



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	<b>Fractions</b> Recognise, find, name, and write fractions $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ of a length, shape, set, or quantity. Understand unit fractions (e.g., $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ ) and non-unit fractions (e.g., $\frac{2}{3}$ , $\frac{3}{4}$ ) as equal parts of a whole. Compare and order fractions with the same denominator. Add and subtract simple fractions with the same denominator within one whole (e.g., $\frac{1}{2} + \frac{1}{2} = 1$ ). Recognise equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$ ). Y3 Time: Telling the Time	Pre and post assessment. Assessment through observation and marking work from lessons.	Kagan activities Class discussions Explaining methods Vocabulary and talk frames (sentence stems). Problem solving and partner talk	LQ: How can I simplify mixed numbers? LQ: How can I simplify improper fractions? LQ: How can I add fractions with the same denominator? LQ: Can I add fractions with the same denominator and record answers as mixed numbers? LQ: Can I add fractions with the same denominator and record the answer in the simplest form LQ: Can I subtract a fraction from a whole number? LQ: Can I subtract a fraction from a whole number?  LQ: Can I tell the time on a 24-hour clock? LQ: Can I convert time in minutes to seconds? LQ: Can I convert time in hours and minutes? LQ: Can I solve word problems involving duration of time? LQ: Can I convert years to months and weeks to days? LQ: Can I convert years to months and weeks to days?  Decimals pre assessment. LQ: Can I recognise and write decimal equivalents of any number of tenths? LQ: Can I recognise and write decimal equivalents of any number of tenths?	proper fraction, improper fraction, start, end, 12-hour clock, 24-hour clock, tenths, decimal point, whole number	Resilience
	<b>Time</b> Tell and write the time to the nearest five minutes on an analogue clock, including using Roman numerals I–XII. Understand am and pm to distinguish morning and afternoon. Know the number of seconds in a minute and minutes in an hour. Compare durations of events (e.g., which is longer: a football match or a swimming lesson?).					
	<b>Decimals</b> Recognise and understand the place value of digits in a number with one decimal place (e.g., 3.4). Relate tenths to fractions (e.g., $0.1 = \frac{1}{10}$ ). Begin to compare simple decimals (e.g., 0.3 is smaller than 0.7). Understand the relationship between fractions and decimals (e.g., $\frac{1}{2} = 0.5$ ).					



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Writing	Year 3: I can start sentences in different way; I can use conjunctions and write in paragraphs; I can edit my work properly.	Cold Write part of a Wishing story. Hot write: Innovate Soar text. Cold Write: How can I write instructions? Hot Write How can I innovate instructions to write an instruction text?	Kagan Dialogic teaching Drama story-telling	How can I explore the wishing story Soar through drama and using a story map? How can I explore language and character description in Soar? What are the features of Wishing story and how can I create a toolkit showing these? How can I use a preposition to make an expanded noun phrase? How can I use direct speech in a wish story? How can I box up and innovate the Soar text? How can I use my planned innovations to write my own version of a wishing story? Which tools can I use to edit my story? How can I explore instruction texts through drama? How can I familiarise myself with features of an instruction text? How can I use sequencing and bullets points to write instructions? How can I incorporate imperative verbs into instructions? How will I open and close an instruction text? How can I plan innovations and write my own instruction text on how to write a spell to raise a tempest? Which tools can I use to edit my instructions?	characterisation dialogue fantastical celestial illuminating miniature	Resilience
Reading	Study of fiction and non-fiction texts Understanding of key reading skills: vocabulary, inference, prediction, explanation, retrieval, summarising	Continuous assessment of understanding	Oracy skills that will be taught through t Physical - tone, volume, clarity and voice projection Body Language - Gesture posture, body language and Cognitive - Choice of words to convey meaning - Self regulation Social and emotional - Working with others, listening and responding	See The Tempest Scheme of Work written by North West Drama Company Overarching KQ: How can I demonstrate my understanding of the Tempest through a range of dramatic reinactments? How can develop and apply my oracy skills to represent a range of different characters?	power, authority, supernatural, ship, sailor, bosun, storm, tempest, elements, slavery, love, family, betrayal, conjure, duke	Creativity
Science	To set up simple, practical enquiries, comparing and making systematic and careful observations To know how to compare and classify objects To know what a light source is.	Concept cartoon- Cold and hot	Kagan activities Class discussions	LQ: Can I identify common appliances that run on electricity? LQ: How can I represent an electrical circuit using symbols? LQ: How can I show my knowledge of electrical components? LQ: Can I recognise some common conductors and insulators?	Conductors, insulators, electricity, electrical circuits, Component, wire, battery/cell, lightbulb, switch	Resilience



