



Aintree Davenhill Medium Term Planning

Year Group: 4

Term: Spring 1

Maths	Science	English
Number and Place Value (Mental Maths) - Read and write numbers with one decimal place - Count on and back in 0.1s, 1s, 10s or 100s from any number up to 10,000 - Count forwards and backwards in equal steps and describe any patterns in the sequence - Order a set of random numbers to at least 10,000 including amounts of money and measures involving decimals - Recall addition and subtraction facts for 100 - Recall multiplication facts for 2, 3, 4, 5, 6, 8 and 9x tables and derive associated division facts - Identify patterns of similar calculations, e.g. if I know 7×8, I also know 0.7×0.8, 70×8, 70×80 etc. - Multiply and divide numbers by 10, including those which have answers to one decimal place - Double any multiple of 10 or 100 - Count in fraction steps, e.g. $\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$ Place Value - Read and - Identify the multiples of 1000 immediately before and after a given number - Round numbers with up to four digits to the nearest thousand - Correctly place any number on a number line with multiples of 1000 marked but not labelled - Correctly place any number on a number line with multiples of 1000 marked but not labelled with a variety of start and end points - Label positive and negative numbers on a demarcated number line - Place temperatures including negative numbers on a number line - Count backwards through zero to include negative numbers - Make a number with 2 decimal places using straws and place value counters - Use pictorial representations such as a 10×10 grid to show that 1 of an object can be found by dividing the object into 100 one hundred equal parts - Understand the hundredths heading in place value columns represents a given number of fractional hundredths, e.g. $\frac{3}{100}$ is equal to 0.03 - Recognise and write decimal equivalents for any number of hundredths less than $10/100$ e.g. $7/100$ is 0.07 - Identify the value of each digit to two decimal places in a variety of ways - Use pictorial representations such as a 10×10 grid (and number lines) to recognise that $1/100$ of an object can be found by dividing $1/10$ of the object into ten equal parts - Recognise that $10/100$ is equivalent to $1/10$ or 0.1 - Recognise that $20/100$ is equivalent to $2/10$ or 0.2 - Write any number of hundredths in fraction and decimal form - Recognise how place value columns relate to money notation i.e. units/ones column relates to the number of £1 coins; tenths column relates to the number of equivalent 10p coins; hundredths column relates to the number of equivalent 1p coins - Recognise that one hundred 1p coins equal £1 - Recognise that each 1p coin is $1/100$ of £1, hence 1p being written as £0.01 which is consistent with the columns in a place value chart - Make a number with 2 decimal places using place value counters and coins (£1, 10p and 1p) - Understand how a number with 2 decimal places can be represented in different ways, e.g. 0.27 can be 27/100 or 2/10 and 7/10 - Compare two or more numbers with ones, tenths and hundredths using concrete materials - Order two or more numbers with ones, tenths and hundredths using concrete materials - Correctly place multiples of 0.01 on a number line with - multiples of 0.1 marked but not labelled - Use concrete materials to model effect of dividing a one-digit or two-digit number by 100 - Describe the effect of dividing a one-digit or two-digit number by 100 Multiplication - Recall and use multiplication and division facts for the 7 multiplication table - Recall and use multiplication and division facts for the 12 multiplication table - Identify and describe the rule in a number sequence by calculating the difference between two adjacent number - Extend number sequences by using the identified rule - Identify and describe the rule in a number sequence by calculating the step size between non-adjacent numbers in the sequence, including counting steps to complement tables facts as well as other steps e.g. 3, 3, 3, 3, 31 - Use partitioning to double a number with ones and tenths, e.g. double 6.8 - Identify factor pairs of a given number within the multiplication tables that they know - Use appropriate factor pairs and commutativity in mental calculations e.g. $300 \times 6 = 3 \times 100 \times 6$ which becomes $3 \times 6 \times 100 = 18 \times 100$ - Use partitioning to calculate a three-digit number multiplied by a single digit number using grid method. - Estimate multiplication by rounding to the nearest multiple of 10 or 100 and using related facts e.g. $384 \times 6 \approx 400 \times 6$ - Solve problems by using partitioning to calculate a three-digit number multiplied by a single digit number using grid method - Estimate multiplication by rounding to the nearest multiple of 10 or 100 and using related facts e.g. $384 \times 6 \approx 400 \times 6$ - Represent multiplication of three numbers using arrays e.g. $2 \times 3 \times 4$ can be shown using a 2×3 array four times - Use commutativity to reorder multiplication of three numbers to simplify the calculation - Use inverse to check the answer to a calculation, e.g. $256 \div 4 = 64$ can be checked by carrying out the following calculation correctly: 64×4 Division - Use partitioning to halve any four digit number where each digit is even - Use partitioning to halve a number with ones and tenths where both digits are even	Sound Programme of Study - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from sounds travel through a medium to the ear - Find patterns between the volume of a sound and the strength of the vibrations that produced it - Recognise that sounds get fainter as the distance from the sound source increases - Sounds can be made in a variety of ways (pluck, bang, shake, blow) using a variety of things (instruments, everyday materials, body) - Sounds travel away from their source in all directions - Vibrations may not always be visible to the naked eye Pitch - Find patterns between the pitch of a sound and features of the object that produced it - Sounds can be high or low pitched - The pitch of a sound can be altered - Pitch can be altered either by changing the material, tension, thickness or length of vibrating objects or changing the length of a vibrating air column - Muffling/blocking sounds - Recognise that vibrations from sounds travel through a medium to the ear - Sounds are heard when they enter our ears (although the structure of the ear is not important key learning at this age phase) - Sounds can travel through solids, liquids and air/gas by making the materials vibrate - Sound travel can be reduced by changing the material that the vibrations travel through - Sound travel can be blocked Working Scientifically - Find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses - Investigate a variety of different materials to discover which provides the best insulation against sound - Make and play their own instruments by using what they have found out about pitch and volume	Reading Word Reading - Use knowledge of root words to understand meanings of words - Use prefixes to understand meanings, e.g. sub-,inter-, anti-,auto- - Use suffixes to understand meanings, e.g. -ation, -ous, -tion, -sion, -ssion, -cian - Read and understand meaning of words on Y3/4 word list – see bottom - Use punctuation to determine intonation and expression when reading aloud to a range of audiences Reading Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts - Regularly listening to whole novels read aloud by the teacher - Analysing and evaluate texts looking at language, structure and presentation - Analysing different forms of poetry e.g. haiku, limericks, kennings - Reading books and texts for a range of purposes and responding in a variety of ways - Analysing and comparing a range of plot structures - Retelling a range of stories, including less familiar fairy stories, myths and legends - Identifying, analysing and discussing themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals - Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes - Learning a range of poems by heart and rehearsing for performance - Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action Discussing their understanding of the text - Explaining the meaning of key vocabulary within the context of the text - Making predictions based on information stated and implied - Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images - Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence - Identifying main ideas drawn from more than one paragraph and summarising these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text Retrieve and record information from non-fiction - Analysing and evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams - Scanning for dates, numbers and names - Explaining how paragraphs are used to order or build up ideas, and how they are linked - Navigating texts to locate and retrieve information in print and on screen Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say - Develop, agree on and evaluate rules for effective discussion - Making and responding to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles Writing Vocabulary, Spelling and Punctuation - Create complex sentences with adverb starters, e.g. Silently trudging through the snow, Sam made his way up the mountain - Create sentences with fronted adverbials for when, e.g. As the clock struck twelve, the soldiers sprang into action - Create sentences with fronted adverbials for where, e.g. In the distance, a lone wolf howled - Use commas to mark clauses in complex sentences - Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock" - Identify, select and effectively use pronouns - Explore, identify, collect and use noun phrases, e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth - Explore, identify and use Standard English verb inflections for writing, e.g. We were instead of we was I was instead of I were, I did instead of I done She saw it instead of she seen it - Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones Composition Plan their writing by: - Reading and analysing narrative, non-fiction and poetry in order to plan and write their own - Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing - Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan Draft and write by:

