

Aintree Davenhill Medium Term Planning



Year Group: 4

Term: Summer 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 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 up to 12 x 12 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. $\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$ Place Value - Identify, represent and estimate numbers using different representations (including the number line) - Find 0.1, 1, 10, 100 or 1,000 more or less than a given number - Order and compare numbers beyond 1,000 - Compare numbers with the same number of decimal places saying which number is more or less and use $<$, $>$ and $=$ correctly. Pay particular attention to numbers that have the same digits, e.g. 115.62 and 161.52 - Order numbers with the same number of decimal places saying which numbers are greater or less. Pay particular attention to numbers that have the same digits, e.g. 65.12, 21.56 and 26.15 - Round any number to the nearest 10, 100 or 1,000 - Identify the whole numbers immediately before and after a number to one decimal place where the number is less than 10 - Round numbers with one decimal place to the nearest whole number where the number is less than 10 - Identify the whole numbers immediately before and after a number to one decimal place where the number is up to 10,000 - Round numbers with one decimal place to the nearest whole number where the number is up to 10,000 - 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 Addition and Subtraction - Partition a four-digit number without the use of practical equipment into two groups in different ways where one group is appropriate to the context e.g. $1,500 + 2,643 = 1,500 + 2,500 + 143$ - Mental addition strategies – whole numbers and decimals incl. add a number with one decimal place to another where the ones boundary is crossed, e.g. $14.7 + 8.6$ (This could be supported by jottings or a number line) - Mental subtraction strategies – whole numbers and decimals incl. subtract a number with one decimal place from another where the ones boundary is crossed, e.g. $14.2 - 5.6$ (This could be supported by jottings or a number line) (Recap) Mental calculation strategies – whole numbers and decimals - Select a mental strategy appropriate for the numbers involved in the calculation (counting on, partitioning, bridging, reordering, compensation) - Use mental calculation strategies to calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - Add more than two numbers with up to one decimal place using formal written methods of columnar addition with exchange, e.g. $268 + 34.7 + 356.5$ - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why - Subtract two numbers with one decimal place using formal written methods of columnar subtraction with exchange where the greater number has 0 as a place holder, e.g. $50.7 - 23.8$ - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why - Estimate; use inverse operations to check answers to a calculation - Solve addition and subtraction problems involving missing numbers - Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally without a jotting, use a jotting, written method) - Describe and extend number sequences involving counting on or back in different steps Multiplication and Division and Measures - Use related facts to multiply 10×20 (by doubling then multiplying by 10) - Recognise and use factor pairs and commutativity in mental calculations - Recap mental multiplication strategies: compensation, partitioning (incl. doubling), factor pairs, multiplying by 0 and 1, multiplying together three numbers - Recap mental division strategies (halving, dividing by 1, partitioning, related facts) - Select a mental strategy appropriate for the numbers involved in the calculation - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (grid method)	Animals, including humans (Teeth, Eating and Digestion) Programme of Study - Describe the simple functions of the basic parts of the digestive system in humans - Identify the different types of teeth in humans and their simple functions - Construct and interpret a variety of food chains, identifying producers, predators and prey - Describe how teeth and gums have to be cared for in order to keep them healthy Working Scientifically - Compare the teeth of carnivores and herbivores - Suggest reasons for differences - Finding out what damages teeth and how to look after them - Draw and discuss their ideas about the digestive system and compare them with models or images	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. <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

