



Aintree Davenhill Medium Term Planning

Year Group: 4

Term: Spring 2

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 and use addition and subtraction facts for multiples of 100 totalling 1000 - Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place) - Use partitioning to double or halve any number, including decimals to one decimal place - Recall multiplication facts for all times tables other than 12x 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 - Count in fraction steps, e.g. $\frac{1}{10}$, $\frac{2}{10}$, $\frac{1}{5}$ Addition and Subtraction - Read and write numbers with one decimal place - Subtract a three-digit number from a three-digit number including crossing the hundreds boundary, e.g. $303 - 196$ - Add more than two numbers with up to four digits using formal written method of columnar addition - Use inverse to check the answer to a calculation, e.g. $4,423 + 2,389 = 6,812$ can be checked by carrying out either of the following calculations correctly: $6,812 - 4,423$ or $6,812 - 2,389$ - Add two numbers with one decimal place using formal written methods of columnar addition with exchange - Use appropriate rounding to estimate the answer to a calculation - Subtract two numbers with one decimal place using formal written methods of columnar subtraction with exchange 2D Shape and Sorting - Know that an angle less than a right angle is called 'acute' Know that an angle between a right angle and a straight angle is called 'obtuse' - Identify acute and obtuse angles where one of the lines is horizontal - Identify acute and obtuse angles where one of the lines is vertical - Identify acute and obtuse angles in any orientation - Compare any two angles less than two right angles where one of the lines is horizontal, identifying which is greater and less - Order more than two angles less than two right angles where one of the lines is horizontal - Compare any two angles less than two right angles where one of the lines is vertical, identifying which is greater and less - Order more than two angles less than two right angles where one of the lines is vertical - Identify a vertical or horizontal line of symmetry in a shape From a set of shapes, identify those with a vertical or horizontal line of symmetry and those without - Complete a simple symmetric figure using a vertical or horizontal line of symmetry where the mirror line cuts the shape in half - Name triangles according to their properties (scalene, isosceles, equilateral) and use the terms regular and irregular - Name quadrilaterals (square rectangle, oblong rectangle, rhombus, parallelogram, kite, trapezium, isosceles trapezium) according to their properties and use the terms regular and irregular - Identify properties of 2-D shapes including: sides – number of sides, where any are equal, parallel and perpendicular vertices – number of vertices, size of angles (right, acute, obtuse and where angles are equal) diagonals – number, if and how they intersect, line symmetry Position and Direction - Describe positions on a 2-D grid as coordinates in the first quadrant - Plot specified points - Plot specified points and draw sides to complete a given polygon - Describe movements between positions as translations of a given unit to the left/right and up/down Area - Know area is a measure of surface within a given boundary - Find the area of irregular shapes (including those with curved sides) by counting squares - Find the area of rectangles presented on squared paper where the sides are horizontal and vertical by counting squares - Use knowledge of arrays to find the area of rectangles by counting squares in groups - Find the area of other rectilinear shapes presented on squared paper where the sides are horizontal and vertical by counting squares in groups Statistics - Explain what a time graph is showing, e.g. a child might describe temperature increasing or decreasing at different times during a day - Answer questions using time graphs by reading from labelled values, e.g. what was the temperature at 3:00pm (where each hour is labelled on the x axis) - Present time graphs from given data using appropriate scales - Answer questions using time graphs by reading from between labelled values, e.g. what was the temperature at 1:30pm (where each hour is labelled on the x axis) Measures - Measure, draw and compare lengths (cm/mm) and use known measurements to make reasonable estimates including numbers to one decimal place - Measure, read and record lengths measured in m and cm Understand how fractions of a metre can be recorded as cm or	Living things and their habitats Programme of Study - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers to living things - Use and make identification keys for plants and animals Working Scientifically - Use and make simple guides or keys [sorting, grouping, comparing, classifying] to explore and identify local plants and animals - Make a guide [sorting, grouping, comparing, classifying] to local living things - Raise and answer questions based on their observations of animals	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, -clan - 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. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i> - 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. <i>haiku, limericks, kennings</i> - 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. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i> - Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i> - 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. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> - 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. <i>whole class, independent reading groups, book circles</i> Writing 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: - 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