• Use partitioning to halve any four digit even number where some of the digits are odd e.g. 4524 could be partitioned into 4000 + 500 + 20 + 4 or 4400 + 100 + 24 • Use partitioning to halve any number with ones and tenths where the tenths digit is even e.g. half of 3.6 could be partitioned into 3 + 0.6 or 2 + 1.6 • Divide a two-digit number by a one-digit number using a partitioning strategy e.g. 96 ÷ 4 becomes (80 ÷ 4) + (16 ÷ 4) • Divide three-digit numbers by a single digit number using the chunking method where there is no remainder e.g. 248 ÷ 4 • Divide three-digit numbers by a single digit number using the chunking method, making the calculation more efficient by subtracting more than one multiple of 10 of the divisor e.g. 248 ÷ 4 by subtracting 240 (60 groups of 4) and 8 (2 groups of 4) • Divide three-digit numbers by a single digit number using the chunking method, making the calculation more efficient by subtracting more than one multiple of 10 of the divisor e.g. 248 ÷ 4 by subtracting 240 (60 groups of 4) and 8 (2 groups of 4) • Estimate division by rounding to the nearest multiple of 10 of the divisor and using related facts e.g. 352 ÷ 6 = 360 ÷ 6 • Use inverse to check the answer to a calculation, e.g. 78 × 6 = 468 can be checked by carrying out the following calculation correctly: 468 ÷ 6 • Addition and Subtraction • Recognise calculations that require counting on or back mentally, bridging through a multiple of 10 efficiently • Recognise calculations that require a mental compensation method • Fractions • Where a fraction of an amount cannot be found by using known division facts, use pictorial representations, e.g. bar model, to find non-unit fractions of a set of objects, e.g. 3/8 of 112 • Use pictorial representations, such as fraction strips, to add fractions with the same denominator crossing a ones boundary, e.g. 5/7 + 4/7 = 9/7 • Add fractions with the same denominator crossing a ones boundary by adding the numerators • Use pictorial representations, such as fraction strips, to subtract fractions with the same denominator crossing a ones boundary • Subtract fractions with the same denominator crossing a ones boundary by subtracting the numerators eg. 15/7 – 8/7 = 7/7		• Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense • Planning and writing an opening paragraph which combines the introduction of a setting and character/s • Organising paragraphs in narrative and non-fiction • Linking ideas within paragraphs e.g. fronted adverbials for when and where • Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type Evaluate and edit by: • Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing • Discussing and proposing changes with partners and in small groups • Improving writing in light of evaluation • Perform own compositions for different audiences Use appropriate intonation, tone and volume to present their writing to a range of audiences. Spelling • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt • Use the first three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Learn to spell new words correctly and have plenty of practice in spelling them • Understand how to place the apostrophe in words with irregular plurals (e.g. children's) Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology Handwriting • Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
History	Geography	Computing
The Vikings Chronology Show their increasing knowledge and understanding of the past by: • Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...) • Making some links between and across periods, such as the differences between clothes, food, buildings or transport • Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: • Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind • Understanding some of the ways in which people's lives have shaped this nation • Describing how Britain has influenced and been influenced by the wider world Communication • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology • Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms Enquiry, Interpretation and Using Sources • Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past • Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance • Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources) • Understand some of the methods of historical enquiry, how evidence is used to make historical claims • Use sources as a basis for research from which they will Begin to use information as evidence to test hypotheses Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this		4.2 Hour of Code (CS) Overview: The class will sign up for Hour of Code and work through various challenges. The class can also choose to take part in global coding events. What is coding? Why is coding important? What is visual coding What is an algorithm? What is a program? What is a conditional statement? (IT) I can improve the quality and presentation of my work using editing and formatting techniques. (CS) I can use conditional statements such as "If", "Then" & "When" to control devices / achieve specific outcomes
D.T	Art	Music
	Kapow - Painting and mixing media :Light and dark Tints and Shades • To investigate different ways of applying paint	Changes in Pitch, Tempo and Dynmaics The Singing River To sing in two parts using expression and dynamics To hold own part To sing accurately To sing with expression

