.**  Play melodies on tuned percussion, melodic instruments, or keyboards, following sta notation written on one stave and using notes within the middle C–G/do–so range.  Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts.  Copy short melodic phrases including those using the pentatonic scale. | | |
| **Games** | **Focus (Golf)** | **Focus (Golf)** | **Focus (Golf)** | **Focus (Golf)** | | | **Focus (Golf)** | | **Focus (Golf)** | | |
| **PE** | Training Day | **Focus**  1. Develop flexibility, strength, technique, control and balance  **Skills:**  Balance on different points and patches.  Match a partner’s moves in synchrony.  **Knowledge**:  To know  What a point of contact is.  Vocabulary  Balance, synchronization, contrast, patches, sequence, compose, levels, unison, cannon | **Focus**  1. Develop flexibility, strength, technique, control and balance  Gymnastics – Pushing and pulling  **Skills**:  Compose a sequence with a partner  Perform elements of my sequence in contrast to a partner.  **Knowledge:**  What a contrast .is  how to contrast in terms of working at different levels; in different directions; in different pathways and at different speeds. | **Focus**  1. Develop flexibility, strength, technique, control and balance    Gymnastics – Pushing and pulling  **Skills**:  Match my partner’s asymmetrical balances  Work with contrasting dynamics to my partner.  **Knowledge:**  How to work with a partner and perform in unison  How to act upon feedback from others. | | | **Focus**  1. Develop flexibility, strength, technique, control and balance    Gymnastics – Pushing and pulling  **Skills:**  Work alongside a partner to produce our best work  Create a sequence involving matching and contrasts.  **Knowledge:**  How to move from the same position to a contrasting one to my partner, and then back to the same. | | **Focus**  1. Develop flexibility, strength, technique, control and balance    Gymnastics – Pushing and pulling  **Skills:**  Work in a group  Help to compose, and then perform, a sequence with contrasting and matching shapes and moves.  **Knowledge:**  How to communicate and negotiate with others when composing. | | |
| **RE** | **L2.5 Why are festivals important to religious communities? Focus - Expressing** | | | | | | | | | | |
| **Skills:** What is worth celebrating?  **Knowledge**:  Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives    **Vocabulary**  significant, tradition Harvest Christmas Easter | **Skills:** Why do Muslims celebrate at the end of Ramadan?  **Knowledge:** Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).    **Vocabulary**  Eid | **Skills:** Why do Jewish people celebrate Pesach every year?  **Knowledge:** Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).    **Vocabulary**  Pesach, Rosh Hashanah, Yom Kippur | **Skills:** Why is Divali significant to Hindus?  **Knowledge:**  Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).    **Vocabulary**  Divali | | | **Skills:** Why is Easter significant to Christians?  **Knowledge:** Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2)    **Vocabulary**  Easter  Resurrection  Ascended  Sacrifice  Forgiveness | | **Skills:** What can we learn from celebrations and festivals      **Knowledge:** Identify similarities and differences in the way festivals are celebrated within and between religions (A3).    **Vocabulary**  significant tradition | |  |
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| **Computing** | Further coding - scratch | | | | | | | | | | |
| **Knowledge**  To recall the key features of Scratch.  To understand how a Scratch game works  **Skills:**  I can name the main areas of Scratch.  I can recognise how to adjust my sprite’s orientation in Scratch.  I can create a simple script for a new sprite to my stage.  **Vocabulary:**  direction  negative number  orientation  position  Scratch  sprite  stage | **Knowledge**  To understand how a Scratch game works by using decomposition to identify key features.  **Skills:**  I can recognise that a sprite may contain more than one script.  I can identify the parts of a Scratch game.  I can explain the term ‘decomposition’.  **Vocabulary:**  code  code block  decompose  feature | **Knowledge**  To recognise what a variable is.  **Skills:** I can use the ‘ask’ block in Scratch.  I can understand what variable means.  I can create a variable in Scratch to store an answer.  **Vocabulary:**  conditional statement  program  project  tinker  variable | **Knowledge**  To understand how to make a variable in Scratch.  **Skills:**  I can create a variable and use it to store information.  I can ‘call’ a variable within my program.  I can recognise that variables can be words or numbers.  **Vocabulary:**  information  script  variable panel | | | **Knowledge**  To create a quiz using variables.  **Skills:**  I can create a range of questions.  I can use the ‘if/else’ block to check whether an answer is correct.  I can use the ‘score’ variable to calculate the total number of correct answers.  I can make my quiz engaging and exciting.  **Vocabulary:**  All vocabulary from previous lessons. | |  | |  |
| **PSHE RSE** | What are human rights?  Key skills: Discussing how we can protect human rights  Knowledge:  To know that human rights are specific rights that apply to all people.  To know some of the people who protect our human rights such as police, judges and politicians  Vocabulary: United Nations/UN, human rights, protect | Caring for the environment  Key skills:  Identifying ways items can be reused  Explaining why reusing items is of benefit to the environment  Knowledge:  To know that reusing items is of benefit to the environment.  Vocabulary: reuse | Community groups an contributing  Key skills:  Identifying why someone would set up a community group  Identifying benefits different groups bring to the local community  Knowledge:  To know that there are a number of groups which make up the local community and about the contributions they make  Vocabulary: community, volunteer | Diverse community  Key skills:  Discussing the positives diversity brings to a community  Knowledge:  To understand the value of community  Vocabulary: diversity | | | Local councillors  Key skills: Develop an understanding of the role of local government  Knowledge:  To understand that councillors have to balance looking after local residents and the needs of the council.  Vocabulary: authority, cabinet, council officer, local government | |  | |  |
| **MFL French** | **Knowledge**  Recall and use numbers 1 to 31 in French.  **Skill**  Say the numbers from 1 to 31 in French.  Read the numbers from 1 to 31 in French.  Read and say maths calculations in French.  **Vocabulary**  un nombre  les mathématiques  Number 1 to 31 in French | **Knowledge**  Know the days of the week in French.  **Skill**  Say what day came yesterday and what day will come tomorrow.  **Vocabulary**  les jours de la semaine  la semaine  lundi  mardi  mercredi  jeudi  vendredi  samedi  dimanche  aujourd'hui  demain  hier | **Knowledge**  Know months of the year  **Skills**  Recognise the months when I hear them.  Recognise the months when I see them.  Say when my birthday is.  **Vocabulary**  les mois  janvier  février  mars  avril  mai  juin  juillet  août  septembre  octobre  novembre  décembre  C’est quand, ton anniversaire ?  Mon anniversaire c’est le… | **Knowledge**  Select vocabulary to discuss the date in French**.**  **Skills:**  Pronounce the seasons accurately.  Listen to the dates of birthdays and write them down.  Translate the date from English to French.  **Vocabulary**  les saisons  Il y a quatre saisons  le printemps  l'été  l'automne  l'hiver  C'est quand ton anniversaire ?  Quelle est la date d'aujourd'hui ? | | | **Knowledge**  Compare similarities and differences between traditional birthday celebrations in France and England.  **Skills:**  Describe similarities between birthday celebrations in France and England.  Say French words related to birthdays and parties.  Write a wish list of gifts I would like for my birthday.  **Vocabulary**  C’est quand, ton anniversaire ?  un anniversaire  joyeux anniversaire  pour mon anniversaire  je voudrais  une fête | |  | |  |
| **Circle times** | What my class needs eg. Friendship, dealing with fall outs, bullying, dealing with a phone etc | What my class needs eg. Friendship, dealing with fall outs, bullying, dealing with a phone etc | What my class needs eg. Friendship, dealing with fall outs, bullying, dealing with a phone etc | What my class needs eg. Friendship, dealing with fall outs, bullying, dealing with a phone etc | | | What my class needs eg. Friendship, dealing with fall outs, bullying, dealing with a phone etc | | What my class needs eg. Friendship, dealing with fall outs, bullying, dealing with a phone etc | | What my class needs eg. Friendship, dealing with fall outs, bullying, dealing with a phone etc |