

KS2 – Year Four

Year 4 Amber and Citrine	Term 2 Autumn 2	Enquiry Theme	Good Vibrations!
		Enquiry Engagement Question	How does sound travel?
Role play	Inside	Greek Temple	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- whole class text	The Selfish Giant by Oscar Wilde			The Firework Maker's Daughter by Philip Pullman			
<b>Reading</b> To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books.  To use dictionaries to check the meaning of words that they have read.	Refer to authorial style, overall themes (e.g. triumph of good over evil) and features. Discuss vocabulary used to capture readers' interest and imagination.	Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	Justify predictions from details stated and implied.	Refer to authorial style, overall themes (e.g. triumph of good over evil) and features. Discuss vocabulary used to capture readers' interest and imagination.	Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	Justify predictions from details stated and implied.	Refer to authorial style, overall themes (e.g. triumph of good over evil) and features. Discuss vocabulary used to capture readers' interest and imagination.
<b>English- writing Composition</b> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	Genre: Non chronological report Text(s): How to Train your Dragon by Cressida Cowell Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Subheadings are used to organise information. E.g. Qualities, body parts, behaviour. Variation in sentence structures, e.g. While the eggs hatch female penguins ... Use embedded/relative clauses e.g. Dinosaurs, which are very strong, .... Include adverbs to show how often, e.g. daily, regularly, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise. This report will... The following information... Usually... Normally... Even though... Despite the fact... As a rule... Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense.			Genre: Explanation Text(s): <i>Explain how sound travels</i> Revisit the use of formal and technical vocabulary. Introductory paragraph outlines what is going to be explained. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Subheadings are used to organise information. E.g. sections of the river, body parts, layers of earth. Variation in sentence structures, e.g. While the eggs hatch, female penguins ... Written in third person. Use embedded/relative clauses e.g. Dinosaurs, which are very strong, ....		Genre: Letter Text(s): The Firework Maker's Daughter by Philip Pullman	

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

				Connectives/conjunctions Use a wide range of connectives. Tense Correct and consistent use of past and present tense. Adverbs Use a range of fronted adverbial for both time and manner. Fronted adverbials are used correctly (comma after a fronted adverbial)			
English- phonics Phase ... Little Wandle Letters and Sounds	Little Wandle Letters and Sounds – for those children working within this- below age-related						
English- spelling	Spelling Book						
English- vocabulary, grammar and punctuation	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.			Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Consideration of nouns ending in ‘-tion’. Verbs Standard English forms for verbs. Include adverbs to show how often, e.g. daily, regularly, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer’s expertise. Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.			
English- handwriting 1 Introducing diagonal join from p and b to ascender: ph, pl, bl 2 Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe 3 Introducing diagonal join from p and b to an anticlockwise letter: pa, po, pu, ba, bo, bu 4 Revising parallel ascenders and descenders: bb, pp 5 Break letters: x, z 6 Spacing in common exception words 7 Consistent size of letters 8 Relative size of capitals 9 Speed and fluency	4 Revising parallel ascenders and descenders: bb, pp	5 Break letters: x, z	5 Break letters: x, z	6 Spacing in common exception words	7 Consistent size of letters 8 Relative size of capitals 9 Speed and fluency	7 Consistent size of letters 8 Relative size of capitals 9 Speed and fluency	7 Consistent size of letters 8 Relative size of capitals 9 Speed and fluency

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

<b>Writing Foundational Skills/ Knowledge</b>	Identify and write complex sentences that open with a main clause followed by a subordinate clause.	Identify and write complex sentences that open with a subordinate clause followed by a main clause.	Identify and write topic sentences that start new paragraphs in writing.	Identify and write supporting detail that elaborates on topic sentences in writing.	Identify and write supporting detail that elaborates on topic sentences in writing.	Identify and write concluding sentences that end paragraphs in writing.	
<b>Maths</b> Number: Multiplication and Division Measurement: Length and Perimeter	Measurement: Length and Perimeter	Measurement: Length and Perimeter	Measurement: Length and Perimeter	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division
<b>Maths- Foundational Facts</b>	Round to the nearest 10, 100 and 1000	Recall addition facts to 20	Recall addition facts to 50	Recall addition facts to 100	Recall all multiplication and division facts for 2x, 5x and 10x table	Recall all multiplication and division facts for 2x, 5x and 10x table	
<b>Science</b> Sound Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.	Identify how sounds are made.	Explain how sound travels through a medium to the ear.	Find patterns between the volume of a sound and the strength of the vibrations.	Explore what happens to the volume of a sound as the distance from the sound increases.	Find patterns between the pitch of a sound and features of the object that produced it.	Use knowledge of sound being made by something vibrating to create a musical instrument.	
<b>History</b>							
<b>Geography</b> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Locate mountain ranges on a world map.	Identify different mountain types	Recognise how hills and mountains are represented on a 2D map	Identify animals and vegetation in mountain regions.	Understand the water cycle	Explore the positives and negatives of tourism on a mountainous region	