- Solve problems involving multiplying and adding, including using the distributive law to multiply two and three digit numbers by one digit, integer scaling problems - Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, harder correspondence problems such as n objects are connected to m objects - Divide three-digit numbers by a single digit number efficiently using the chunking method where there is a remainder e.g. $176 \div 6$, and interpret remainders appropriately for the context - Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy - Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) - Solve problems involving converting from years to months; weeks to days - Solve problems involving converting from hours to minutes; minutes to seconds Area - Find the area of rectilinear shapes by counting squares in groups (where sides are horizontal or vertical) - Find the area of rectangles (and rectilinear shapes) presented on squared paper where the sides are not horizontal and vertical by counting half squares		- 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 Tudors – The Changing Power of the Monarchs Chronology Show their increasing knowledge and understanding of the past by: - Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>) - Making <i>some</i> 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 <i>some</i> 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 - 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 <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past - Use <i>some</i> 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 <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>) - 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		4.3 Dinosaurs (IT) In this activity the children will make their own blockbuster. They will learn all about filming techniques and storytelling skills. Can you write a script? Can you create a storyboard? Can you make a film? Can you master basic filming techniques? Can you edit video clips? Can use AR and special effects? Can you create and add music to a film? (IT) I can use various video techniques to create a film. (IT) I can create a short film by using a green screen. (IT) I can plan my film using a storyboard.
D.T	Art	Music
	- Kapow- Craft and design: Fabric of nature Inspired by the Rainforest - To understand starting points of a design process - Children will describe images and objects using art vocabulary. - Children will select images that interest me to draw. - Children will gather images, shapes and colours together, identifying a mood/theme. One Picture, Four Views - To explore techniques to develop imagery. - Children will discuss the inspiration for an artist's work. - Children will choose interesting sections of one picture to draw. - Children will use materials and tools to show colour and texture. Creating Patterns - To explore using a textile technique to develop patterns - Children will discuss the work and patterns created by William Morris. - Children will create a pattern using a drawing. - Children will develop a pattern using inspiration taken from research. Repeating Patterns - To learn how to create a repeating pattern	Samba and carnival sounds and instruments (Theme: South America) Introduction to Samba To recognise and identify the main features of samba music To know what samba music is and where it comes from To understand why samba music is used To identify the main features of samba music Pulse and rhythm To understand and play syncopated rhythms To play on the off beat To recognise the on beat To play a syncopated rhythm Samba rhythms To play syncopated rhythms as part of a group To play in time To hold own part To play a syncopated rhythm Composing a break To compose a basic rhythmic break To play in time To hold own part To play a syncopated rhythm To compose a simple break

	• Children will identify where a pattern repeats. • Children will create a repeating pattern. • Children will develop a pattern by adding extra detail. Fabric Design • To understand how art is made for different purposes. • Children will recognise and compare different methods of creating printed fabric. • Children will evaluate my patterns to consider successes and improvements. • Children will consider how my designs could be used for a product.	Samba performance To perform rhythmic breaks within the samba piece To play in time and hold own part To play at the correct time within a group To perform a break with accuracy 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 several topics • Imitate pronunciation and intonation so that others can understand • Memorise language and present ideas and information e.g. a short presentation about self / role play 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 • Use cognates and familiar language to help deduce 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 • Develop an awareness of the place of the adjective in the sentence • Develop an awareness of adjectival agreements • 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.
Rounders To hit the ball in different directions. To run between the posts and avoid getting stumped out. To intercept the ball using one hand. To underarm bowl, abiding by the rules of bowling. To play the role of backstop in a small game. The rounders scoring system and using it in a game. Gymnastics 1 To perform a 6-element sequence that uses changes in speed and direction. To use the STEP principle to create and perform a partner sequence. To take weight on our hands, showing control. To develop a sequence using compositional ideas, e.g. pathways To co-operate as a group to refine a short sequence. To compare and judge sequences.	Relationships • To identify the qualities of a good friend • To understand a growth mind-set and how it can affect us • To understand rights in a friendship and to explain why it is important to know these rights • To understand responsibilities in a friendship and explain why it is important to know these responsibilities • To understand healthy friendships and saying no • To explain how to keep your mind healthy	L2.9 What can we learn from religions about deciding what is right and wrong? This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer. Pupils will: • Recall and talk about some rules for living in religious traditions (B2). • Find out at least two teachings from religions about how to live a good life (C3). • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3). • Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).

