**Medium Plan – Half Term
ALhAhhh**

**Year Group: 4 Term: Summer 2 – What Makes the Amazon So Amazing?**

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| **Weeks** | **07.06.21** | **14.06.21** | **21.06.21** | **28.06.21** | **05.07.21** | **12.07.21** | **19.07.21** |
| **Trips Visitors Special Events** | **07.06 – INSET Day****08.06 + 09.06 + 10.06 + 11.06 Special Days (SMSC, Computing, LEGO, Science)** |  | **21.06.21 TBC – next year classes trial day (3x classes + 1x SEND class)** | **01.07.21 – Clive Pig Story Teller** | **05.05.21 – Sports Day?****07.07.21 – Transition Day****09.07.21 – Paignton Zoo Trip** | **TBC – Library visit** | **TBC - Y4 Festival + games evening** |
| **Maths Intent:**To gain a deeper understanding of tenths and hundredths as decimals on a place value grid and a number lineTo gain a deeper understanding of dividing numbers by 10 and 100, including decimal numbers |
| **Maths** | *No Maths due to 4x special days* | **Decimals Unit***(See White Rose Maths Overview)**AS* | **Decimals Unit***(See White Rose Maths Overview)**JM* | **Decimals Unit***(See White Rose Maths Overview)**VS* | **Decimals Unit***(See White Rose Maths Overview)**DT* | **Decimals Unit***(See White Rose Maths Overview)**AS* | **Geometry: Shape***(See White Rose Maths Overview)**JM* |
| **Maths End Points** | **Decimals Unit:*** Recognise tenths and hundredths
* Identify tenths as decimals on a place value grid and on a number line
* Divide numbers by 10 and 100
* Identify hundredths as decimals on a place value grid and on a number line
* Make a whole
* Write, compare, order and round decimals
 |
| **Mathematical Fluency** | *No TTRS due to 4x special days* | **Times Table Rockstars**Y4 – 7sILP – 2s, 5s and 10s 5s | **Times Table Rockstars**Y4 – 8sILP – 2s, 5s and 10s 5s | **Times Table Rockstars**Y4 – 9sILP – 2s, 5s and 10s 5s | **Times Table Rockstars**Y4 – Mixed TablesILP – 2s, 5s and 10s 5s | **Times Table Rockstars**Y4 – Mixed TablesILP – 2s, 5s and 10s | **Times Table Rockstars**Y4 – Mixed TablesILP – 2s, 5s and 10s |
| **Maths Fluency End Points** | **Year 4:** * To become more confident with recalling 7 times table multiplication and division facts
* To become more confident with recalling 8 times table multiplication and division facts
* To become more confident with recalling 9 times table multiplication and division facts
* To become more confident with recalling mixed times table multiplication and division facts

