**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 line  To 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 – 7s  ILP – 2s, 5s and 10s 5s | **Times Table Rockstars**  Y4 – 8s  ILP – 2s, 5s and 10s 5s | **Times Table Rockstars**  Y4 – 9s  ILP – 2s, 5s and 10s 5s | **Times Table Rockstars**  Y4 – Mixed Tables  ILP – 2s, 5s and 10s 5s | **Times Table Rockstars**  Y4 – Mixed Tables  ILP – 2s, 5s and 10s | | **Times Table Rockstars**  Y4 – Mixed Tables  ILP – 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 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 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 change  VS | Pattern seeking investigation: How has the use of insecticides affected bee population?  VS | Help our habitat + concept cartoon  VS | *Transition morning* | *Library visit*  VS | A positive impact + repeat elicitation task  VS | |
| **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 Rainforest  To 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 field  To 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*** |