m using decimals - Use the relationship between different units of length to identify the calculation necessary for conversion, e.g. to convert from m to cm, multiply the number of m by 100 - Measure mass (kg/g) and use known measurements to make reasonable estimates including numbers to two decimal places - Compare the mass of different objects including numbers to two decimal places - Measure volume/capacity (l/ml) and use known measurements to make reasonable estimates including numbers to two decimal places - Compare the volume/capacity of different objects including numbers to two decimal places		- 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
	Rivers Locational Knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America - Name and locate counties and cities of the United Kingdom - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place Knowledge - A region of the United Kingdom - A region within South America Human and Physical Geography - Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle - 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 Mapping - Use a wider range of maps (including digital), atlases and globes to locate countries and features studied - Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans - Use maps at more than one scale - Recognise that larger scale maps cover less area - Make and use simple route maps - Recognise patterns on maps and begin to explain what they show - Use the index and contents page of atlases - Label maps with titles to show their purpose - Recognise that contours show height and slope - Use 4 figure coordinates to locate features on maps - Create maps of small areas with features in the correct place - Use plan views - Recognise some standard OS symbols - Link features on maps to photos and aerial views - Make a simple scaled drawing e.g. of a section of the River Alt - Use a scale bar to calculate some distances - Relate measurement on large scale maps to measurements outside Fieldwork - Use the eight points of a compass - Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices - Make links between features observed in the environment to those on maps and aerial photos Enquiry and Investigation - Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes - Make comparisons with their own lives and their own situation Show increasing empathy and describe similarities as well as differences	4.1 Fake or Real (DL) Overview: Fake news has become commonplace in society and children are very much part of those who are reading fake news on a daily basis. This module will aim to make them aware of Fake News, give them the skills to consider each piece of news they read on its own merits and decide what is real or fake. (DL) I can explain what Fake News is. (DL) I can explain how social media is used to help Fake News Spread. (DL) I can analyse data and make informed judgements about the validity of that data. (DL) I can use a search engine and I am aware that not everything I read online is correct. (DL) I can identify Fake News Stories. (DL) I can evaluate information presented to me to make informed choices about what is Fake News. (DL) I can be critical in my analysis of data. (DL) I can explain what Fake News is.
D.T	Art	Music
Kapow – Making a Slingshot Car Designing a shape that reduces air resistance. - Drawing a net to create a structure from. - Choosing shapes that increase or decrease speed as a result of air resistance. - Personalising a design. - Measuring, marking, cutting and assembling with increasing accuracy. - Making a model based on a chosen design. - Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. - To understand that all moving things have kinetic energy. - To understand that kinetic energy is the energy that something (object/person) has by being in motion. - To know that air resistance is the level of drag on an object as it is forced through the air. - To understand that the shape of a moving object will affect how it moves due to air resistance.		Haiku, Music and Performance Describing Blossom To describe the festival of Hanami using words and sounds To choose descriptive words to describe Hanami To use own voice to make the sound of the word match its description Sounds of Blossom To represent a blossom tree using sounds. To recognise and name the musical features of the Cherry Blossom piece (interrelated dimensions of music, e.g. tempo, dynamics, timbre.) To describe how the musical features represent blossom sounds. To create own blossom sounds. Blossom Haiku To identify different musical features To use descriptive vocabulary

		To recognise and name the musical features (interrelated dimensions of music, e.g. tempo, dynamics, timbre) To explain what each dimension is describing Haiku Melodies To work as a group to create a piece of music to celebrate Hanami To work as part of a group To create music inspired by cherry blossom Haiku Performance To perform a piece of music to celebrate Hanami To perform as part of a group To sing a melody in tune To play sound effects at the same time
		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 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 few topics - 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 - Read and understand a range of familiar written phrases - Follow a short familiar text listening and reading at the same time - 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 - Write some phrases from memory - Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory 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 - Simple adverbs of time (time phrases including o'clock) - 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.
Handball To protect the ball from our opponent after catching it, Basic overarm shooting technique To build an attack in a team using a 3-man weave. To perform turns on the move to get back and defend. To perform a 7-metre throw with power and accuracy. To use a throw-off to restart a game. Fitness (Foundations) To choose our own pace when exercising. The difference between static and dynamic balancing. The name of some of our core muscles. To use our power and determination to jump higher in leapfrog. To know what range of motion is through different types of stretches. To challenge ourselves in increasingly difficult tasks.	Living in the Wider World - To understand how stereotypes can label people - To explain how to break gender stereotypes - To explain how and why to share emotions - To explain how to keep your mind healthy - To explain trust online - To explain critical thinking skills	L2.3 Why is Jesus so inspiring to some people? This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered and inspiring figure by Christians – and by many other people too. Pupils will: - Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus (B1). - Suggest some ideas about good ways to treat others, arising from their learning (C3). - Make connections between some of Jesus' teachings and the way Christians live today (A1). - Describe how Christians celebrate Holy Week and Easter Sunday (A1). - Identify the most important parts of Easter for Christians and say why they are important (B1). - Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). - Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1). - Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).

