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| **Overdale Community Primary School - Medium Term Planning Year 4 -Spring 2 2025** | | | | | | |  |
| **Subject:** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | |
| **Literacy** | **Fiction – Zelda Claw and the rain cat openings and endings** | | | **Non – fiction Discussion – Should Rain Cats be allowed to live on Earth?** | | | |
| **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:  Long and short sentences to enhance description or information.  Secure use of simple/compound sentences.  Fronted adverbials. “ed” and “ing”starter  Start with a simile  Develop complex sentences -subordinate and main clauses with a range of subordinating conjunctions. | | Paragraphs to organise around a theme. | Link information within paragraph with a range of conjunctions.  Repetition for persuasion | Begin to drop in a relative  clause.  Who/whom/  which/whose | |
| **Spelling** | Year 4 Spelling-  Common exception words | | | | |  | |
| **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 – key priority * Retrieval – key priority * Prediction * Explaining * Summarising | | | | | | |
| **Non-Fiction + Poetry** |  | **Poetry –** Victorian England (Sonnet) |  | **Non fiction:** The Great Barrier Reef Helen Scales & Lisk |  | **Non fiction:** Easter around the World | |
| **Maths** | **Fractions** | **Measurement: Length and Perimeter** | **Decimals** | | | | |
| **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. | **Kilometres.**  **Perimeter on a grid –** Know that a rectilinear shape are shapes where all sides meet at a right angle.  **Perimeter of a rectangle –** Understand that there are different ways to calculate the perimeter of rectangles e.g. adding all the sides, adding the length and width then multiplying by 2 or multiply the length and width by 2 then adding together.  **Perimeter of rectilinear shapes –** Understand how to calculate the perimeter of rectilinear shapes, including finding missing sides. | **Recognise tenths and hundredths –**  Know that ten hundredths are equivalent to  one tenth, ten tenths are equivalent to 1  whole.  **Tenths as decimals** – Recognise the  relationship between 1/10 and 0.1.  **Tenths on a place value grid** – Know that  tenths are to the right of the decimal point.  **Tenths on a number line –** Know how to  read and interpret tenths on a number line.  **Divide 1 digit by 10** – Understand that  when dividing by 10 a number is split into  10 equal parts and is 10 times smaller;  Know that importance of 0 as a place  holder. | . **Divide 2 digits by 10** – Know how to  divide a 2 digit number by 10 using a  mental method.  **Hundredths** – Know that hundredths arise  when dividing 1 whole into 100 equal parts;  Recognise that 10 hundredths is a tenth.  **Hundredths as decimals** – Recognise the  relationship between 1/100 and 0.01.  **Hundredths on a place value grid** –  Know that hundredths are to the right of  the decimal point and tenths column. | 1**Divide 1 or 2 digits by 100** – Understand  that when dividing by 100, the number is  split into 100 equal parts and is 100 times  smaller.  **Make a whole** - Know how to  make a whole using their  understanding of tenths and  hundredths.  **Write decimals –** Understand  the value of each digit with  decimal numbers. | . **Compare decimals** – Know  how to compare two numbers  with two decimal places.  **Order decimals** – Know how  to order numbers with two  decimal places.  **Round decimals** – Know how  to round a number with one  decimal place by looking at the  digit in the tenths column.  **Halves and quarters** – Know  that ½ is 0.5, ¼ is 0.25 and ¾  is 0.75. | |
| **Science** | **Sound** | | | **Animals Including Humans** | | | |
| **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**  Identify high and low pitched sounds and know different objects produce different pitch sounds when they vibrate.  **Working scientifically/line of enquiry:**  Researching using secondary sources  Explore how to make a vibrating ruler produce more than one pitch sound.  **Vocabulary:**  Sound, pitch, detect, vibrations | **Knowledge**  Find Pattern between the pitch of a sound and the length of a vibrating object.  **Working scientifically/line of enquiry:**  Pattern Seeking  Explore how instruments create different pitches of sound.  **Vocabulary:**  Pitch, pattern, affect, results, vibrating | **Knowledge**    Identify and name different types of teeth in humans.  **Working scientifically/line of enquiry:**  Observing over time  Observe our own teeth and what their purposes may be.  **Key Vocabulary:**  Teeth, observe, incisors, canines, molars | **Knowledge**  Explain the simple functions of the different types of human teeth.  **Working scientifically/line of enquiry:**  Comparative testing and Fair Testing  Use your teeth to eat different pieces of food and observe which teeth are used and why.  **Key Vocabulary:**  digestive system,  functions, incisors, canines, molars | **Knowledge**  Investigate what damages teeth and how to look after them.  **Working scientifically/line of enquiry:**  Comparative testing and Fair Testing  Carry out an investigation to find out which drinks are most harmful to teeth.  **Key Vocabulary:**  Teeth, enamel, plaque, decay. Fluoride toothpaste | |
| **Geography** | Human Geography – Migration  Recap – locate countries on a map with a focus in Europe | | | | | |  |
| Skill Locate the world’s countries, using maps to focus on Europe Use maps, atlases and digital/computer mapping   Knowledge Locate countries and name cities on a map or atlas. Europe/North America/South America (Greece – Athens, France – Paris, Spain – Madrid, Germany – Berlin, Italy – Rome, Poland – Warsaw, Romania – Bucharest, Norway – Oslo, Sweden – Stockholm, Denmark – Copenhagen, Russia – Moscow). - International and National Migration links    Vocabulary  Digital map  Population | Skill  Name and locate counties and cities of the United Kingdom and land-use patterns; and understand how some of these aspects have changed over time.  Use maps, atlases and digital/computer mapping to describe features studied    Knowledge  Locate the counties of the UK  Name cities in the UK  Describe how land use in the UK has changed over time.    Vocabulary  County, North Yorkshire, South Yorkshire, West Yorkshire, East Riding of Yorkshire  Leeds, York, Sheffield, Hull | Skill  Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.    Knowledge   Identify position of Tropics of Cancer, Capricorn, Artic and Antarctic Circle. Introduce positioning of Rainforests around the world - why are they here? Discuss what might be traded.   Vocabulary  Tropics of Cancer, Capricorn, Artic and Antarctic Circle | . Skill  Use the eight points of a compass and four and six-figure grid references to build their knowledge of the United Kingdom   Knowledge  Name and locate major cities of nearby counties – York, Leeds, Sheffield, Hull. Use eight points of a compass to describe a route.   Vocabulary  Compass points, North, South, East, West, NE, NW, SW, SE | Skill  Identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water    Knowledge    To understand the question - why do people migrate here?  Describe and understand key aspects of Human Geography – settlements and land use/ economic activity |  |  |
| **DT** | **Slingshot cars** | | | | | |  |
| Skill:  To build a car chassis.  Knowledge:  I understand that car designs have developed over many years.  I know that a chassis is the frame of a car on which everything else is built.  I know that all moving things have kinetic energy.  I know that kinetic energy is the energy that something (an object or person) has by being in motion, e.g., the energy that a swing has to keep moving; any object in motion uses kinetic energy.  **Vocabulary**  chassis  energy  kinetic  mechanism | Skill:  To design a shape that reduces air resistance.  Knowledge:  I can design a suitable car body to cover my chassis by:  Drawing a net to create a structure from.  Choosing shapes that increase or decrease the speed of the car as a result of air resistance.  Adding graphics to personalise my design.  **Vocabulary**  air resistance  chassis  design  graphics  model  research  structure  template | Skill:  To make a model based on a chosen design.  Knowledge:  I can make the body of my car by:  Remembering that nets are flat shapes that can be turned into 3D structures.  Measuring, marking and cutting the panels (nets) against the dimensions of my chassis.  Including tabs on my net so I can secure them to the panels of my chassis  Decorating the panels.  **Vocabulary**  air resistance  chassis  design  graphics  model  research  structure  template | Skill:  To assemble and test my completed product.  Knowledge:  I can assemble the panels of the body to the chassis correctly.  I can remember that smaller shapes create less air resistance and can move faster through the air.  I can evaluate the speed of my design based on the understanding that some cars are faster than others as a result of the following:  • Body shape.  • Stored energy in the elastic band.  • Accuracy of the angle in the chassis and axle.`  **Vocabulary**  air resistance  chassis  design  graphics  model  research  structure  template |  |  |  |
