**Medium Plan : Does the Punishment Fit the Crime?   
ALhAhhh**

**Year Group: 4 Term: Spring 2**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weeks** | **28.02** | **07.03** | | **14.03** | | **21.03** | | **28.03** | **04.04** | |
| **Trips  Visitors Special Events** | **04.03**  Sid Lawrence Talk (Devon & Cornwall Police) |  | | **18.03**  SMSC Day 2  Red Nose Day  *JM* | | *Assessment Week*  **25.03** STEM Day 1  *(DT to plan)* | | **30.03**  Celebration Assembly  **01.04** STEM Day 2  *(DT to plan)* | **05.04**  Cornerstone Church visit 1  **06.04**  Cornerstone Church visit 2  **07.04** STEM Day 3 *(DT to plan)* | |
| **Maths Intent:**  To gain a deeper understanding of fractions and decimals. | | | | | | | | | | |
| **Maths** | **Number:**  **Fractions**  **DT** | **Number:**  **Fractions**  **DT** | | **Number:**  **Fractions**  **ET** | | **Number:**  **Decimals**  **ET** | | **Number:**  **Decimals**  **DT** | **Number:**  **Decimals**  **ET** | |
| **Maths  End Points** | **Fractions**   * Recognise and show, using diagrams, families of common equivalent fractions. * Count up and down in hundredths. * Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. * Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. * Add and subtract fractions with the same denominator.   **Decimals:**   * Recognise and write decimal equivalents of any number of tenths or hundredths. * Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths * Solve simple measure and money problems involving fractions and decimals to two decimal places. * Convert between different units of measure [for example, kilometre to metre] | | | | | | | | | |
| **Mathematical Fluency** | **Times Table Rockstars**  11s | **Times Table Rockstars**  11s | | **Times Table Rockstars**  12s | | **Times Table Rockstars**  12s | | **Times Table Rockstars**  11s & 12s | **Times Table Rockstars**  11s & 12s | |
| **Maths Fluency  End Points** | **Year 4:**   * I can recognise decimal equivalents of fractions. | | | | | | | | | |
| **English Intent:**  To produce a newspaper report linked to the topic of Crime and Punishment. | | | | | | | | | | |
| **Writing** | **T4W: Newspaper**  Imitate  Image result for cartoon newspaper  *RN* | **T4W: Newspaper**  Imitate  Image result for cartoon newspaper  *RN* | | **T4W: Newspaper**  Innovate  Image result for cartoon newspaper  *DT* | | **T4W: Newspaper**  Invent  Image result for cartoon newspaper  *DT* | | **T4W: Newspaper**  Invent  Image result for cartoon newspaper  *DT* | **Oracy Skills Unit**  See the source image  *RN* | |
| **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 Intent:**  To broaden knowledge of crime and punishment whilst developing reading skills of vocabulary, inference and retrieval. | | | | | | | | | | |
| **Reading Skills** | **Vocabulary Focus**  (All classes)  4x activities around the vocabulary we will use throughout our topic.  *DT* | | **Text 1** | | **Text 2** | | **Text 3** | | | **Recap Week** |
| **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** | **Suffix sion**  *RN* | **Suffix ation** | | **‘ai’ spelt ‘ei, eigh or ie’** | | **Assessment Week** | | **‘i’ spelt y** | **Year 4 words** | |
| **Spelling  End Points** | * To identify and say words that contain the suffix ‘sion’, ‘ation’ * To identify and say words that contain the sound ‘ai; and ‘i’ * To become more confident with spelling words that contain the suffix ‘sion’, ‘ation’ | | | | | | | | | |
| **Science Intent:**  To develop children’s understanding of sound and deepen skills in working scientifically. | | | | | | | | | | |
| **Science  + Investigation x1** | Solid or liquid?  ET | It’s a bit gassy!  ET | | SMSC Day – Red Nose Day | | Particle party – temperature taker  ET | | Evaporation and Condensation / Make it rain!  ET |  | |
