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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 ToolkitWord waiterGrammar | 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 simileDevelop 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 FarookReading 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
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| **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 sourcesExplore 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 TestingUse 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 TestingCarry out an investigation to find out which drinks are most harmful to teeth.**Key Vocabulary:** Teeth, enamel, plaque, decay. Fluoride toothpaste  |
| **Geography** | Human Geography – MigrationRecap – locate countries on a map with a focus in Europe |  |
| SkillLocate the world’s countries, using maps to focus on Europe Use maps, atlases and digital/computer mappingKnowledgeLocate 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 VocabularyDigital mapPopulation | SkillName 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 KnowledgeLocate the counties of the UKName cities in the UKDescribe how land use in the UK has changed over time.  VocabularyCounty, North Yorkshire, South Yorkshire, West Yorkshire, East Riding of YorkshireLeeds, York, Sheffield, Hull | SkillIdentify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. KnowledgeIdentify 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. VocabularyTropics of Cancer, Capricorn, Artic and Antarctic Circle | . SkillUse the eight points of a compass and four and six-figure grid references to build their knowledge of the United KingdomKnowledgeName and locate major cities of nearby counties – York, Leeds, Sheffield, Hull. Use eight points of a compass to describe a route.  VocabularyCompass points, North, South, East, West, NE, NW, SW, SE |  SkillIdentify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water KnowledgeTo 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**chassisenergykineticmechanism | 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 resistancechassisdesigngraphicsmodelresearchstructuretemplate | 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 chassisDecorating the panels.**Vocabulary**air resistancechassisdesigngraphicsmodelresearchstructuretemplate | 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 resistancechassisdesigngraphicsmodelresearchstructuretemplate |  |   |  |
| **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 namesStrong 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 namesStrong 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 namesStrong 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 namesStrong 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 namesStrong 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 namesStrong beat Syncopa Rhythm notation Glockenspie |
| **PE** | Games: DodgeballSkills:.Throw overarm powerfully and accuratelyKeep my eye on the opposition at all timesKnowledge: To aim low and throw down to make it harder for the other team to catch meWhen to attack and when to defend | Games: DodgeballSkills:Keep my eye on the opposition at all timesTime when to move to the net to throwKnowledge: To keep on the move to make myself more difficult to hit | Games: DodgeballSkills:Catch to bring teammates back into the gameJudge which balls to try and catch and which to dodgeKnowledge:The consequences of dropping an attempted catch | Games: DodgeballSkills:Show good peripheral awarenessAdapt to different rules quicklyKnowledge:How to evaluate and improve the performance of my team | Games: DodgeballSkills:Attack decisivelyDefend skilfullyWork alongside others to agree tacticsKnowledge:The rules of different versions of dodgeball |  |
|  | P.E Dance – RomansSkills: Develop a motif demonstrating some agility, balance, coordination and precisionKnowledge:  How to contribute key words to a theme related mind mapHow to translate words/ideas into actions and combine together | P.E Dance - RomansSkillsCreatively change static actions into travelling movementsShow different levels and pathways when I travelKnowledge: How to translate theme related actions into travelling movements | P.E Dance – RomansSkills: Communicate effectively with a partnerKnowledge: How to translate images into actions to communicate meaning | P.E Dance – RomansSkills: Communicate effectively within a groupKnowledge: How to listen to other’s and share my own ideasHow to translate words from a poem into movements | P.E Dance – RomansSkills:Communicate effectively within a groupImprove our ideasKnowledge:How to use canon, formation changes, direction and level to improve our ideasHow 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 tagheadingHTMLinternet browserparagraphstart tagweb 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**contentHTMLHTML tagsremixing | **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**CSSHTMLHTML tagsunplugged | **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 newshackerHTMLweb pageweb 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**contentcopyrightHTMLURLweb 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:**cheapexpensivegood valuejustifynegotiatereasonablevalue 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:**accessibilitybank accountbank statementbudgetcredit carddebit cardfeaturefeesinteresttrack | **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:**depositmeasuremonitorpasswordpiggy banksafesecuritywalletwithdraw | **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:**careerchoicedecision makingjobinfluencerespondscenario | **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:**advicebenefitchallengechangeemotionfuture planningpassionreasonsatisfaction | **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:**activistadvocatechallengedisabilityfairnesskindnessrespectrole modelstereotype |
| **MFL French** |  | Skill: To learn weather phrasesKnowledge:To listen carefully and pronounce weather phrases accurately.To know some weather phrases and recognise their meanings.Vocabulary:il fait mauvaisil fait chaudil fait froidil pleutil neigeil y a du soleilil y a du ventil 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 |