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Geography	To be able to use maps to locate and identify the countries, features and water bodies. Pre: Cold task-Title page Can the children identify key features of a map?	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? How can I compare the human and physical geography of Spain to the UK? How is the climate different in Spain to the UK? Mid term assessment- topographical features of Spain How can I plan and draw an area of Spain to show its features? What are the significant events that can affect a country? What impact do humans have on a locality? How can I create a map?	Geography, Locate, Countries, Countries, United Kingdom, Geographical, Regions, Human, Physical, Features, Hills, Mountains, Cities, Rivers, Valleys, Landlocked, Economic, Ae, climate zones - temperate, tropical, polar, mediterranean, arid, mountainous		
History						
DT	Understand the importance of design in products. Develop basic joining and assembling skills. Explore and evaluate existing products.  Recognise common electrical appliances and their uses. Understand that a simple circuit includes a power source, a load, and a switch. Know that a circuit must be complete for it to work. Understand the role of a switch in opening and closing a circuit.	Designing: Can children design a simple circuit? Making: Can children assemble a simple circuit? Evaluating: Can children test the circuit? Understanding: Can children explain the role of a switch?	Discussion & Explanation: Children explain their design. Collaborative Work: Partner or group discussion. Presentation: Share their finished torch. Questioning & Reflection: Encourage children to reflect on their learning.	How can I make a functional electronic torch? LQ: Can I identify and gather the resources needed to make a torch?	Electrical Components: circuit, power source, load, switch. Design & Making: design, make, test, evaluate. Evaluation: test, improve, evaluate.	
Art	Identify different materials used in products. Select appropriate materials for different purposes. Develop skills in cutting, shaping, and assembling.					



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Computing	t	<p>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.</p> <p>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.</p>	Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.	<p><b>Data Logging using Data Harvest Vu+ data loggers</b></p> <p>I can choose a data set to answer a given question</p> <p>I can suggest questions that can be answered using a given data set</p> <p>I can identify data that can be gathered over time</p> <p>I can explain what data can be collected using sensors</p> <p>I can use data from a sensor to answer a given question</p> <p>I can identify that data from sensors can be recorded</p> <p>I can recognise that a data logger collects data at given points</p> <p>I can identify the intervals used to collect data</p> <p>I can talk about the data that I have captured</p> <p>I can view data at different levels of detail</p> <p>I can sort data to find information</p> <p>I can explain that there are different ways to view data</p> <p>I can propose a question that can be answered using logged data</p> <p>I can plan how to collect data using a data logger</p> <p>I can use a data logger to collect data</p> <p>I can interpret data that has been collected using a data logger</p> <p>I can draw conclusions from the data that I have collected</p> <p>I can explain the benefits of using a data logger</p>	<p>device</p> <p>input</p> <p>automatic</p> <p>environmental data</p> <p>data points</p> <p>logging intervals</p> <p>sensors</p> <p>data capture</p>	Collaboration
RE	<p>How Jesus is inspiring to some people</p> <p>Why festivals are important to some religions</p> <p>Why some people think life is a journey</p>	Pre & post assessment, weekly lessons	Kagan cooperative learning, debate, free discussion	<p>What rules are important? Why is the Golden rule important?</p> <p>What messages are in the 10 commandments?</p> <p>What does Christianity say about how to live a good life?</p> <p>How do people decide what is right or wrong?</p> <p>What do religious stories tell believers about their lives?</p> <p>How have religious teachings helped to affect the world?</p>	<p>religion, world wide view, right, wrong, believes and non-believes, 10 commandments, Beatitudes, temptation, sin, Golden Rules, belief system, paying it forward</p>	Kindness























































