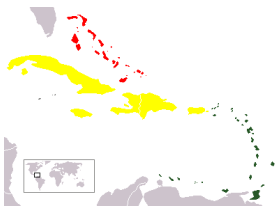



Medium Term Plan Term - Spring 1 Year - 4

	Week 1 4.1.22	Week 2 10.1.22	Week 3 17.1.22	Week 4 24.1.22	Week 5 31.1.22	Week 6 7.2.22
RE Recognise - Identify, name or label something or someone previously seen, heard or encountered. Retell - Tell a religious story again in any form. Describe - Give an accurate account in any form of the role of a person, a religious rite or symbol. Make links/connections - Show the relationship between a variety of sources as evidence to inform knowledge and understanding. The Big Question - What's more important - giving or receiving?	Jesus the Teacher the Presentation	Jesus - in the Temple	The Baptism of Jesus	Jesus chooses his first disciples	Jesus' Mission	The Parables
	LI: To describe the Presentation at the Temple; to learn the Jewish traditions followed by Mary and Joseph	LI: To retell how Jesus was found in the Temple; to learn the Jewish traditions followed by Mary and Joseph	LI: To retell Jesus' baptism and discuss how it links us to our own baptism. To describe the symbols of baptism	LI: To describe how Jesus called his disciples and to understand that we are also called to follow Jesus	LI: To describe how Jesus taught people to understand what the Good News means for us To describe the mission that God has given to us through our lives in our parish, at school and home	LI: To retell some parables that Jesus used - the Sower, the Unforgiving Servant
SMSC Inc Mental health/ Health / Safeguarding / Black History (including links with topics)	British Values -mutual respect Archbishop Desmond Tutu- where did he get his values from? https://www.youtube.com/watch?v=ABLHa-f0I7o 14mins, 40 mins, gospel 45:26, 1;20:18 offertory 1:50:10 eulogy President Cyril Ramaphosa New year resolutions	British Values - tolerance How do we value each other? https://www.bbc.co.uk/iplayer/episode/m0012kf0/david-baddiel-social-media-anger-and-us 18mins	Identifying ways of maintaining positive mental health through resilience positive body image	Burns Night 25/1 Chinese New Year Holocaust Memorial Day 27/1 How can we be good disciples?	Developing friendships and resilience	Developing confidence through love and learning https://www.iol.co.za/news/politics/opinion/archbishop-desmond-tutus-funeral-read-cyril-ramaphosas-eulogy-66abcd2c-8273-40c8-8499-0530d7aeef95
RHSE Life to the Full	Module 1 We don't have to be the same.	Respecting our bodies	What is puberty?	Changing bodies	What am I feeling? That emotions change as they	What am I looking at?

	<p>Children learn that similarities and differences can be celebrated and can benefit a community through working together. Pupils will also be given an opportunity to reflect on God's love as the foundation of our self-confidence.</p>	<p>About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. We explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise.</p>	<p>Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies. In this session, children will develop a base-level understanding of what puberty is and get a grasp on some of the terminology related to puberty, such as genitalia. This session is a precursor to the next session.</p>	<p>Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty. This session will look specifically at some of the changes that boys and girls will face when they enter puberty.</p>	<p>grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/priest) This session introduces feelings and emotions as complex and changeable things that we sometimes can't quite understand or explain, especially when hormones are involved. Children will learn to examine their feelings, to try to understand them and what causes them.</p>	<p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. Through activities and creative role play, this session encourages children to see through the fake reality that is presented to them on television, in magazines and on adverts: they will compare these representations and stereotypes to their own life experiences. This session can be particularly useful in revealing and discussing biased gender stereotypes and how children feel about them. Children will also consider how the polished 'reality' of the media can affect how people feel about themselves.</p>
<p>Spoken Language To recognise some different forms of poetry To speak audibly and fluently, with expression and intonation To participate in discussions To perform poems showing understanding through intonation, tone volume and action</p>	<p>Hurricane - the language of fear What is a 'calculated risk'?</p>	<p>Discussion about Troy's decision to go to Clive's. Why should you do the expected/as you are told? When are you old enough to make decisions?</p>	<p>Decisions that children can make - timeline of photos with decisions made/imposed. By whom?</p>	<p>Listen to My Luv's like... and discuss effect of music https://www.youtube.com/watch?v=QK9WK0QhejA learn Robert Burn's 'My Luv's like a red, red rose'</p>	<p>Storms - how do they make you feel? What might get you through tough times? Hurricane -To discuss their understanding of the text</p>	<p>Reading Poems learnt with expression Discussion of themes in the book Hurricane - in a group Taking turns and listening to what others say</p>

