

**Medium Term Planning Year 4 Term 1 Lively Lincolnshire**

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| **English** | **Maths** | **Science** | **History** |
| **How can I write an effective mystery narrative?**  **Fiction – Mystery (The Iron Man)**  **1 –** To use word classes accurately (I can identify and use verbs including modals)  **2 –** To write for effect (I can use a mixture of simple, compound and complex sentences)  **3 –** To write for effect (I can describe characters, settings and plots to engage the reader)  **4 –** To write for effect (I can use direct speech)  **5 –** To comprehend (I can identify how language, structure and presentation contribute to meaning)  **6 –** To use word classes accurately (I can identify and use verbs including modals)  **7 –** To organise my writing (I can use the correct structure and features for my purpose and text type)  **8 –** To comprehend (I can recall and summarise main ideas) To discuss, question and justify (I can predict)  **9 -** To discuss, question and justify (I can identify how language, structure and presentation contribute to meaning)  **10 –** To vary sentence structure (I can use a mixture of simple, compound and complex sentences)  **11 –** To organise my writing (I can use the appropriate perspective)  **12 –** To read fluently and accurately (I can prepare poems and plays to read aloud with expression, volume, tone and intonation)  **13 –** To discuss, question and justify (I can justify inferences with evidence)  **14 –** To write for a purpose (I can use techniques used by authors to create characters and settings)  **15 –** To write for a purpose (I can plan)  **16, 17, 18 –** To write for a purpose (I can write, edit and improve)  **19, 20 –** To write for a purpose (I can write purposefully) To present neatly (I can increase the legibility, consistency and quality of my writing)  **How can I write an engaging explanation text?**  **Non-fiction – Explanation text (Varmints)**  **1 –** To write for effect (I can use noun phrases with modifying adjectives and prepositional phrases)  **2 –** To write for effect (I can use sophisticated conjunctions)  **3 –** To write for effect (I can identify and use figurative language effectively – personification)  **4 –** To use word classes (I can identify and use adverbs and adverbial phrases to add detail) To comprehend (I can sequence events)  **5,6 –** To organise my writing (I can use the appropriate perspective)  **7 –** To discuss, question and justify (I can express an opinion)  **8 –** To write for a purpose (I can write purposefully) To write for effect (I can identify and use figurative language effectively)  **9 –** To organise my writing (I can organise paragraphs around a theme)  **10 –** To vary sentence structure (I can vary the way sentences begin)  **11 –** To write for a purpose (I can plan)  **12, 13, 14, 15 –** To write for a purpose (I can write, edit and improve)  **16 –** To write for a purpose (I can write purposefully) To present neatly (I can increase the legibility, consistency and quality of my writing)  **How can I write an interesting sequel?**  **Fiction – Sequel story (FArTHER)**  **1 –** To discuss, question and justify (I can predict)  **2 –** To comprehend (I can ask questions to improve my understanding)  **3 –** To write for effect (I can describe characters, settings and plots to engage the reader)  **4 –** To use word classes (I can identify and use verbs)  **5 –** To discuss, question and justify (I can express an opinion)  **6 –** To comprehend (I can recall and summarise main ideas and I can sequence events)  **7/8 –** To write for a purpose (I can write purposefully)  **9 –** To vary sentence structure (I can use a mixture of simple, compound and complex sentences)  **10 –** To organise my writing (I can use the correct structure and features for my purpose and text type)  **11 –** To write for a purpose (I can plan)  **12,13, 14, 15 –** To write for a purpose (I can write, edit and improve)  **16 -** To write for a purpose (I can write purposefully) To present neatly (I can increase the legibility, consistency and quality of my writing)  **How can I write an effective explanation text?