| **Music** | **Composing and Improvising**  **Skils:**  • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions.  • Begin to understand the difference between major and minor.  **Vocabulary:**  Rhythm  Rhythm names Call and response  2, 3, 4 time  Metre  Pulse  Ostinato  Minim  Rest  Round  Bar lines  Dot notation  Singing names  Strong beat Syncopa  Rhythm notation Glockenspie | **Composing and Improvising**  **Skils:**  • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions.  • Begin to understand the difference between major and minor.  **Vocabulary:**  Rhythm  Rhythm names Call and response  2, 3, 4 time  Metre  Pulse  Ostinato  Minim  Rest  Round  Bar lines  Dot notation  Singing names  Strong beat Syncopa  Rhythm notation Glockenspie | **Composing and Improvising**  **Skils:**  • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions.  • Begin to understand the difference between major and minor.  **Vocabulary:**  Rhythm  Rhythm names Call and response  2, 3, 4 time  Metre  Pulse  Ostinato  Minim  Rest  Round  Bar lines  Dot notation  Singing names  Strong beat Syncopa  Rhythm notation Glockenspie | **Composing and Improvising**  **Skils:**  • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions.  • Begin to understand the difference between major and minor.  **Vocabulary:**  Rhythm  Rhythm names Call and response  2, 3, 4 time  Metre  Pulse  Ostinato  Minim  Rest  Round  Bar lines  Dot notation  Singing names  Strong beat Syncopa  Rhythm notation Glockenspie | **Composing and Improvising**  **Skils:**  • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions.  • Begin to understand the difference between major and minor.  **Vocabulary:**  Rhythm  Rhythm names Call and response  2, 3, 4 time  Metre  Pulse  Ostinato  Minim  Rest  Round  Bar lines  Dot notation  Singing names  Strong beat Syncopa  Rhythm notation Glockenspie | **Composing and Improvising**  **Skils:**  • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions.  • Begin to understand the difference between major and minor.  **Vocabulary:**  Rhythm  Rhythm names Call and response  2, 3, 4 time  Metre  Pulse  Ostinato  Minim  Rest  Round  Bar lines  Dot notation  Singing names  Strong beat Syncopa  Rhythm notation Glockenspie | |
| **PE** | Games: Dodgeball  Skills:  .  Throw overarm powerfully and accurately  Keep my eye on the opposition at all times  Knowledge:  To aim low and throw down to make it harder for the other team to catch me  When to attack and when to defend | Games: Dodgeball  Skills:  Keep my eye on the opposition at all times  Time when to move to the net to throw  Knowledge:  To keep on the move to make myself more difficult to hit | Games: Dodgeball  Skills:  Catch to bring teammates back into the game  Judge which balls to try and catch and which to dodge  Knowledge:  The consequences of dropping an attempted catch | Games: Dodgeball  Skills:  Show good peripheral awareness  Adapt to different rules quickly  Knowledge:  How to evaluate and improve the performance of my team | Games: Dodgeball  Skills:  Attack decisively  Defend skilfully  Work alongside others to agree tactics  Knowledge:  The rules of different versions of dodgeball |  | |
|  | P.E Dance – Romans  Skills:  Develop a motif demonstrating some agility, balance, coordination and precision  Knowledge:  How to contribute key words to a theme related mind map  How to translate words/ideas into actions and combine together | P.E Dance - Romans  Skills  Creatively change static actions into travelling movements  Show different levels and pathways when I travel  Knowledge:  How to translate theme related actions into travelling movements | P.E Dance – Romans  Skills:  Communicate effectively with a partner  Knowledge:  How to translate images into actions to communicate meaning | P.E Dance – Romans  Skills:  Communicate effectively within a group  Knowledge:  How to listen to other’s and share my own ideas  How to translate words from a poem into movements | P.E Dance – Romans  Skills:  Communicate effectively within a group  Improve our ideas  Knowledge:  How to use canon, formation changes, direction and level to improve our ideas  How to listen to other people’s ideas and vocalise my own thoughts |  | |
| **RE** |  | | | | | | |
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| **Computing** |  | | | | | | |