<p>English Reading -poetry To read a wide range of books and retell some of these orally Writing To summarise the main ideas</p> <p>Language/ vocabulary</p>	<p>New Term</p> <p>Describe the holidays.</p> <p>Year 3/4 spellings. Topic Words linked to Topic and RE</p> <p>gory, hurricane, din, shudder, whingeing</p>	<p>The Wind by James Reeves Hurricane Chapter 1 To draw inferences of characters feelings, thoughts and motives from their actions Ch. 2 Make a table for each character - what can we infer about them? What is the evidence in the text? Swiftly, frisky calypso briskly frolic</p>	<p>A snowflake Walter de la Mare Hurricane Chapter 2 Comprehension of events - matching quotations. To explain the meaning of words in context Summarising scene in the bus. How does Nita feel? Why? What descriptions in the text show that the weather is getting worse and increase the tension? forked pitched pelted torrential</p>	<p>My Luv's Like a Red, Red Rose Hurricane Chapter 3 Build up to the hurricane; Hurricane Chapter 4 identify the weather words and phrases that develop the tension. Ripped, grabbed, dragged pitched, whipped panicked, tangled lashed swerved tore pelted drenched battled</p>	<p>Winter - Tennyson Hurricane Chapter 5 To identify how language and structure and presentation contribute to meaning Describe the mood in Chapter 5. How has it changed? To predict what might happen from details stated and implied</p>	<p>Write a poem with the theme 'Winter'.</p> <p>Hurricane Chapter 6/7 What happens at end link to geography - wild weather</p> <p>Writing - Book Review of Hurricane</p>
<p>Comp. Focus A Maritime nation, link to geography and cultural capital Oxford Junior English 3</p>	<p>Practice pages Razor Shells</p>	<p>Starfish</p>	<p>Jellyfish</p>	<p>Mammals on the beach</p>	<p>Birds</p>	<p>Fish</p>
<p>Grammar</p>	<p>Speech marks</p>	<p>Possessive apostrophe</p>	<p>Plurals</p>	<p>Powerful verbs</p>	<p>adjectives</p>	<p>paragraphs</p>
<p>Spelling</p> <p>Guided reading Class Novel/Library - Thursday Focus - Hurricane by Verna Wilkins/Stormy weather</p>	<p>troposphere stratosphere mesosphere thermosphere exosphere</p>	<p>guard guess guest guide guitar excitement</p>	<p>fracture nature adventure structure mixture moisture</p>	<p>weight library knowledge height island</p>		
<p>Mathematics Maths Starter Fluency</p> <p>Problem Solving & Reasoning</p>	<p>Multiplication and Division -Bingo 11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Word problem bingo</p>	<p>Multiplication and Division Multiply 3 numbers - 'commutative law'. Factor pairs/efficient multiplication Multiply 2-digits by 1-digit (1) Muffins</p>	<p>Multiplication and Division Multiply 3-digits by 1-digit Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (1) 3 digit card multi. target number to find the product,</p>	<p>Area What is area? Counting squares Making shapes Comparing area</p> <p>Find perfect numbers Always, Sometimes, Never</p>	<p>Fractions Unit and non-unit fractions What is a fraction? Tenths Count in tenths Equivalent fractions (1) Equivalent fractions (2) Equivalent fractions (1) Strips of paper in fractions</p>	<p>Fractions Equivalent fractions (2) Fractions greater than 1 Count in fractions Add fractions Add 2 or more fractions</p>

