



Year 4, Spring 2- Medium Term Plan

What are the main differences between living in UK and Spain?

Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	<p>Fractions</p> <p>Recognise, find, name, and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{3}{4}$ of a length, shape, set, or quantity.</p> <p>Understand unit fractions (e.g., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) and non-unit fractions (e.g., $\frac{3}{4}$, $\frac{5}{8}$) as equal parts of a whole.</p> <p>Compare and order fractions with the same denominator.</p> <p>Add and subtract simple fractions with the same denominator within one whole (e.g., $\frac{1}{2} + \frac{1}{2} = 1$).</p> <p>Recognise equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$).Y3</p> <p>Time: Telling the Time</p> <p>Time</p> <p>Tell and write the time to the nearest five minutes on an analogue clock, including using Roman numerals I–XII.</p> <p>Understand am and pm to distinguish morning and afternoon.</p> <p>Know the number of seconds in a minute and minutes in an hour.</p> <p>Compare durations of events (e.g., which is longer: a football match or a swimming lesson?).</p> <p>Decimals</p> <p>Recognise and understand the place value of digits in a number with one decimal place (e.g., 3.4).</p> <p>Relate tenths to fractions (e.g., $0.1 = \frac{1}{10}$).</p> <p>Begin to compare simple decimals (e.g., 0.3 is smaller than 0.7).</p> <p>Understand the relationship between fractions and decimals (e.g., $\frac{1}{2} = 0.5$).</p>	<p>Pre and post assessment.</p> <p>Assessment through observation and marking work from lessons.</p>	<p>Kagan activities</p> <p>Class discussions</p> <p>Explaining methods</p> <p>Vocabulary and talk frames (sentence stems).</p> <p>Problem solving and partner talk</p>	<p>LQ: How can I simplify mixed numbers?</p> <p>LQ: How can I simplify improper fractions?</p> <p>LQ: How can I add fractions with the same denominator?</p> <p>LQ: Can I add fractions with the same denominator and record answers as mixed numbers?</p> <p>LQ: Can I add fractions with the same denominator and record the answer in the simplest form</p> <p>LQ: Can I subtract a fraction from a whole number?</p> <p>LQ: Can I subtract a fraction from a whole number?</p> <p>LQ: Can I tell the time on a 24-hour clock?</p> <p>LQ: Can I convert time in minutes to seconds?</p> <p>LQ: Can I convert time in hours and minutes?</p> <p>LQ: Can I solve word problems involving duration of time?</p> <p>LQ: Can I convert years to months and weeks to days?</p> <p>LQ: Can I convert years to months and weeks to days?</p> <p>Decimals pre assessment.</p> <p>LQ: Can I recognise and write decimal equivalents of any number of tenths?</p> <p>LQ: Can I recognise and write decimal equivalents of any number of tenths?</p>	<p>er, proper fraction, improper fraction, n</p> <p>ature, start, end, 12-hour clock, 24-hour</p> <p>, ones, tenths, decimal point, wholes, h</p>	Resilience
Writing	<p>Year 3: I can start sentences in different way; I can use conjunctions and write in paragraphs; I can edit my work properly.</p>	<p>Cold Write part of a Wishing story. Hot write: Innovate Soar text.</p>	<p>Kagan</p> <p>Dialogic teaching</p> <p>Drama</p> <p>story-telling</p>	<p>How can I explore the wishing story Soar through drama and using a story map?</p> <p>How can I explore language and character description in Soar?</p> <p>What are the features of Wishing story and how can I create a toolkit showing these?Howcan I use a preposition to make an expanded noun phrase?</p> <p>How can I use direct speech in a wish story?</p> <p>How can I box up and innovate the Soar text?</p> <p>How can I use my planned innovations to write my own version of a wishing story?</p> <p>Which tools can I use to edit my story?</p>	<p>characterisation</p> <p>dialogue</p> <p>fantastical</p> <p>celestial</p> <p>illuminating</p> <p>miniature</p>	Resilience
Reading	<p>Study of fiction and non-fiction texts</p> <p>Understanding of key reading skills: vocabulary, inference, prediction, explanation, retrieval, summarising</p>	<p>Continous assessment of understanding and</p>	<p>Oracy skills that will be taught through the CSF programme</p> <p>Physical</p> <ul style="list-style-type: none">- tone, volume, clarity and voice projection <p>Body Language</p> <ul style="list-style-type: none">- Gesture posture, body language and eye contact <p>Cognitive</p> <ul style="list-style-type: none">- Choice of words to convey meaning- Self regulation <p>Social and emotional</p> <ul style="list-style-type: none">- Working with others, listening and responding, confidence i	<p>See The Tempest Scheme of Work written by North West Drama Company</p> <p>Overarching KQ: How can I demonstrate my understanding of the Tempest through a range of dramatic reinactments?</p> <p>How can develop and apply my oracy skills to represent a range of different characters?</p>	<p>power, authority,</p> <p>supernatural, ship, sailor,</p> <p>bosun, storm, tempest,</p> <p>elements, slavery, love,</p> <p>family, betrayal, conjure,</p> <p>duke</p>	Creativity
Science	<p>To set up simple, practical enquiries, comparative and i</p> <p>making systematic and careful observations and, wher</p> <p>To know how to compare and classify materials accor</p> <p>To know what a light source is.</p>	<p>Concept cartoon- Cold and hot task.</p>	<p>Kagan activities</p> <p>Class discussions</p>	<p>LQ: Can I identify common appliances that run on electricity?</p> <p>LQ: How can I represent an electrical circuit using symbols for corr</p> <p>LQ: How can I show my knowledge of electrical circuits using diffe</p> <p>LQ: Can I recognise some common conductors and insulators, and</p>	<p>Conductors, insulators, electricity,</p> <p>electrical circuits, Component, wire,</p> <p>battery/cell, lightbulb, switch</p>	Resilience