| **NC ref:**  •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts  **Skill:**  To understand that web pages are built using different programming languages, and one of them is HTML  **Vocabulary**  code (verb)  end tag  heading  HTML  internet browser  paragraph  start tag  web page | **NC ref:**  •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts  **Skill:** To understand and identify examples of HTML tags and to change the HTML code.  **Vocabulary**  content  HTML  HTML tags  remixing | **NC ref:**  •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts  **Skill**: To understand recognise the basics of HTML and explore more complex components of a web page.  **Vocabulary**  CSS  HTML  HTML tags  unplugged | **NC ref:**  •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts  **Skill:**  To alter the HTML on a live webpage  **Vocabulary**  fake news  hacker  HTML  web page  web page elements | **NC ref:**  •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts.  **Skill:**  To alter key elements on a webpage images.  **Vocabulary**  content  copyright  HTML  URL  web page |  | |
| **PSHE RSE** | **Skill:**  To recognise factors influencing value for money.  **Knowledge:**  I can define ‘good value for money’.  I can explain why people have different views on good value for money.  I can identify factors which might affect buying decisions.  **Vocabulary:**  cheap  expensive  good value  justify  negotiate  reasonable  value for money | **Skill**  To understand the importance of tracking money.  **Knowledge**  I can track how much money has been spent.  I can describe ways of tracking money.  I can discuss reasons to track money.  **Vocabulary:**  accessibility  bank account  bank statement  budget  credit card  debit card  feature  fees  interest  track | **Skill:**  To describe different ways of keeping money safe.  **Knowledge**  I can suggest different places to keep money safe.  I can recognise different money security measures.  I can explain the importance of regular monitoring.  **Vocabulary:**  deposit  measure  monitor  password  piggy bank  safe  security  wallet  withdraw | **Skill:**  To understand how different factors can influence career choices.  **Knowledge:**  I can identify different influences on career choices.  I can describe a range of influences on career choices.  I can explain how these influences could affect career choices.  **Vocabulary:**  career  choice  decision making  job  influence  respond  scenario | **Skill:**  To explain why people can have more than one career in their life.  **Knowledge:**  I can give examples of people who have successfully switched careers.  I can identify factors that influence career changes.  I can describe the benefits of having multiple careers.  I can evaluate the pros and cons of having more than one career.  **Vocabulary:**  advice  benefit  challenge  change  emotion  future planning  passion  reason  satisfaction | **Skills:**  To identify and challenge stereotyping in the workplace.  **Knowledge:**  I can recognise stereotypes and how they might appear in the workplace.  I can identify instances where people in the past have overcome stereotypes.  I can suggest positive actions to challenge stereotypes.  **Vocabulary:**  activist  advocate  challenge  disability  fairness  kindness  respect  role model  stereotype | |
| **MFL French** |  | Skill: To learn weather phrases  Knowledge:  To listen carefully and pronounce weather phrases accurately.  To know some weather phrases and recognise their meanings.  Vocabulary:  il fait mauvais  il fait chaud  il fait froid  il pleut  il neige  il y a du soleil  il y a du vent  il y a des nuages | Skill: To repeat short phrases accurately.  Knowledge:  To memorise the weather rap.  To pronounce French weather phrases correctly.  To perform the weather rap without looking at the words. | Skill: To describe the weather using points of the compass.  Knowledge:  To recall and pronounce weather phrases.  To describe the weather in the north, south, east or west of a country.  To know that compass points weather phrases can be added to the front or end of a weather phrase and it will have the same meaning. | Skill: To recognise the French written words for multiples of ten.  Knowledge: I can understand and say multiples of ten up to 100.  I can recognise the written words of multiples of ten up to 100.  I can describe the weather in French by including temperature, weather and compass points. | Skill: To understand the water cycle in French.  Knowledge: I understand cognates (shared words) in the water cycle.  I can match the spoken word to its written word.  I can create my own water cycle wheel. | |
| **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 |