**  **Non-fiction – Explanation text (Until I Met Dudley)**  **1 –** To write for effect (I can make relevant word choices)  **2 -** To write for a purpose (I can write purposefully)  **3 –** To use word classes (I can use prepositions to mark place or time)  **4/5 –** To write for effect (I can use noun phrases with modifying adjectives and prepositional phrases)  **6 –** To write for a purpose (I can plan)  **7,8,9,10 –** To write for a purpose (I can write, edit and improve)  **11 -** To write for a purpose (I can write purposefully) To present neatly (I can increase the legibility, consistency and quality of my writing)  **Guided Reading**  **Non-fiction – Mary Anning: The Girl who Cracked Open the World**  **Week 1 – Pages 1-11**  **Week 2 – Pages 12 -21**  **Week 3 – Pages 22 -32**  **Non-fiction – Death of the Dinosaurs**  **Week 4 – Pages 1-11**  **Week 5 - Pages 12-24**  **Fiction – The Song of Sky and Sand**  **Week 6 – Chapter 1**  **Week 7 – Chapter 2**  **Week 8 – Chapter 3**  **Week 9 – Chapter 4**  **Week 10 – Chapter 5 and 6** | **How can I understand place value to 10,000?**  **Place value**  **1 –** To know and use numbers (I can read and represent numbers to 1,000)  **2 –** To know and use numbers (I can understand 100s, 10s and 1s)  **3 –** To know and use numbers (I can use number lines to 1,000)  **4/5 –** To know and use numbers (I can round to the nearest 10)  **6–** To know and use numbers (I can round to the nearest 100)  **7 –** To know and use numbers (I can count in 100s)  **8 –** To know and use numbers (I can represent 4 digit numbers)  **9 –** To know and use numbers (I can understand 1000s, 100s, 10s and 1s)  **10 –** To know and use numbers (I can use partitioning)  **11/12 –** To know and use numbers (I can use number lines to 10,000)  **13 –** To know and use numbers (I can find 1, 10, 100 more or less)  **14 –** To know and use numbers (I can find 1,000 more or less)  **15/16 –** To know and use numbers (I can compare 4-digit numbers)  **17 –** To know and use numbers (I can order numbers to 10,000)  **18 –** To know and use numbers (I can round to the nearest 1,000)  **19 –** To know and use numbers (I can count in 25s)  **20/21 –** To know and use numbers (I can understand negative numbers)  **22/23 –** To know and use numbers (I can recognise and represent numbers using roman numerals)  **How can I add and subtract accurately and efficiently?**  **Addition and subtraction**  **1 –** To add and subtract (I can add and subtract 1s, 10s, 100s and 1000s)  **2 –** To add and subtract (I can add two 3-digit numbers – not crossing 10 or 100)  **3 –** To add and subtract (I can add two 4-digit numbers – no exchange)  **4 –** To add and subtract (I can add two 3-digit numbers – crossing 10 or 100)  **5 –** To add and subtract (I can add two 4-digit numbers – crossing 10 or 100)  **6 –** To add and subtract (I can add two 4-digit numbers – more than one exchange)  **7 –** To add and subtract (I can subtract a 3 digit number from a 3 digit number – no exchange)  **8 –** To add and subtract (I can subtract two 4-digit numbers – no exchange)  **9 –** To add and subtract (I can subtract a 3-digit number from a 3-digit number – exchange)  **10 –** To add and subtract (I can subtract two 4 digit numbers with one exchanges)  **11 –** To add and subtract (I can subtract two 4-digit numbers with more than one exchange)  **12 –** To add and subtract (I can use efficient subtraction/ equivalent difference)  **13 –** To add and subtract (I can estimate answers)  **14 –** To add and subtract (I can use checking strategies)  **How can measure lengths accurately?**  **Measures**  **1 –** To use measures (I can use equivalent lengths – m and cm)  **2 –** To use measures (I can use equivalent lengths – mm and cm)  **3 –** To use measures (I can understand kilometres)  **4 –** To use measures (I can add lengths)  **5 –** To use measures (I can subtract lengths)  **6 –** To use measures (I can measure perimeter)  **7 –** To use measures (I can find perimeter on a grid)  **8 –** To use measures (I can find the perimeter of a rectangle)  **9 –** To use measures (I can find the perimeter of rectilinear shapes)  **How can I multiply and divide?**  **Multiplying and dividing**  **1** - To multiply and divide (I can multiply by 10)  **2** - To multiply and divide (I can multiply by 100)  **3** - To multiply and divide (I can divide by 10)  **4** - To multiply and divide (I can divide by 100)  **5** - To multiply and divide (I can divide by 1 and itself)  **6** - To multiply and divide (I can multiply and divide by 3)  **7** - To multiply and divide (I can show I know the 3 times table)  **8** - To multiply and divide (I can multiply and divide by 6)  **9** - To multiply and divide (I can use the 6 times table and division facts)  **10** - To multiply and divide (I can multiply and divide by 9)  **11** - To multiply and divide (I can use the 9 times table and division facts)  **12** - To multiply and divide (I can multiply and divide by 7)  **13** - To multiply and divide (I can use the 7 times table and division facts) | **How can I compare and group materials?