**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 | | | | |
| **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. | | | | |
| **English Intent:**  To develop non-fiction letter writing with the use of persuasive features. | | | | | |
| **Writing** | **Oracy Unit**  See the source image  *(T & W = Oracy T = elicitation task for T4W unit)*  *ET* | **T4W: Persuasive Letter**  Imitate  Cartoon Letter In Post Stock Illustration - Download Image Now - iStock  *DT* | **T4W: Persuasive Letter**  Imitate / Innovate  Cartoon Letter In Post Stock Illustration - Download Image Now - iStock  *DT / RN* | **T4W: Persuasive Letter**  Innovate / Invent  Cartoon Letter In Post Stock Illustration - Download Image Now - iStock  *RN / DT* | **T4W: Persuasive Letter**  Invent  Cartoon Letter In Post Stock Illustration - Download Image Now - iStock  DT |
| **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](https://www.google.co.uk/url?sa=i&url=https://www.amazon.co.uk/Rainforests-Seconds-fascinating-rainforest-explained/dp/1782405003&psig=AOvVaw1EKf0-AN_g9Y3QiCIMnLlL&ust=1584631429771000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCIDf27WqpOgCFQAAAAAdAAAAABAE)  *RN* | **Vanishing Rainforest**  [Image result for vanishing rainforest](https://www.google.co.uk/url?sa=i&url=https://www.pinterest.es/pin/132856257734586867/&psig=AOvVaw1TBVP-VUGchCyfthBeScEw&ust=1584631494445000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDE1dSqpOgCFQAAAAAdAAAAABAN)  *RN* | **Birds – W1**  [Image result for birds Bug Club](https://www.google.co.uk/url?sa=i&url=https://www.amazon.co.uk/BC-Grey-Birds-BUG-CLUB/dp/0435075942&psig=AOvVaw2Db6dkpi5r1CIJ6Lo4cVpb&ust=1584631645549000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDaxpyrpOgCFQAAAAAdAAAAABAF)  *RN* | **Birds – W2**  [Image result for birds Bug Club](https://www.google.co.uk/url?sa=i&url=https://www.amazon.co.uk/BC-Grey-Birds-BUG-CLUB/dp/0435075942&psig=AOvVaw2Db6dkpi5r1CIJ6Lo4cVpb&ust=1584631645549000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDaxpyrpOgCFQAAAAAdAAAAABAF)  *RN* |
| **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**  **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 Rainforest  To 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 throwing  To 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 | | | | |
| **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 French  To 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* |