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Geography	To be able to use maps to locate and to start to describe To locate the countries, features and weather in Europe Can the children identify key features of a locality by using a map? Pre: Cold task-Title page Post: Case study comparing Spain and England	Kagan discussions Class discussion		Post: Case study comparing Spain and England. What are the main topographical features of Spain and how do they differ from the UK? How can I compare the human and physical geographical features of Spain and the UK? How is the climate different in Spain to the UK? Mid term assessment- topographical features and human geography How can I plan and draw an area of Spain to show different geographical features? What are the significant events that can affect rural and urban areas? What impact do humans have on a locality? How can I create a map?	Geography, Locate, Counties, Cities, Countries, United Kingdom, Geographical, Regions, Human, Physical, Features, Hills, Mountains, Cities, Rivers, Valleys, Land Use, Environment, Sustainability, Map, Atlas, Survey, Population, Transport, Landlocked, Economic, Aerial, climate zones - temperate, tropical, polar, mediterranean, arid, mountain	
History						
DT	Understand the importance of designing products for a specific purpose Develop basic joining and assembling skills using different materials Explore and evaluate existing products to understand how they were made Recognise common electrical appliances (e.g., torches, lamps) Understand that a simple circuit includes a battery (cell), wires, a bulb, and a switch Know that a circuit must be complete for a bulb to light up Understand the role of a switch in opening and closing a circuit Identify different materials used in product design and their properties Select appropriate materials for different parts of a product. Develop skills in cutting, shaping, and assembling materials	Designing: Can children design a functional torch? Making: Can children assemble a simple working torch? Evaluating: Can children test their torch against success criteria? Understanding: Can children explain how their torch works?	Discussion & Explanation: Children explain their design choices. Collaborative Work: Partner or group discussions while designing. Presentation: Share their finished torches with the class, explaining their design. Questioning & Reflection: Encourage children to ask each other questions and reflect on their own work.	How can I make a functional electronic torch? LQ: Can I identify and gather the resources needed to make a torch?	Electrical Components: circuit, battery, cell, wires, bulb, switch Design & Making: design, function, purpose, materials, tools Evaluation: test, improve, adapt, modify, feedback	
Art						
Computing	†	Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down. Assessment rubric provided by NCCE for the unit Year 4 – Data logging. This will be used to assess student's work from lessons 5 and 6.	Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.	Data Logging using Data Harvest Vu- data loggers I can choose a data set to answer a given question I can suggest questions that can be answered using a given data set I can identify data that can be gathered over time I can explain what data can be collected using sensors I can use data from a sensor to answer a given question I can identify that data from sensors can be recorded I can recognise that a data logger collects data at given points I can identify the intervals used to collect data I can talk about the data that I have captured I can view data at different levels of detail I can sort data to find information I can explain that there are different ways to view data I can propose a question that can be answered using logged data I can plan how to collect data using a data logger I can use a data logger to collect data I can interpret data that has been collected using a data logger I can draw conclusions from the data that I have collected I can explain the benefits of using a data logger	device input automatic environmental data data points logging intervals sensors data capture	Collaboration
RE	How Jesus is inspiring to some people Why festivals are important to some religious communities Why some people think life is a journey	Pre & post assessment, weekly lesson retrieval	Kagan cooperative learning, debate, formal presentation of ideas	What rules are important? Why is the Golden rule important? What messages are in the 10 commandments? How do they help Jewish people? What does Christianity say about how to live a good life? How do people decide what is right or wrong without God's help? What do religious stories tell believers about temptation? How have religious teachings helped to affect somebody's actions?	religion, world wide view, right, wrong, believes and non-believes, 10 commandments, Beatitudes, temptation, sin, Golden Rules, belief system, paying it forward	Kindness

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