

Year 4 medium term planning

Summer 1 – Topic – RIVERS

	1	2	3	4	5	6
English	Narrative – Character Description Diagnostic writing – describing a pet or know animal Model text / final piece – Aquatic creature description (link to Beach school?)			Newspaper: Flood Report... Model Text – Flood strikes local town. Diagnostic writing – A newspaper story about pupils Easter break or event during it		
Spelling focus	RWI-Y4-Unit 12-adding -ir to words beginning with r	Year 3-4 spellings	Year 3-4 spellings	RWI-Y4-Unit 13-Adding the suffix -ion (1)	RWI-Y4-Unit 13-Adding the suffix -ion (1)	Year 3-4 spellings
SPAG FOCUS	Rhetorical question Short sentences for effect Relative clause	Expanded noun phrases Participle phrases	Paragraphing Cliff-hanger ending	Past tense Adverbs of place / time	Use of conjunctions (sub / co) Quotations (speech marks) captions	Tense switch for ending Commas for clauses and fronted adverbials
Reading focus (<i>Aspidochelone text</i>)	Comprehension: Vocabulary and word meaning	Comprehension: Vocabulary and word meaning	Comprehension: Retrieval	Comprehension: Inferences	Comprehension: Inferences	
Maths	Decimals: Write decimals, compare decimals, order decimals	Decimals: Rounding decimals Halves and quarters	Money: Pounds and pence, ordering money, estimating money	Money: Adding and subtracting money, change, 4 operations	Time: Telling nearest min, 24HR, Hours min, seconds, months, weeks / years	Time: Analogue to digital and analogue to digital 24HR
Science	Materials: What happens if things get hot? In a state... Observing what happens if things heat / cool	Materials: How quickly does ice melt? Ice hands – measuring temperature changes	Materials: Which food melts quickest? Its Melting – observing food substances melting	Materials: What happens when things freeze? What happens what materials are frozen (grapes etc)	Materials: What happens when water evaporates? The water cycle. Evaporation experiment	Materials: How is rain made? The water cycle. Water cycle in a bag
Geography (Text – Rhythm of the Rain)	Map Reading lesson: Using 4 fig grid references and the N/E/S/W etc & Identify rivers (Intro vocabulary) (North Yorks OS maps used)	What are the stages of a river? Identification of rivers on google earth (UK) – Pupils to note shape / size etc. Record the stages of a river – Upper / Middle / Lower	Where do rivers begin? Sources of Rivers – Pupils to identify different river sources and Tees Drainage basin.	What causes river bends? Meanders Case Study: Tees – BBC link *** https://www.internetgeography.net/ Use a sand try to model straightening of river...	Where do rivers meet the sea? Tees Estuary: Pupils look back at OS maps and match to photos Estuaries – large / small (Teesside) Compare to source of rivers. https://youtu.be/c661jn8-j3k	Are rivers the same worldwide? Comparison to river Tigris, Bagdad https://education.nationalgeographic.org/resource/tigris-river/ Look at aerial photographs to recap features learnt
Art	Watercolours: Use of different brushes for create effects (create wash...)	Watercolours: Developing using layering over existing washes	Watercolour: Final piece – landscape painting	Watercolour: Final piece – landscape painting		
ICT	Writing for Different Audiences: Looking at font styles	Writing for Different Audiences: Creating a newspaper report	Writing for Different Audiences: Creating a newspaper report	Writing for Different Audiences: Using to connect to write a campaign	Writing for Different Audiences: Using to connect to write a campaign	
Music	Charanga: Blackbird Singing in the Dead of night Songs – Various Beatles songs Theme – Civil rights			Charanga: Blackbird Singing in the Dead of night Glockenspiel playing		
PSHE <i>Relationships</i>	Piece 1: Coping with Jealousy and recognising the situations	Piece 2: Knowing about how love is expressed and feeling loss	Piece 3: Remembering people, we no longer see	Piece 4: Knowing that friendships change and coping with them	Piece 5: Knowing about boyfriend and girlfriend relationships	Piece 6: I can show appreciation for the people special to me
RE	Understanding the rules to a new game – what happens if don't have them?	Revisit the class charter, how has this helped the class to run smoothly...?	Can pupils think of any rules in the bible etc? Look at TEN commandments	How does Hinduism differ from Judaism and Christianity – not rule based	Create a list of 'modern' the Ten commandments.	
PE	Golf: I can identify parts of mine and others performance that need improvement and suggest ways to do this I can work collaboratively in pairs, group activities and small sided games			Golf: I can direct the ball well towards a target area I can use rules effectively and fairly		