

KS2 – Year Four

Year 4 Amber and Citrine	Term 3 Spring 1	Enquiry Theme	Rainforests
		Enquiry Engagement Question	How can we protect our rainforests?
Role play	Inside	Rainforests	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading- texts- whole class	Children who Changed the World by Marcia Williams						
<b>English</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.	To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). Discuss vocabulary used to capture readers' interest and imagination. To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.						

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	<p>To justify predictions from details stated and implied.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>						
<p><b>English- writing Composition</b></p> <p>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.</p> <p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>Genre: Persuasion</p> <p>Text(s): Real life experience – link to trip based on Rainforests (sustainability)</p> <p>Clear introduction and conclusion. Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas. Subheading Topic sentences</p> <p>Variation in sentence structures, e.g. Only a fool would believe, many customers agree. Use embedded/relative clauses, e.g. The giraffe, who was very clumsy... The friend, that was jealous... Include adverbs to show how often, e.g. annually, everyday, never. More complicated rhetorical questions, e.g. haven't you always longed for a...?</p>	<p>Genre: Narrative</p> <p>Text(s): Why the Whales Came by Michael Morpurgo</p> <p>Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.</p> <p>Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.</p>			<p>Genre: Recount- diary</p> <p>Text(s): Why the Whales Came by Michael Morpurgo</p> <p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses. Variation in sentence structures, e.g. While we watched the sea lion show... Use embedded/relative clauses, e.g. Penguins, which are very agile. Include adverbs to show how often, e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response, e.g. the fabulous showcase inspired me.</p>		

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				Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually		Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense.	
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	I believe that... It seems to me that... It is clear that... Is it any wonder that... Furthermore... As I see it... Tremendous... Implore you to consider... Extremely significant... Inevitably... Finally... In conclusion... In summary... The evidence presented... Have you ever thought about...? Do you think that...? Fed up with...? 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. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. 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			Year 4 ambitious vocabulary used Nouns 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. Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. 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		Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about... 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.	
English- handwriting 11 Revising parallel ascenders 12 Revising parallel ascenders and break letters 13 Relative sizes of letters 14 Proportion of letters 15 Spacing between letters 16 Spacing between words 17 Writing at speed 18 Improving fluency 19 Speed and fluency 20 End-of-term check	11 Revising parallel ascenders	11 Revising parallel ascenders	12 Revising parallel ascenders and break letters	12 Revising parallel ascenders and break letters	13 Relative sizes of letters 14 Proportion of letters	13 Relative sizes of letters 14 Proportion of letters	13 Relative sizes of letters 14 Proportion of letters
Writing	Identify and write the subordinating conjunctions ‘since’,	Identify and write complex sentences that open with a main	Convert spoken word into direct speech (question, exclamation	Convert spoken word into direct speech (question, exclamation	Identify and write complex sentences that open with a subordinate clause	Identify and write complex sentences.	

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Foundational Skills/ Knowledge	'after/before' and 'even though'.	clause followed by a subordinate clause.	and statement) starting with a reporting clause.	and statement) starting with a reporting clause.	followed by a main clause.		
<b>Maths</b> Number: Multiplication and Division Measurement: Area	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Measurement: Area	Measurement: Area	Measurement: Area	
<b>Maths- Foundational Facts</b>	Recall all multiplication and division facts for 3x, 4x and 8x table	Multiply numbers by 10 and 100	Multiply numbers by 10 and 100	Divide 1 and 2-digit numbers by 10	Divide 1 and 2-digit numbers by 10	Find factors of numbers to 20	
<b>Science</b> Living Things and their Habitats-environmental Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Consider how our local environment has changed and why.	Consider some of the natural changes that could happen to an environment.  Understand what some living things can do to survive such changes.	Understand the effect of a greenhouse and relate this to climate change.	Understand that changes to an environment can be dangerous to living things.  Begin to understand what can be done to reverse some of the changes.	Recognise that environments can change and that this can sometimes pose dangers to living things.	Understand that if an environment changes it can be dangerous to living things and to explain why.	
<b>History</b> Rampaging Romans and Vicious Vikings <b>Roman Empire and its impact on Britain</b> This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Viking and Anglo Saxon	Understand what is meant by Roman Empire	Understand what is unique about the Roman army	Learn about how Queen Boudicca challenged the Romans during their occupation of Britain	Learn about Gods and Goddesses in Roman religious belief	Learn what life was like in Roman Britain	Understand how the Romans have influenced our lives today	