**  **Chemistry**  **1\2**  To investigate materials (I can compare and group materials according to whether they are solids, liquids or gases)  **How does heating and cooling change materials?**  **Chemistry**  **3/4**  To investigate materials (I can observe some materials change state when heated or cooled and measure the temperature at which this happens)  **How does evaporation and condensation work and does it affect the Water Cycle?**  **Chemistry**  **5/6**  To investigate materials (I can identify the part played by evaporation and condensation in the water cycle and link evaporation to temperature)  **How can I identify an electrical appliance?**  **Physics**  **1**  To investigate electrical circuits (I can identify common appliances that run on electricity)  **How can I construct a simple circuit?**  **Physics**  **2/3**  To investigate electrical circuits (I can construct a simple circuit and identify and name its basic parts)  **How can I recognise a complete circuit?**  **Physics**  **4**  To investigate electrical circuits (I can identify whether or not a lamp will light on a circuit based on if it is complete or not)  **How can I identify common conductors and insulators?**  **Physics**  **5/6**  To investigate electrical circuits (I can recognise common conductors and insulators) | **Why was Cogglesford Mill in Sleaford significant?**  **1**  To investigate and interpret the past (I can use evidence to ask questions and find answers to those questions in about past)  **How important were the Carre family?**  **2**  To build an overview of world history (I can describe changes that have happened in Britain from ancient times)  To communicate historically (I can use appropriate historical vocabulary including dates, time periods, era, change and chronology)  **What was better: the waterways or the railways?**  **3/4**  To investigate and interpret the past (I can suggest suitable sources of evidence for historical enquiries)  To communicate historically (I can use English, Maths and ICT skills to communicate information about the past)  **How did the Bass Maltings impact Sleaford?**  **5**  To build an overview of world history (I can describe changes that have happened near the school throughout history)  **How has daily life in Sleaford changed?**  **6**  To build an overview of world history (I can describe changes that have happened in Britain from ancient times)  To communicate historically (I can use appropriate historical vocabulary including dates, time periods, era, change and chronology) |

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| Geography | Art | Design and Technology | Computing | MFL | RE | PSHE | Music |
| **What makes Lincolnshire ‘lively’? (pre-mind map)**  **1**  To investigate places (I can ask and answer geographical questions about characteristics of a location)  **What is Lincolnshire and where is it?**  **2**  To investigate places (I can name and locate countries and cities of the UK and their identifying human and physical characteristics)  **How are rivers like the Slea and Witham formed?**  **3**  To communicate geographically (I can describe key physical features - rivers)  **What is ‘The Wash’ and why is it significant?**  **4**  To communicate geographically (I can describe key physical features – rivers and the water cycle)  **How is the land in Lincolnshire used and has this changed over time?**  **5**  To communicate geographically (I can describe key human features – settlements and land use)  To investigate places (I can name and locate countries and cities of the UK and their identifying human and physical characteristics and how some of these things have changes over time – land use)  **What physical and human features can I find in Sleaford?**  **6**  To investigate places (I can use fieldwork to observe and record the human and physical features in the local area using a range of methods)  **How have the physical and human features of Sleaford changed over time?**  **7**  To investigate patterns (I can describe how the locality of the school has changed over time)  To investigate places (I can ask and answer geographical questions about characteristics of a location)  **How likely is an earthquake in Lincolnshire?**  **8**  To communicate geographically (I can describe physical features – earthquakes)  **What are compass points and how can I use them?