**Medium Plan  
ALhAhhh**

**Year Group: 4 Term: Spring 2 – Does the Punishment Fit the Crime?**

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| **Weeks** | **22.02**  **Remote Learning** | | **01.03**  **Remote Learning** | | **08.03** | | **15.03** | | **22.03** | | **29.03** |
| **Maths** | **Week 1 –  Y3 Money**    *DT* | | **Week 2 –  Y3 Money**  **+ End of Block Assessment**  *JM* | | **Week 3**  **See separate White Rose Maths Overviews**  *VS/NP* | | **Week 4**  **See separate White Rose Maths Overviews**  *AS* | | **Week 5**  **See separate White Rose Maths Overviews**  *DT* | | **Week 6**  **See separate White Rose Maths Overviews**  *JM* |
| **Maths  End Points** | **TBC** | | | | | | | | | | |
| **Mathematical Fluency** | **Times Table Rockstars**  Y4 – 4s  ILP – 2s | | **Times Table Rockstars**  Y4 – 4s  ILP – 5s | | **Times Table Rockstars**  Y4 – 8s  ILP – 10s | | **Times Table Rockstars**  Y4 – 8s  ILP – 2s, 5s, 10s | | **Times Table Rockstars**  Y4 – 4s and 8s  ILP – 2s, 5s, 10s | | **Times Table Rockstars**  Y4 – 4s and 8s  ILP – 2s, 5s, 10s |
| **Maths Fluency  End Points** | **Year 4:**   * To become more confident with recalling 4 times table multiplication and division facts * To become more confident with recalling 8 times table multiplication and division facts   **Maths Fluency KIRF:**   * I can recognise decimal equivalents of fractions.   **ILP group:**   * To become more confident with recalling multiplication facts for the 2, 5- and 10-times table * To become more confident with recalling division facts for the 2, 5- and 10-times table | | | | | | | | | | |
| **Writing** | **Oak Academy –  Y4 SPaG Unit**  Image result for oak academy | | **Oak Academy –  Y4 SPaG Unit**  Image result for oak academy | | **T4W: Newspaper**  Imitate  Image result for cartoon newspaper  *AS* | | **T4W: Newspaper**  Innovate  Image result for cartoon newspaper  *AS* | | **T4W: Newspaper**  Invent  Image result for cartoon newspaper  *AS* | | **Recap Week**  Recap SPaG lessons based on areas identified this term. |
| **Writing  End Points** | **Newspaper**:   * I can use paragraphs * I can summarise the main events * I can use reported speech * I can use third person * I can use correct tense * I can use formal language | | | | | | | | | | |
| **Reading Skills** | **Smugler’s Daughter**      *VS* | **Smugler’s Daughter**      *AS* | | **Science States of Matter Vocabulary**  All classes to begin lessons back in school with vocabulary lessons linked to our Science States of Matter unit  *JM* | | **F + O: Rotten Romans**    *VS* | | **F + O: Smashing Saxons**    *VS* | | **Reading Skills Reflection + Assessment Week**  All class to reflect on VIPERS, addressing any areas for improvement identified throughout this term  *JM* | |
| **L + T: Smashing Saxons**    *VS* | | **L + T: Rotten Romans**    *VS* | |
| **Reading Skills End Points** | **Gain a deeper understanding in:**  Vocabulary:   * Give/explain the meaning of words in context * Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Identifying how language, structure and presentation contribute to meaning   Inference:   * Make inference from the text/explain and justify using evidence from the text * Drawing inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence   Retrieval:   * Retrieve and record key information / key details from fiction and non-fiction * Retrieve and record information from non-fiction | | | | | | | | | | |
| **Spellings** | **Mis/Dis Prefix**  Grammar / height / island / knowledge  *DT* | | **Bi/Re Prefix**  Often / material / nature / natural  *DT* | | **Suffixes** (Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)  Promise / particular / popular / position  *DT* | | **Ough Suffix**  Exercise / experience / experiment / extreme  *DT* | | **Homophones**  Possess / possession / pressure  *DT* | | **Homophones**  Special / suppose / therefore  *DT* |
| **Spelling  End Points** | Be able to spell words:   * Prefixes (where letters are added to the beginning of root words to change meanings) * Suffixes (where letters are added at the end of root words and may need to double the final consosnant * Identify, spell and correctly use a range of homophones | | | | | | | | | | |
| **Science  + Investigation x1** | Solid or Liquid?  *JM* | | It’s a bit gassy!  *JM* | | Particle Part – Temperature Taker  (Investigation)  *JM* | | Evaporation and Condensation  (Investigation)  *JM* | | Make it rain!  *JM* | | Welcome to the Science Fair  *JM* |
