

**Medium Term Planning Year 4 Term 2 lively Lincolnshire**

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| **English** | **Maths** | **Science** | **History** |
| **Can I write using persuasive features?**   1. To understand texts (I can draw inferences from reading. I can justify inferences with evidence. I can predict. I can recall can summarise ideas. I can ask questions and improve my understanding of the text. I can use similes). 2. To organise writing appropriately (I can use connectives for time and attention). To use imaginative description (I can use alliteration). To understand texts (I can recall and summarise ideas). To use sentences appropriately (I can write sentences that include rhetorical questions). To write with purpose (I can plan my writing). 3. To write with purpose (I can write and draft my work. I can edit and improve my work. I can transcribe). To describe music (I can understand layers of music and discuss their effect on mood and feeling).   **Can I write an interesting narrative?**   1. To understand texts (I can predict). To develop a wide range of interesting vocabulary (I can use vocabulary that is appropriate for the topic).To join letters, deciding which letters are best left un-joined). To use sentences appropriately (I can write sentences that include conjunctions. I can use a complex sentences). 2. To write sentences appropriately (I can write sentences that include direct speech. To punctuate correctly (I can use commas after fronted adverbials). To use imaginative description (I can create characters settings and plots). To write with purpose (I can plan and write a narrative). 3. To write with purpose (I can plan and write a narrative). To write with purpose (I can edit and improve my work). To present neatly (I can make my handwriting legible).   **Can I use rhyme to write a poem?**   1. To understand texts (I can discuss words and phrases that capture the imagination). To understand texts (I can identify how language, structure and presentation contribute to the meaning). To use imaginative description (I can use alliteration). To write with purpose (I can plan). To write with purpose (I can edit and transcribe).   **Can I write a fable?**   1. To listen carefully can understand (I can engage in discussions and make relevant points. To understand texts (I can identify recurring themes and elements of stories). To write sentences appropriately (I can write sentences that include adverbs).To write sentences appropriately (I can write sentences that include direct speech). To write with purpose (I can plan my writing). 2. To write with purpose (I can draft my writing). To write with purpose (I can edit and improve my writing). To present neatly (I can join letters). To understand texts (I can justify inferences with evidence).   **Can I use a story to write a non-chronological report?**   1. To understand texts (I can retrieve and record inform). To punctuate accurately (I can use the possessive apostrophe). To develop a wide range of interesting vocabulary (I can use interesting adjectives, adverbial phrases and noun phrases). To use sentences appropriately (I can use compound sentences). 2. To write with purpose (I can plan my writing). To write with purpose (I can draft my writing). To write with purpose (I can draft my writing). To write with purpose (I can edit and improve my writing). To present neatly (I can make my handwriting legible.   **Can I write Haiku based on nature?**   1. To understand texts (I can prepare and read aloud poems with expression volume, tone and intonation). To understand texts (I can ask questions to improve understanding of texts). To use imaginative description (I can use similes). To write with purpose (I can edit and improve my writing). To present neatly (I can join letters). | **Can I multiply using my times table knowledge?**   1. To multiply and divide (I can multiply and divide by 0, 1, 10 and 100). 2. To multiply and divide (I can find factor pairs and multiples. I can multiply and divide by 6, 9, 7, 11 and 12). 3. To multiply and divide (I can use the written method of multiplication to multiply 2 digits by 1 digit). 4. To multiply and divide (I can multiply 3 digits by 1 digit. I can multiply more than 2 numbers. I can problem solve). 5. To multiply and divide (I can divide 2 digits by 1 digit. I can divide with remainders). 6. To multiply and divide (I can divide 3 digits by 1 digit. I can problem solve).   **Can I use measurement accurately?**   1. To use measurement accurately (I can understand area. I can measure area using squares). To use measurement accurately (I can make shapes using area). 2. To use measurement accurately (I can make shapes using area. I can compare area). To use measurement accurately ( I can tell the time). 3. To use measurement accurately (I can tell time. I can convert time. I can use units of time)   **Can I use fractions?**   1. To understand and use fractions (I can use 10ths and 100ths. I can make equivalent and simplified fractions). 2. To understand and use fractions (I can understand fractions mixed and improper fractions. I can count in fractions. I can add fractions). 3. To understand and use fractions (I can subtract fractions. I can subtract fractions from whole numbers. I can find fractions of quantity and problem solve using fractions). | **Do I know why we need plants and how they work?**   1. To understand plants (I can identify different plants). 2. To understand plants (I can identify and describe the functions of flowering plants). 3. To understand plants (I can explain the requirements plants need to survive and grow and how these change). 4. To understand plants (I can investigate how water is transported within plants). 5. To understand plants (I can explore the role of the flower in the life cycle). 6. To understand plants (I can explore the role of the flower in the life cycle).   **What is evolution and how does it work?**   1. To understand evolution and inheritance (I recognise living things have changed over time). 2. To understand evolution and inheritance (I recognise that fossils provide information about thigs that inhabited the earth millions of years ago). 3. To understand evolution and inheritance (I can identify how plants and animals including humans resemble their parents in many features). 4. To understand evolution and inheritance (I can identify how plants and animals are adapted to suit their environment). | **Who was the Lincoln imp?**   1. To investigate and interpret the past (I can describe different accounts of historic events, explaining why they may differ).   **How important is Lincoln Castle to Lincolnshire?**   1. To communicate historically (I can suggest causes and consequences of some of the main events and changes in history).   **What was it like to be a prisoner in Lincoln Castle? / How diverse is Lincolnshire?**   1. To Build and overview of world history (I can describe attitudes of a past society). To Build and overview of world history (I can describe religious diversity of the past society).   **Why is Bomber command important to Lincolsnhire? /What does the Lincolnshire flag look like?**   1. To build an overview of world history (I can describe the characteristic features of the past including experiences of men, women and children. To communicate historically (I can use English skills to communicate information about the past). To communicate historically (I can use appropriate historical vocabulary).   **How has Sleaford changed?**   1. To build an overview of world history (I can describe changes that have happened in the locality of the school). |