**  **9**  To communicate geographically (I can use the eight points of a compass to communicate knowledge of the UK)  **What makes Lincolnshire ‘lively’? (post-mind map)**  **10**  To investigate places (I can ask and answer geographical questions about characteristics of a location) | **How can I mix colours effectively?**  **1**  To paint (I can mix colours effectively)  **How can I use colour to express emotions?**  **2**  To paint (I can experiment with creating mood and colour)  **How do different paintbrushes change my painting style?**  **3**  To paint (I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines)  **Who was Van Gogh and why do we remember his artwork?**  **4/5**  To take inspiration from the greats (I can replicate some of the techniques of notable artists)  To paint (I can use watercolours to produce washes for backgrounds and then add detail)  **How can I create my own original Van Gogh inspired piece?**  **6/7**  To take inspiration from the greats (I can create original pieces that are influenced by the studies of others) | **What is Lincolnshire Plum Bread?**  **1**  To take inspiration from design throughout history (I can disassemble products to understand how they work)  **How could I improve Lincolnshire Plum Bread?**  **2**  To take inspiration from design throughout history (I can improve upon existing designs giving reasons for my choices)  **How can I prepare food hygienically and accurately?**  **3/4**  To master practical skills (I can prepare ingredients hygienically using appropriately utensils, measure ingredients to the nearest gram accurately, follow a recipe and assemble or cook ingredients)  **What was good about my design and how could it be improved?**  **5**  To design, make, evaluate and improve (I can improve upon existing designs giving reasons for my choices) | **How can I use co-ordinates to move my sprite?**  **1**  To code (I can use specified screen co-ordinates to control movement)  **How can I collect and input information?**  **2**  To collect (I can devise and construct databases)  **How can we analyse information?**  **3**  To collect (I can devise and construct databases) | **How can I explain where I live?**  **All Around Town**  **1**  To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (I can identify individual sounds in words and pronounce accurately when modelled)  **How explain what is in my town?**  **All Around Town**  **2**  To listen attentively to spoken language and show understanding by joining in and responding (I can repeated modelled words and short phrases)  **How explain I count in tens?**  **All Around Town**  **3**  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (I can listen and identify specific words and phrases in songs and rhymes and demonstrate understanding)  **How can I count to 100?**  **All Around Town**  **4**  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (I can listen and identify specific words and phrases in songs and rhymes and demonstrate understanding)  **How can I explain my address?**  **All Around Town**  **5**  To present ideas and information orally to a range of audiences (I can present simple rehearsed statements about myself, objects or people to a partner)  **How can I translate?**  **All Around Town**  **6**  To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (I can begin to use a bilingual dictionary to find the meaning of individual words in French and English) | **Why is birth important to a Christian?**  **Christianity**  **1**  To explore important events in a Christian’s life (I can discuss Christian rites of passage – birth)  **Why is confirmation an important part of a Christian’s life?**  **Christianity**  **2**  To explore important events in a Christian’s life (I can discuss Christian rites of passage – confirmation)  **Why is marriage important to a Christian?**  **Christianity**  **3**  To explore important events in a Christian’s life (I can discuss Christian rites of passage – marriage)  **What does a funeral symbolise to Christians?**  **Christianity**  **4**  To explore important events in a Christian’s life (I can discuss Christian rites of passage – funerals) | **Recovery curriculum:**  **How do I feel about returning to school?**  **1**  Being me in my world (I can recognise how I am feeling about returning to school and ways I can help manage my feelings)  **What is Coronavirus?**  **2**  Being me in my world (I can understand what Coronavirus is and how to keep safe)  **How can I feel safe at school?**  **3**  Being me in my world (I can explain ways I can feel safe at school)  **How do I feel about friendship?**  **4**  Being me in my world (I can express my views on friendships)  **How does being positive help me?