| **Science  End Points** | **States of Matter:**   * Compare and group materials together, according to whether they are solids, liquids or gases * Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | | | | | | | | | | |
| **Topic** | **Music (Mon)**  Music Activity 1  *DT*  **History (Tues)**  Understand crime and punishment in the Roman era.  *NP*  **RSHE / PE (Thu)**  Jigsaw Lesson 1 + PE challenges  *AS*  **Screen Free Challenges (Fri)**  *NP* | | **Music (Mon)**  Music Activity 2  *DT*  **History (Tues)**  Understand crime and punishment in the Anglo-Saxon era.  *NP*  **RSHE / PE (Thu)**  Jigsaw Lesson 2 + PE challenges  *AS*  **Screen Free Challenges (Fri)**  *NP* | | **Music**  Music Activity 3  *DT*  **History**  Understand crime and punishment in the Tudor era.  *NP*  **Geography**  Geographical Skills L1  *DT*  **RSHE**  Jigsaw Lesson 3  *AS* | | **Music**  Music Activity 4  *DT*  **History**  Find out about the life of Dick Turpin.  *NP*  **Geography**  Geographical Skills L2  *DT*  **RSHE**  Jigsaw Lesson 3  *AS* | | **Music**  Music Activity 5  *DT*  **History (**  Understand crime and punishment in the Victorian era.  *NP*  **Geography**  Geographical Skills L3  *DT*  **RSHE**  Jigsaw Lesson 3  *AS* | | **Music**  Music Activity 6  *DT*  **History**  Teams quiz/ Showstopper  *NP*  Additional time required for showstoppers etc.  **RSHE**  Jigsaw Lesson 3  *AS* |
| **Topic  End Points**  **(KIRFs)** | * A semibreve is worth 4 beats, a minim is worth 2 beats, a crotchet is worth 1 beat and a quaver is worth ½ a beat. * A rest is a break in music. * **Roman era:** The British justice system was founded in the Roman era. Romans used courts, judges, juries and lawyers. * **Anglo Saxon era:** Villages were divided up into tithings (10 men) that were responsible for keeping order. People who were found guilty of crimes had to complete trials such as the iron bar ordeal or pay fines in a system called ‘weregild’. * **Tudor era:** Public executions by beheading or hanging were very popular in the Tudor period. Vagrancy (homelessness) was punishable by whipping or being hanged. Other punishments included the scold’s bridle, the stocks, the ducking stool, the rack and the drunkard’s cloak. * **Dick Turpin** was a famous robber called the Highwayman who would rob people as the travelled on roads. He was eventually caught in 1739 and hung for his crimes. * **Victorian era:** The police force was first introduced in 1829 by Sir Robert Peel. They were nicknamed the ‘peelers’ or ‘bobbies’. Prisons became the main form of punishment. In prisons, prisoners could be made to pick oakum, carry heavy cannon balls around, turn a crank and walk a tread wheel usually in silence. | | | | | | | | | | |
| **RE** | **The Kingdom of God**  *FW* | | **The Kingdom of God**  *FW* | | **The Kingdom of God**  *FW* | | **The Kingdom of God**  *FW* | | **The Kingdom of God**  *FW* | | **The Kingdom of God**  *FW* |
| **RE  End Points**  **(KIRFs)** | * I know that Lent lasts for the 40 days leading up to Easter and represents Jesus Christ's sacrifice and withdrawal into the desert. * I understand the impact of Jesus’ death and significance of Easter. | | | | | | | | | | |
| **French** | **Vive le Sport**  (Our Sporting Lives)  *FW* | | **Vive le Sport**  (Our Sporting Lives)  *FW* | | **Vive le Sport**  (Our Sporting Lives)  *FW* | | **Vive le Sport**  (Our Sporting Lives)  *FW* | | **Vive le Sport**  (Our Sporting Lives)  *FW* | | **Vive le Sport**  (Our Sporting Lives)  *FW* |
| **French  End Points** | * To learn a range of sports in French (Recap and extend from Y3 learning) | | | | | | | | | | |

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| **DT** | **JM** | **NP/VS** | **AS** |
| **Maths**  (Weeks 1 + 5)  **Music**  (6 lessons - Mondays)  **Spellings**  (6 lessons - Wednesdays)  **Geography**  (3 lessons) | **Maths**  (Weeks 2 + 6)  **Reading Skills**  (Weeks 3 + 6)  **Science – States of Matter** (6 lessons – Wednesdays am) | **VS: Maths**  (Week 3)  **VS: Reading Skills**  (Week 1, 4, 5)  **NP: History**  (6 lessons - Tuesdays)  **NP: Screen free challenges**  (2 weeks) | **Maths**  (Week 4)  **Reading Skills**  (Week 2)  **RSHE**  6 lessons  **English T4W unit – Newspaper Crime + Punishment**  (Weeks 3-5) |

\*FW to sort RE + French activities  
\*Potential 4 English grammar lessons / finishing off in the final 4 days of term TBC.