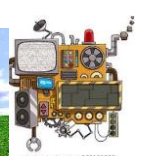
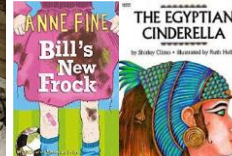




Medium Term Planning 2022-2023

Year Group: 4
Term: Spring



RE
 Community
 Giving and Receiving
 Discipline
 Islam – Qu’ran

To ask and respond to questions about their own and others’ experiences and feelings.
 To ask questions about what they and others wonder.
 To retell a narrative that is accurate in detail and sequence.
 To describe with increasing detail and accuracy a range of religious beliefs.
 To make links between beliefs and worship, giving reasons for actions and symbols.
 To use a range of religious vocabulary. To make links to show how feelings and beliefs affect my behaviour and that of others.

English

Class Novels – Bill’s New Frock by Anne Fine
 The Girl Who Stole an Elephant by Nizrana Farook

Picture books – The Egyptian Cinderella by Shirley Climo
 Same, Same But Different by Jenny Sue Kosteck-Shaw

Reading –
 Whole class guided reading – using short texts to support retrieval, inference and vocabulary questions (Ashley Booth)
 To use dictionaries to check the meaning of words that they have read
 To identify themes and conventions in a wide range of books
 To read a range of texts with fluency, understanding and expression selecting the most effective strategy
 To talk about books read, offering opinions and synopses
 To begin to recognise occurring themes or conventions linked to text types
 To expand and explains answers to questions based on texts read
 To make reference to texts when answering questions
 To justify inferences with evidence

Maths

Multiplication and Division
 To recall and use multiplication facts up to and including 12 times tables.
 To use reasoning and problem-solving skills to solve practical problems.
 To 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
 To recognise and use factor pairs and commutativity in mental calculations
 To multiply two-digit and three-digit numbers by a one-digit number using formal written layout
 To 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

Measurement- Area
 To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
 To find the area of rectilinear shapes by counting squares

Fractions
 To recognise and show, using diagrams, families of common equivalent fractions
 To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Science

Name that living thing and protecting our habitats
 To recognise that living things can be grouped in a variety of ways
 To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
 To recognise that environments can change and that this can sometimes pose dangers to living things.

It’s Electric
 To identify common appliances that run on electricity
 To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
 To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
 To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
 To recognise some common conductors and insulators, and associate metals with being good conductors.



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	<p>To identify main ideas drawn from more than one paragraph and can summarise these</p> <p>To predict what might happen from details stated and implied</p> <p>To name some key children's authors.</p> <p>Writing – Writing to Inform (newspaper report and information text), Writing to entertain (description, poetry and narrative)</p> <p>To attempt to make simple links between paragraphs</p> <p>To plan effectively for a range of writing</p> <p>To make decisions about writing are based on awareness of audience and purpose</p> <p>To propose changes to grammar and vocabulary to improve consistency</p> <p>To read aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear</p> <p>SPAG – fronted adverbials, apostrophes for singular and plural possession, grammatical difference between plural and possessive –s, noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>To become increasingly aware of subordinate clauses and experiments with their position in sentences</p> <p>To use commas to demarcate fronted adverbials</p> <p>To use Standard English when writing to ensure grammatical accuracy (I seen / I saw)</p>	<p>To 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</p> <p>To add and subtract fractions with the same denominator through a variety of increasingly complex problems</p> <p>Decimals</p> <p>To recognise and write decimal equivalents of any number of tenths or hundredths</p>	
<p>History Why did the ancient Egyptians build</p>	<p>Geography UK discovery – is the UK the same</p>	<p>Art Recycling Materials</p>	<p>DT Textiles</p>



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<p>pyramids? Significant person – Howard Carter</p> <p>To understand key features of Egyptian civilisation – chronology of developments.</p> <p>To understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>To develop understanding of the achievements of the earliest civilisations in overview for location and era of development and enable pupils to follow a depth enquiry about one of the first civilisations.</p>	<p>everywhere?</p> <p>Satellite images</p> <p>Map work</p> <p>Climate and weather</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>To explore human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Easter</p> <p>Mother's Day</p> <p>To investigate and analyse a range of existing product; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>To-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p>
<p>Music</p> <p>Durham Charanga – Stop!</p> <p>Lean on me</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</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>PE</p> <p>Dance – machines</p> <p>To respond to a variety of stimuli</p> <p>To explore and experiment with movement ideas and possibilities</p> <p>To create dance phrases and dances</p> <p>To select appropriate movement material showing an idea/thought/feeling</p> <p>To perform their dance to an audience showing confidence</p> <p>To show co-ordination, control and strength (Technical Skills)</p> <p>To demonstrate different dance actions – travel, turn, gesture, jump, & stillness</p> <p>To demonstrate dynamic qualities – speed,</p>	<p>Computing</p> <p>Online safety</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Writing for different audiences</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>MFL</p> <p>Classroom objects</p> <p>To read carefully and show understanding of words, phrases and simple writing</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Numbers to 30 (Rich Text)</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Colours</p> <p>To appreciate stories, songs, poems and rhymes in the language</p>



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	<p>energy & continuity To demonstrate use of space – levels, directions, pathways & body shape To demonstrate different relationships – mirroring, unison, canon, complementary & contrasting To copy, repeat and remember movement, developing movement memory Rounders – Arc rounders To hit the ball hard To hit into space To use different throwing techniques • Use different retrieving techniques To decide on the best positions for fielder To follow rules fairly</p>	<p>Logo To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary To describe people, places, things and actions orally* and in writing</p>
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