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

<b>Art and design</b> Interior Designers (Printing) William Morris/ Cath Kidston	Understand elements of interior design.  Understand the Arts and Crafts movement.  Know about William Morris	Understand the process of block printing  Evaluate prints created by William Morris and use artistic vocabulary to articulate critical responses.	Noting and sketching of examples of print designs  Reflect on designs using artistic vocabulary	Understand how colour and negative space can be used to produce an image/ design Use feedback to edit designs	Produce a design inspired by William Morris	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	
<b>Design and Technology</b> On a Roll (Cooking and Nutrition) Nadiya Hussain	Understand where flour comes from Recall facts about Nadiya Hussain Identify different types of bread	Identify how different types of bread are made Compare breads across different cultures.	Plan what type of bread to make considering, costs, alternatives and profit to be made	Experiment making soda bread with a range of flavours/ flours	Present the manufacturing process	Know how to improve a bread product  Make their own product  Evaluate their product, with comparisons to products made by Nadiya	
<b>Music</b> Samba and Carnival Getting a feel for the music and culture of South America, an introduction to samba and the sights and sounds of the carnival.	Recognise and identify the main features of samba music.	Understand and play syncopated rhythms.	Play syncopated rhythms as part of a group.	Compose a basic rhythmic break.		Perform rhythmic breaks within a samba piece.	
<b>Computing</b> Audio production (4.2) Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Identify that sound can be recorded	Explain that audio recordings can be edited	Recognise the different parts of creating a podcast project	Apply audio editing skills independently	Combine audio to enhance my podcast project	Evaluate the effective use of audio	
<b>PE</b> Handball Gymnastics Unit 1	Handball Protect the ball from our opponent after catching it	Handball Basic overarm shooting technique	Handball Build an attack in a team using a 3 man weave	Handball Perform turns on the move to get back and defend	Handball Perform a 7 metre throw with power and accuracy	Handball Use a throw off to restart a game	Handball
	Gymnastics Unit 1 Perform a 6 element sequence that uses	Gymnastics Unit 1	Gymnastics Unit 1 Perform actions taking weight on hands	Gymnastics Unit 1	Gymnastics Unit 1	Gymnastics Unit 1 Judge and compare performances	Gymnastics Unit 1

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

	changes in speech and direction	Use the STEP principle to create and perform a partner sequence		Develop a sequence using compositional ideas	Cooperate as a group to refine a short sequence		
<b>RE</b> Christianity: Christmas What is the most Significant part of the Christmas story?	Explain why symbols are used and the meaning of some symbols to me.	Explain what Christmas symbols might refer to the Christian story of Jesus' birth.	Explain what parts of the Nativity story might be meaningful to some Christians.	Explain the symbolism within a Christingle.	Say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me.	Design a symbolic object to show the significance of Christmas time to me.	
<b>PSHE and Citizenship</b> Celebrating Differences Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know that sometimes people make assumptions about a person because of the way they look or act	Know there are influences that can affect how we judge a person or situation	Know the reasons why witnesses sometimes join in with bullying and don't tell anyone	Know what to do if they think bullying is or might be taking place	<b>Special Me</b>	Know that first impressions can change	
<b>MfL</b> I Am Able...(Fr) I Know How...(It/Sp) (E)	Recognise and recall five different verbs	Consolidate the five verbs from the last lesson and will learn how to recognise and recall a further five verbs	Progress to learning how to use the verb 'sé' (I know how) with the ten infinitive verbs to start to form sentences		Progress to learning how to use the negative structure so they are able to say what can do / cannot do	Introduction to the conjunctions 'and' and 'but' in the foreign language to be able to form more interesting and complex sentences about what activities can and cannot be done	
Visits/ visitors							
REAch2 11 before 11 Promises							