<p>Manipulatives needed End of block/unit assessment</p>			<p>Multiplication mistakes - slides 12 and 13</p>			
<p>Science Identify where patterns might be found and what data to collect to identify them. Make observations at specified time intervals <i>eg temperature of a liquid every 2 minutes</i> Begin to make decision about what should be observed during a test or experiment Make close observational drawings with labels</p>	<p>Investigation into the melting time of chocolate buttons.</p>	<p>Observe the effect of weather on natural/ man- made structures; (plants and buildings)</p>	<p>Make a wind force scale and record wind pattern.</p>	<p>Investigation into making gas visible - squeezing a sponge under water</p>	<p>Observe closely and classify a range of solids. Observe closely and classify a range of liquids. Investigation of viscosity of liquids - oil, syrup, water</p>	<p>Assessment -Table of misconceptions. Playdough is what is called a viscoelastic solid, intermediate between a true liquid and a rigid solid. All the home-made playdoughs around seem to combine a solid (generally starch) and a liquid (invariably water). ... In a liquid, molecules can freely move past one another; in a solid, they cant.</p>
<p>Geography Maps and Fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area, including: data, graphs, photography Location and Place: Use an online map tools to explore an unfamiliar location; understand geographical similarities and differences through the study of human</p>	<p>L/P Use Digimap to locate Grenada. Measure its distance from St Lucia. Learn - the Bahamas (red) The Greater Antilles (yellow), the Lesser Antilles (green)</p> 	<p>P/H What is weather? troposphere, stratosphere, mesosphere, thermosphere, exosphere</p>	<p>P/H Wind - The Beaufort Scale, illustrate and learn the types of wind typically experienced in London, Grenada, (hurricanes, tornados) Lgfl weather station - graph of temperatures in Bow</p>	<p>F Tip ½ litre of water on three surfaces and observe the results. Describe a hypothesis of building on open land. What is the effect of human behaviour - wild life, flooding. How can we make school grounds more environmentally healthy.</p>	<p>Link with science -The Water Cycle - rain, P/H effects of run off.</p>	

and physical geography of a region of the UK, a European country and America Physical and Human: describe & understand key aspects of physical geography, including: climate zones, water cycle						
Art/D T Describe the work of a famous artist. Explore different effects & textures - blocking in colour, washes & thick paint. DT 3d/sculpture Use recycled materials & a variety of joining & finishing techniques. Use sketchbooks to collect visual information & compare ideas.	https://www.tate.org.uk/art/student-resource/exam-help/weather biography of JMW Turner	https://www.youtube.com/watch?v=Wce-7Mw0mtc&list=RDCMUC2isDei-IrNSrgGYE4Np3PA Paint like turner -line Explore different effects and textures Joseph Mallord William Turner, Shipping at the Mouth of the Thames c.1806-7	Drawing/ sketching Paint like turner -tone https://www.youtube.com/watch?v=JRM7Cy7h-VE 	https://www.youtube.com/watch?v=xYfTGui7vFE Paint; like Turner - colour	Biography of John Constable John Constable - cloud paintings	Experiment with collaging materials including overlapping and layering to tone and texture. The water cycle - make a model The Art of Abstraction Matthew Collings https://www.youtube.com/watch?v=Bg3oQ_OqQ_o
Computing Online safety Purple Mash unit 2	Online safety, safe searching	How to be safe using the internet - gone phishing	Digital safety on all devices Hazards and hacking, increase personal security -Malware	Evaluating content online Tim Berners Lee - truth/fiction	Plagiarism - when not to copy	Healthy screen time - digital footprint
PE Invasion games -netball To develop the range and consistency of throwing/ catching marking/ intercepting skills To play small invasion games using a variety of formations To understand, use and adapt simple tactics To play to the rules	Multi-sports Netball Val Sabin -send, pass, throw, chest pass	Multi-sports Netball send, pass, throw, chest pass, shoulder pass	Multi-sports Netball send, pass, throw, chest pass, overhead pass, travel with the ball	Multi-sports Netball send, pass, throw, chest pass, overhead pass, travel with the ball, develop spatial awareness and decision making	Multi-sports Netball send, pass, throw, chest pass, overhead pass, travel with the ball, develop spatial awareness and decision making, developing dodging, marking, signalling and intercepting	Multi-sports Netball send, pass, throw, chest pass, overhead pass, travel with the ball, develop spatial awareness and decision making, developing dodging, marking, signalling and intercepting
Music	Strings	Strings	Strings	Strings	Strings	Strings