	- To mix tints and shades of a colour - Children will describe the differences between paintings using art vocabulary - Children will add different amounts of black paint to mix shades of a colour - Children will add different amounts of white paint to mix tints of a colour Three Dimensions - To use tints and shades to give a three-dimensional effect when painting - Children will describe the way colours change in different lights - Children will add black to make a colour darker and add white to make a colour lighter - Children will use just one original colour in my painting and only change it by adding black, white or water Painting Techniques - To explore how paint can create very different effects - Children will describe how I created a paint effect - Children will use a painting tool in a new way - Children will use tints and shades of colour to make my painted object appear 3D Composition - To consider proportion and composition when planning a still-life painting - Children will explain what composition means - Children will choose and arrange objects to create my own still-life composition - Children will select important detail to include in my composition sketch Still Life - To apply knowledge of colour mixing and painting techniques to create a finished piece - Children will organise the equipment I will need to paint using my chosen technique - Children will show light and dark by using tints and shades of colour - Children will show what I have learned about techniques in the way I paint	To add relevant dynamics to own singing The Listening River To recognise key elements of music To identify the dynamics in the piece To express own opinion of the music and explain why one can identify the mood of the music The Repeating River To perform a vocal ostinato To what an ostinato is and when it might be used To sing my vocal ostinato in time To listen for a cue so it is known when to start To offer suggestions to improve work The Percussive River To create and perform an ostinato. To create a simple ostinato To play an ostinato in time The Performing River To improve and perform a piece of music based around ostinatos To improve own piece so it sounds more like a river To take on board suggestions from others in a group To perform own composed piece using dynamics and tempo change
		Spanish
		Listening - Listen attentively and understand instructions - Recognise and respond to sound patterns and words - Listen and respond to simple rhymes, stories and songs - Listen attentively and show understanding by joining in and responding - Listen for specific words and phrases - Listen for sounds rhyme and rhythm - Follow a short familiar text listening and reading at the same time Speaking - Speak with increasing confidence - Perform simple communicative tasks using single words, phrases and short sentences - Make links between some phonemes, rhymes and spellings, and read aloud familiar words - Recognise questions and negatives and politeness conventions - Ask and answer questions on a topic - Imitate pronunciation and intonation so that others can understand Reading - Respond to written language from a range of sources - Appreciate stories, songs and poems in the language - Recognise some familiar words in written form - Make links between some phonemes, rhymes and spellings - Apply phonic knowledge of the foreign language in order to decode text - Read some familiar words and phrases aloud and pronounce them accurately - Begin to use a dictionary to look words up and find meaning Writing - Experiment with the writing of simple words - Write simple words and phrases using a model Grammar - Nouns - Gender - Singular and plural forms - Definite and indefinite article - Develop an awareness of sound spelling link to be able to write with increasing accuracy - Recognise different word classes e.g. nouns, verbs, adjectives - Personal pronouns I, you, it, they - Recognise and use high frequency verbs - Question words - Develop an awareness of word order Apply knowledge of language rules and conventions when building short sentences
P.E.	P.S.H.E.	R.E.

Netball To protect the ball once we have caught it. To use basic shooting techniques in a game One-to-one marking. To pivot once we have caught the ball. To use quick feet. To use preliminary moves.	Living in the Wider World • To understand what charity is and explain why people donate to charity • To fundraise money for a charity • To explain how to save and the benefits of saving • To explain how to keep safe online • To identify who to talk to if you are worried or scared about something	L2.1 What do different people believe about God? (Part 2) This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God. In this unit, pupils will: • Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). • Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1). • Identify some similarities and differences between ideas about what God is like in different religions (B3). • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).
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