**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

**Maths Fluency KIRF:** * I can multiply and divide single-digit numbers by 10 and 100
 |
| **English Intent:**To develop descriptive writing for character and setting description. |
| **Writing** | *No English due to 4x special days* | **The Great Kapok Tree** Great Kapok Tree: A Tale of the Amazon Rain Forest (Rise and Shine):  Amazon.co.uk: Cherry, Lynne: 9780152026141: Books*NP* | **The Great Kapok Tree**Great Kapok Tree: A Tale of the Amazon Rain Forest (Rise and Shine):  Amazon.co.uk: Cherry, Lynne: 9780152026141: Books*NP* | **The Great Kapok Tree**Great Kapok Tree: A Tale of the Amazon Rain Forest (Rise and Shine):  Amazon.co.uk: Cherry, Lynne: 9780152026141: Books*NP* | **The Great Kapok Tree**Great Kapok Tree: A Tale of the Amazon Rain Forest (Rise and Shine):  Amazon.co.uk: Cherry, Lynne: 9780152026141: Books*NP* | **The Day the Crayons Quit**The Day The Crayons Quit: Amazon.co.uk: Daywalt, Drew, Jeffers, Oliver:  Books*DT* | **The Day the Crayons Quit**The Day The Crayons Quit: Amazon.co.uk: Daywalt, Drew, Jeffers, Oliver:  Books*DT* |
| **Writing End Points** | **The Great Kapok Tree:*** Interesting adjectives
* Fronted adverbials
* Some figurative language (simile, alliteration or onomatopoeia)
* Some complex sentences
* Speech to show a character is talking
* Prepositional phrases to add detail, qualification and precision
* Dialogue to convey characters and advance the action
* Use a range of figurative language (personification, metaphors)
 |
| **Reading Intent:**To gain a deeper understanding of VIPERS with a focus on Vocabulary, Inference and Retrieval skills. |
| **Reading Skills** | *No Maths due to 4x special days* | **How to be an explorer***DT* | **Bee and me** *AS* | **Rainforest Rough Guide W1***DT* | **Rainforest Rough Guide W2***DT* | **Explorer Animation***AS* | **Practical end of year reading sessions** *JM* |
| **Reading SkillsEnd 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 inferences 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****DT** | **Homophones***DT* | **Homophones***DT* | **Suffix -ous***DT* | **Suffix -ly***DT* | **Suffix –ture (ze)***DT* | **Suffix –sion (zen)***DT* | **Y4 Review***DT* |
| **Spelling End Points** | To become more confident with the Year 4 spelling rules and applying them correctly within words. |
| **Science Intent:**Living things and their habitats:* Recognise that living things can be grouped in a variety of ways
* Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* Recognise that environments can change and that this can sometimes pose dangers to living things
 |
| **Science + Investigation x1** | Our environment + other changes*DT* | Climate change + Impact of changeVS | Pattern seeking investigation: How has the use of insecticides affected bee population?VS | Help our habitat + concept cartoonVS | *Transition morning* | *Library visit*VS | A positive impact + repeat elicitation taskVS |
| **Science End Points****(KIRFs)** | * Carl Linnaeus was a scientist who invented classification keys to sort living organisms
* All living things need MRS GREN: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition
 |
| **Geography Intent:**To use maps to identify South America, Rainforests of the world and the Amazon RainforestTo understand the different parts of a rainforest |
| **Topic** | *No Topic due to 4x special days* | **Geography**(Tue)Amazon Rainforest*AS***Geography** (Thu)Amazon Rainforest*AS* | **Geography**(Tue)Deforestation*JM***Geography** (Thu)Land uses and natural resources*JM* | **Geography**(Tue)Economy and trade*AS***Geography** (Thu)Parts of a river*AS* | **Geography**(Tue)The Amazon river*AS***Geography** (Thu)The Amazon river*AS* | **Geography**(Tue)Journey of a river*DT***Geography** (Thu)Locality walk*DT* | Topic Showstopper |
| **Topic End Points****(KIRFs)** | * Henri Rousseau was a French painter who is famous for his jungle paintings
* The Amazon Rainforest covers a large area of South America
* Rainforests have 4 main layers: emergent layer, canopy, understorey and forest floor
 |
| **Topic Writing****X2** |   |  | Plan a debate script*JM* |  | The Amazon River Fact File*AS* |  |  |
| **Topic Writing End Points** | **Debate Script***See separate toolkit***River Fact File***See separate toolkit* |
| **PE Intent:**To gain an understanding of the game rounders and how to successfully bat and fieldTo gain more control over playing tennis, including maintaining a rally and scoring points. |
| **PE** | **Rounders**Throw and receive a ball**Tennis**Control a ball | **Rounders**Strike a ball**Tennis**Throw and catch | **Rounders**Strike a ball**Tennis**Forehand shot | **Rounders**Intercept a ball**Tennis**Backhand shot | **Rounders**Effective areas to hit a ball**Tennis**Serve | **Rounders**Game play **Tennis**Game play | **Rounders**Game play **Tennis**Game play |
| **PE End Points** | **Rounders*** Successfully throw and receive a ball
* Strike a ball with increasing accuracy
* Intercept and stop a ball as a fielder
* Play within a rounders game

**Tennis*** Control a tennis ball
* Successfully complete forehand and backhand shots
* Play within a tennis game
 |
| **RE Intent:**To learn about the major religions and the main principles of beliefs. |
| **RE** | **How and why do people try to make the world a better place?***FW* | **How and why do people try to make the world a better place?***FW* | **How and why do people try to make the world a better place?***FW* | **How and why do people try to make the world a better place?***FW* | **How and why do people try to make the world a better place?***FW* | **How and why do people try to make the world a better place?***FW* | **How and why do people try to make the world a better place?***FW* |
| **RE End Points****(KIRFs)** | *See separate RE KIRF Smart Notebook slides.* |
| **French Intent:**To learn and use key French vocabulary |
| **French** | **French Transport***FW* | **French Transport***FW* | **French Transport***FW* | **French Transport***FW* | **French Transport***FW* | **French Transport***FW* | **French Transport***FW* |
| **French End Points** | To recognise key vocabulary involved in transport.To verbally use French vocabulary  |
| **RSHE Intent:**To gain an understanding of sex and relationships education in the context of coping positively with change. |
| **RSHE** | *No RSHE due to 4x special days* | **Jigsaw Unit 6: Changing Me**Piece 1*DT* | **Jigsaw Unit 6: Changing Me**Piece 2*DT* | **Jigsaw Unit 6: Changing Me**Piece 3*DT* | **Jigsaw Unit 6: Changing Me**Piece 4*DT* | **Jigsaw Unit 6: Changing Me**Piece 5*JM* | **Jigsaw Unit 6: Changing Me**Piece 6*JM* |

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| **DT** | **AS** | **JM** | **NP/VS** |
| **1 week Maths**(3 lessons)**2 weeks English**(7 lessons)**3 weeks Reading Skills**(11 lessons)**Geography**(2 lessons)**RSHE**(4 lessons)\*Spelling sheets | **2 weeks Maths**(8 lessons)**2x weeks Reading Skills**(8 lessons)**Geography**(6 lessons) | **2 weeks Maths**(6 lessons)**6 weeks of CODEX planning + RS x 1**(34 lessons)**Geography**(2 lessons)**RSHE**(2 lessons) | **1 week Maths** (4 lessons)***VS*****Science** (5 lessons) ***VS*****4 weeks T4W unit** (15 lessons)***NP*** |