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| Geography | Art | Design | Computing | MFL | RE | PSHE | Music |
| **Where is Lincolnshire?**   1. To investigate places (I can use a map to locate countries and describe features).To investigate places (I can ask and answer questions). To communicate geographically (I can describe key aspects of physical features.   **How has Sleaford changed?**   1. To investigate places (I can use field work to observe and record human feature of the local area).   **What are the physical features of Sleaford?**   1. To investigate places (I can ask questions about the physical characteristics of a location).   **How does Sleaford compare to other countries in the UK?**   1. To investigate places (I can answer questions about the physical characteristics of a location). To investigate places (I can locate countries and cities in the UK and identify their human and physical features).   **How does Sleaford compare to other countries in Europe? /What did Sleaford used to look like?**   1. To investigate places (I can name and locate countries of Europe and identify their main physical and human characteristics). To investigate and interpret the past (I can use evidence to ask questions and find answers to questions about the past).   **What was the river Slea used for and how has it changed?**   1. To investigate patterns (I can describe how the locality of the school has changed over time). | **Who is Phil Bowman?**   1. To develop ideas (I can explore Ideas and collect visual information).   **Can I create abstract backgrounds?**   1. *To master painting techniques (I can use watercolours to create backgrounds).*   **Can I take inspiration from Phil Bowman?**   1. *To master painting techniques (I can mix colours effectively).*   **How can I show Lincolnshire in an abstract form?**  9- *To master painting techniques (I can plan my art).* | **Can I create the Lincolnshire flag?**  6-To master practical skills (I can use textiles by understanding the need for a seam allowance, use cross stitch and back stitch). To master practical skills (I can join textiles by selecting the most appropriate stitching and gather fabric).  **Can I write grow and cook my own ingredients?**  *12- To master practical skills in food (I can prepare and measure ingredients and follow and cook according to a recipe).* | **Can I design and construct a database to report my historical and geographical findings of Sleaford?**   1. To collect (I can design and construct databases). Ongoing during topic lessons | **Can I create a shopping list in French?**   1. *To read fluently (I can use translation dictionary and glossary to look up new words)* 2. *To speak confidently (I can understand the main points from spoken passages).* 3. *To speak confidently (I can ask others to repeat words or phrases).* 4. *To read fluently (I can read short texts independently).* | **Can I develop my understanding of Buddhism?**   1. To learn about Buddhism (I understand beliefs expressed by Buddhists). 2. To learn about Buddhism (I understand pilgrimage). 3. To learn about Buddhism (I understand Buddhist journeys). 4. To learn about Islam (I understand what the Quran teaches Muslims about how they should treat each other). 5. To learn about Islam (I understand how Muslim teaching guides Muslims act in the world).   11- To learn about Islam (I understand how Muslim beliefs are expressed in practice). | **Do I know what my hopes and dreams are?**   1. To talk about hopes and dreams (I can tell you about my hope and dreams). 2. To talk about hopes and dreams (I understand that sometimes hopes and dreams do not come true and that this can hurt). 3. To talk about hopes and dreams (I know that reflecting on positive experiences can help me to counteract disappointment). 4. To talk about hopes and dreams (I know how to make a new plan and set goals even if I have been disappointed). 5. To talk about hopes and dreams (I know how to plan out the steps to achieve my goal and do this successfully as part of a group). 6. To talk about hopes and dreams (I can identify the contributions made by myself and other’s towards a group achievement).   **Do I have a healthy mind-set?**   1. To have a healthy mind-set (I can recognise how friendship groups are formed, how I fit into them and the friends I value the most). 2. To have a healthy mind-set (I can recognise the changing dynamics between people in different groups, see who takes on which role and understand the roles I take in different situations). 3. To have a healthy mind-set (I understand facts about smoking and its effects on health and also some of the reasons people start to smoke). 4. To have a healthy mind-set (I understand the facts about alcohol and the effects it can have on health and also some of the reasons people start to drink alcohol). 5. To have a healthy mind-set (I recognise when people are putting me under pressure and ways I can resist this when I want). 6. To have a healthy mind-set (I know myself well enough to know what is right and wrong). | **Can I compose my own music?**   1. *To compose (I can use digital technologies to compose music).* 2. *To compose music (I can understand different elements to a song).* 3. *To compose (I can choose, order, combine and control sounds to make an effect).* 4. *To compose (I can use digital technologies to compose music).* |