**Medium Plan – Half Term**

**Year Group: 4 Term: Summer 1 – What Makes the Amazon So Amazing?**

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| **Weeks** | **25.04** | **02.05** | **09.05** | **16.05** | **23.05** |
| **Trips Visitors Special Events** | **25.04 – INSET Day****29.04 – Paignton Zoo** | **02.05 – Bank Holiday****06.05.22 – Computing Day (Fowey)** | **13.05.22 – Computing Day (Ottery)** | **20.05.22 – Computing Day (Tamar)** |  |
| **Maths Intent:**To continue to gain a deeper understanding of tenths & hundredths.To learn how to divide by 10 and 100 where answers become decimals.To gain a deeper understanding of using money and solving problems. |
| **Maths** | **Decimals**DT | **Decimals**ET | **Decimals**DT | **Decimals**ET | **Money**DT |
| **Maths End Points** | **Decimals:*** To identify and use tenths and hundredths
* To divide 1- and 2-digit numbers by 10 or 100

**Money:*** To identify and use pounds and pence
* To understand how to order money
* To estimate and accurately solve problems involving the four operations
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| **Mathematical Fluency** | **Times Table Rockstars**(in preparation for multiplication check in June 2022)Y4 – 6s | **Times Table Rockstars**(in preparation for multiplication check in June 2022)Y4 – 7s | **Times Table Rockstars**(in preparation for multiplication check in June 2022)Y4 – 8s | **Times Table Rockstars**(in preparation for multiplication check in June 2022)Y4 – 9s | **Times Table Rockstars**(in preparation for multiplication check in June 2022)Y4 – 12s |
| **Maths Fluency End Points** | **Year 4:** * To become more confident with recalling 6 times table multiplication and division facts
* 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 12 times table multiplication and division facts

**Maths Fluency KIRF:** * I know the multiplication and division facts for the 7 times table.
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| **English Intent:**To develop non-fiction letter writing with the use of persuasive features. |
| **Writing** | **Oracy Unit**See the source image*(T & W = OracyT = elicitation task for T4W unit)**ET* | **T4W: Persuasive Letter**ImitateCartoon Letter In Post Stock Illustration - Download Image Now - iStock*DT* | **T4W: Persuasive Letter**Imitate / InnovateCartoon Letter In Post Stock Illustration - Download Image Now - iStock*DT / RN* | **T4W: Persuasive Letter**Innovate / InventCartoon Letter In Post Stock Illustration - Download Image Now - iStock*RN / DT* | **T4W: Persuasive Letter**InventCartoon Letter In Post Stock Illustration - Download Image Now - iStockDT |
| **Writing End Points** | **Persuasive Letter**:* Use correct letter layout
* Use imperative verbs
* Use fronted adverbials
* Use apostrophes for possession
* Begin sentences with a range of subordinating conjunctions
* Use a range of punctuation (brackets & rhetorical questions)
 |
| **Reading Intent:**To develop skills in VIPERS through the topic of the Amazon Rainforest. |
| **Reading Skills** | **Vocabulary Focus**Introduction to Science/Topic unit(2 lessons)*RN***A living thing?****MRS GREN poster***(In Reading Skills session)**ET* | **Rainforest in 30 seconds**Image result for rainforest in 30 seconds*RN* | **Vanishing Rainforest**Image result for vanishing rainforest*RN* | **Birds – W1**Image result for birds Bug Club*RN* | **Birds – W2**Image result for birds Bug Club*RN* |
| **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 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****DT** |  | Suffix ‘ous’*RN* | Doubling Consonants*RN* | ‘ou’ grapheme with ‘u’ sound*RN* | Prefix ‘re’*RN* |
| **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 sometime pose dangers to living things
 |
| **Science + Investigation x1** | *Paignton Zoo trip* | **Local living things – what are they?**(Outdoor Investigation)*ET* | **How are living things classified?**(Classification Keys)*ET* | **Closer Inspection &****Enormous Insects**(Large-scale drawing of an insect)*ET* | **I’m Thinking of a Living Thing** (Guess Who classification game)*ET* |
| **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**Art Intent:**To learn about and gain an appreciation for the artist, Henri Rousseau and his rainforest paintings**Music Intent:**To gain an appreciation of the Music from Brazil and perform in the style of a Samba Band**Computing Intent:**To develop coding and computational skills through unplugged activities. |
| **Topic** | *NO Art due to INSET***Computing**Unplugged Activity 1*DT***Geography 1**Mapping South America*DT**No Music due to trip to Paignton Zoo* | *NO Art due to Bank Holiday***Computing**Unplugged Activity 2*DT***Geography 2**Physical features of South America*DT***Music**Samba Band Lesson 1*DT* | **Art 1**Introduction to Henri Rousseau*ET***Computing**Unplugged Activity 3*DT***Geography 3**Latitude / Equator / Tropics*DT***Music**Samba Band Lesson 2*DT* | **Art 2**Plan rainforest designs*ET***Computing**Unplugged Activity 4*DT***Geography 4**Rainforests of the world*DT***Music**Samba Band Lesson 3*DT* | **Art 3**Oil pastel pictures*ET***Computing**Unplugged Activity 5*DT***Geography 5**Parts of a rainforest*DT***Music**Samba Band Lesson 4*DT* |
| **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** |   | **Information Fact File**  |  |  |  |
| **Topic Writing End Points** | **Information Fact File***See separate toolkit***Amazon Rainforest Leaflet***See separate toolkit* |
| **PE Intent:**To gain an understanding of athletics and develop skills in running, jumping and throwingTo gain more control over passing, receiving and shooting in basketball |
| **PE** | **Athletics**Shuttle Relay**OAA**Develop skills in Outdoor and Adventurous Activities*DT* | **Athletics**Shuttle Relay**OAA**Develop skills in Outdoor and Adventurous Activities*DT* | **Athletics**Jumping and Landing**OAA**Develop skills in Outdoor and Adventurous Activities *DT* | **Athletics**Jumps**OAA**Develop skills in Outdoor and Adventurous Activities*DT* | **Athletics**Throwing a ball**OAA**Develop skills in Outdoor and Adventurous Activities*DT* |
| **PE End Points** | **Athletics*** Develop speed and drive when running
* Develop skills in successfully jumping and landing
* Develop accurate skills in throwing for distance

**OAA*** Develop map reading skills
* Develop collaboration skills
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| **RE Intent:**To learn about the major religions of Hinduism and Sikhism and the main principles of beliefs. |
| **RE** | **Hinduism / Sikhism***FW* | **Hinduism / Sikhism***FW* | **Hinduism / Sikhism***FW* | **Hinduism / Sikhism***FW* | **Hinduism / Sikhism***FW* |
| **RE End Points****(KIRFs)** | *See separate RE KIRF Smart Notebook slides.* |
| **French Intent:**To learn and use key French vocabulary |
| **French** | French basic vocabulary | French basic vocabulary | French basic vocabulary | French basic vocabulary | French basic vocabulary |
| **French End Points** | To recognise key vocabulary in FrenchTo verbally use French vocabulary  |
| **RSHE Intent:**To gain an understanding friendship, family and other relationships and to develop conflict resolution + communication skills. |
| **RSHE** | *Paignton Zoo Trip* | **Jigsaw Unit 5: Relationships**Piece 1*ET* | **Jigsaw Unit 5: Relationships**Piece 2*ET* | **Jigsaw Unit 5: Relationships**Piece 3*ET* | **Jigsaw Unit 5: Relationships**Piece 4*ET* |