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struggle for the kingdom of England to the time of Edward the Confessor.							
<b>Geography</b>							
<b>Art and design</b> Fashion Designers (Textiles) Vivienne Westwood	Understand who Vivienne Westwood is and evaluate some of her key pieces.	Understand what embroidery and customisation are in textiles.	Explain our opinions on different embroidery pieces.	Understand and practise different stitching techniques.	Plan a simple design.	Create a final piece using chosen stitching technique.	
<b>Design and Technology</b> Quizzical Quilting (Textiles) Michele Walker	Understand the historical background of quilting  Research Michele Walker	Identify traditional fabric used to make quilts is cotton  Understand how the cotton plant is turned into fabric	Plan how each child can make a quilted panel to be part of a larger textile piece Compare plan to traditional quilts	Make a prototype of the final piece using cardboard  Present the manufacturing process on a flow chart  Use technical drawings, with accurate dimensions on	Make a final product	Present the final piece  Evaluate the effectiveness of material choices  Evaluate their product, comparing to plans	
<b>Music</b> Haiku, music and performance (Theme: Hanami festival) This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	Describe the Hanami festival using suitable words and sounds.	Represent a blossom tree using sounds.	Identify different musical features using descriptive vocabulary.	Work as a group to create a piece of music celebrating the Hanami festival.		Perform a piece of music to celebrate Hanami.	
<b>Computing</b> Repetition in shapes (4.3) Using a text-based programming language to explore count-controlled loops when drawing shapes.	Identify that accuracy in programming is important	Create a program in a text-based language	Explain what 'repeat' means	Modify a count-controlled loop to produce a given outcome	Decompose a task into small steps	Create a program that uses count-controlled loops to produce a given outcome	
	Football	Football	Football	Football	Football	Football	Football

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<b>PE</b> Football Dance	Run onto the ball to receive it.	Explore front and goal-side marking techniques.	Perform a standing tackle to dispossess an attacker.	Dribble showing good control to progress forward.	Pass over longer distances and set up teammates to shoot.	Perform passing and moving with a teammate.	
	Dance Unit 2 Use freeze frame in our dances.	Dance Unit 2 Perform a slide and roll confidently.	Dance Unit 2 Use a variety of formations when performing.	Dance Unit 2 Extend our mission dance phrases using canon.	Dance Unit 2 Sequence our dance actions to show good flow.	Dance Unit 2 Create a 5 action dance routine showing good 'stage' entry.	Dance Unit 2
<b>RE</b> Buddhism: The 8-fold Path Can the Buddha's teachings make the world a better place?	Consider how the world is a wonderful place for some people and less wonderful for others.	Explain how Anicca (change) might bring about Dukkha (suffering) for some people.	Retell a Buddhist story and explain its meaning.	Retell a Buddhist story and explain how it shows compassion.	Explain how the teachings of Buddha might impact on the life of a Buddhist today.	Talk about changes in my life and how these might bring positive outcomes for me.	
<b>PSHE and Citizenship</b> Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Know what their own hopes and dreams are	Know that hopes and dreams don't always come true	Know that reflecting on positive and happy experiences can help them to counteract disappointment	Know how to make a new plan and set new goals even if they have been disappointed	Know how to work out the steps they need to take to achieve a goal	Know how to share in the success of a group	
<b>MfL</b> Vegetables	Learn how to recognise, recall and spell five different vegetables with the plural definite article/determiner	Recognise, recall and spell a further five different vegetables with the plural definite article/determiner	Consolidate all ten vegetables in the foreign language and will progress to learning how to say 'a kilo of' plus a vegetable	Learn how to formulate a short phrase in the foreign language using the structure 'I would like' plus a quantity of various vegetables	Introduction to the conjunction 'and' to formulate longer and more interesting sentences	Learn extra transactional language for a possible role-play activity where pupils can pretend to purchase vegetables at a market.	
Visits/ visitors	The Living Rainforest - Newbury						
REAch2 11 before 11 Promises							