**  **5**  Being me in my world (I can be positive and look forward to learning)  **How can I manage my feelings?**  **6**  Being me in my world (I can recognise how to manage my worries and fears)  **How can I deal with losing somebody or something I love?**  **7**  Being me in my world (I can explain the feelings I might experience if I lose somebody special)  **What is gratitude?**  **8**  Being me in my world (I can identify ways to show my appreciation for myself and others)  **How can I cope with challenges and changes?**  **9**  Being me in my world (I can deal with challenges and changes)  **SRE to follow.**  **Post recovery curriculum:**  **How do my attitudes affect my class team?**  **Being me in my world**  **1**  Being me in my world (I know my attitudes and actions make a difference to a class team)  **Who makes up my school community?**  **Being me in my world**  **2**  Being me in my world (I understand who is in my school community, their roles and how I fit in(  **How is democracy shown in my school?**  **Being me in my world**  **3**  Being me in my world (I understand how democracy works through the school council)  **How do my actions affect others?**  **Being me in my world**  **4**  Being me in my world (I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them)  **How do groups make decisions?**  **Being me in my world**  **5**  Being me in my world (I understand how groups come together to make decisions)  **How does democracy help a school?**  **Being me in my world**  **6**  Being me in my world (I understand how democracy and having a voice benefits the school community)  **What are assumptions?**  **Celebrating difference**  **1**  Celebrating difference (I understand that, sometimes, we make assumptions based on what people look like)  **Why do we sometimes make assumptions?**  **Celebrating difference**  **2**  Celebrating difference (I understand what influences me to make assumptions based on how people look)  **What do I do if I think someone is being bullied?**  **Celebrating difference**  **3**  Celebrating difference (I know that sometimes bullying is hard to spot and I know what to do if I think it’s going on but I’m not sure)  **Why do people sometimes join in with bullying?**  **Celebrating difference**  **4**  Celebrating difference (I can tell you why witnesses sometimes join in with bullying and sometimes don’t tell)  **What is special about me?**  **Celebrating difference**  **5**  Celebrating difference (I can identify what is special about me and value the ways in which I am unique)  **Why do first impressions sometimes change?**  **Celebrating difference**  **6**  Celebrating difference (I can tell you a time when my first impression of someone changed when I got to know them) | **How can I appraise a song?**  **1**  Listen and Appraise (I can choose one song and am able to talk about: Lyrics and what the song is about and the musical dimensions and where they are used – texture, dynamics, tempo, rhythm and pitch)  **How do songs make us feel?**  **2**  Games (I can confidently find the pulse of the song)  Singing (I know that songs can make you feel different things)  **What is an improvisation?**  **3**  Improvisation (I can make up my own tunes on the spot)  **What is a composition?**  **4/5**  Composition (I understand that a composition is music that is created by me and kept in some way)  Composition (I can record compositions in different ways using letter names, symbols, audio etc)  **How can I create an effective performance?**  **6**  Performance (I understand that performing is sharing music with other people – an audience)  Improvisation (I can create tunes that have never been heard before)  **How can I play simple notes on the glockenspiel?**  **1**  Playing (I can discuss instruments used in class and demonstrate how to play them)  **What is pitch?**  **2**  Games (I can explain that pitch is the high and low sounds that create melodies)  **How can I develop my understanding of notes on the glockenspiel?**  **3/4**  Playing (I can discuss instruments used in class and demonstrate how to play them)  **How can I create an effective performance?**  **5**  Performance (I can thoroughly plan a performance)  **How can I create my own composition using the glockenspiel?**  **6**  Composition (I understand that a composition is music that is created by me and kept in some way)  Composition (I can record compositions in different ways using letter names, symbols, audio etc)  Improvisation (I can create tunes that have never been heard before) |