| **Science  End Points** | * 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 * Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | | | | | | | | | |
| **History Intent:**  To develop an extended chronological study exploring changes in crime and punishment across several eras.  **Geography Intent:**  To gain an understanding of maps and use them to solve problems.  **Music Intent:**  To listen, explore and discuss music from a range of historical periods. | | | | | | | | | | |
| **Topic** | **History (Mon)**  Launch lesson  Understand crime and punishment in the Roman era.  DT  **Geography (Thu)**  Map symbols  **Music**  Baroque period | **History**  Understand crime and punishment in the Anglo-Saxon era.  DT  **Geography (Thu)**  8 compass points  **Music**  Classical period | | **History**  Understand crime and punishment in the Tudor era.  DT  **Geography (Thu)**  Grid references | | **History**  Find out about the life of Dick Turpin.  ET  **Geography (Thu)**  Grid references  **Music**  Romantic period | | **History**  Understand crime and punishment in the Victorian era.  *ET*  **Geography (Thu)**  Google Earth  **Music**  Modern period | **History**  Understand crime and punishment through the ages. (Long Write)  ET | |
| **Topic  End Points**  **(KIRFs)** | * 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. | | | | | | | | | |
| **Topic Writing**  **X2** |  |  | |  | |  | | Victorian Diary Entry | Showstopper | |
| **Topic Writing End Points** | **History Long Write**:  I have written in the first person, using personal pronouns: I, we, my, me  Used expanded noun phrases to describe the setting  I have talked about personal emotions and feelings.  Used time conjunctions: First, then, next, after, later.  I have told events in chronological order  I have used paragraphs to organise my writing- TiPToP  I have used figurative language.  I have used adverbials  **Science Long Write**:   * Comparison and fair testing skills * Prediction skills * Results * Conclusion (linked back to prediction) | | | | | | | | | |
| **PE Intent:**  To develop physical fitness and mental health and build upon transferrable ball skills. | | | | | | | | | | |
| **PE** | **Circuits**  Rotation of circuit cards (simple level)  **Basketball**  Lesson 1 | **Circuits**  Rotation of circuit cards (medium level)  **Basketball**  Lesson 2 | | **Circuits**  Rotation of circuit cards (medium level)  **Basketball**  Lesson 3 | | **Circuits**  Rotation of circuit cards (high level)  **Basketball**  Lesson 4 | | **Circuits**  Rotation of circuit cards (high level)  **Basketball**  Lesson 5 | **Circuits**  Rotation of circuit cards (high level)  **Basketball**  Lesson 6 | |
| **PE  End Points** | **Circuits**   * Improve muscle tone and cardiovascular fitness * Improve core fitness and stamina   **Basketball**   * To become more confident with passing and receiving the basketball * To understand how to attack and defend in basketball | | | | | | | | | |
| **RSHE** | **Piece 4: Healthy Me**  Lesson 1  *ET* | **Piece 4: Healthy Me**  Lesson 2  *ET* | |  | | **Piece 4: Healthy Me**  Lesson 3  *ET* | | **Piece 4: Healthy Me**  Lesson 4  *ET* |  | |
| **RE Intent:**  To understand the significance of the Easter story. | | | | | | | | | | |
| **RE** | **Easter**  *FW* | **Easter**  *FW* | | **Easter**  *FW* | | **Easter**  *FW* | | **Easter**  *FW* | **Easter**  *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 Intent:**  To learn new vocabulary linked to sporting lives. | | | | | | | | | | |
| **French** | **French Culture**  *FW* | **French Culture**  *FW* | | **French Culture**  *FW* | | **French Culture**  *FW* | | **French Culture**  *FW* | **French Culture**  *FW* | |
| **French  End Points** | * To learn a range of sports in French (Recap and extend from Y3 learning) | | | | | | | | | |