

KS2 – Year Four

Year 4 Amber and Citrine	Term 6 Summer 2	Enquiry Theme	A River Runs Through It
		Enquiry Engagement Question	Why is water an essential utility?
Role play	Inside	Science Lab	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- text whole class	The Demon Headmaster by Gillian Cross						
Reading 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 prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	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. To justify predictions from details stated and implied. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).						
English- writing Composition 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'	Genre: Explanation Text(s): Operation Gadget Man by Malorie Blackman 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.		Genre: Poetry Text(s): Use PC Poetry Spines			Genre: Narrative- description Text(s): The Snow Walker's Son by Catherine Fisher 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. Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,...	

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

rather than 'we was' and 'I did' rather than 'I done'.	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, 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)			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. Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually			
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. 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.						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
English- handwriting 21 Consistency of size 22 Proportion 23 Spacing between letters and words 24 Size, proportion and spacing 25 Fluency: writing longer words 26 Speed and fluency 27 Revising break letters	24 Size, proportion and spacing	25 Fluency: writing longer words 26 Speed and fluency	25 Fluency: writing longer words 26 Speed and fluency	27 Revising break letters	28 Print alphabet: presentation	30 Capital letters: presentation	26 Speed and fluency

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

28 Print alphabet: presentation 29 Assessment 30 Capital letters: presentation							
Writing Foundational Skills/ Knowledge	Identify and write sentences that open with present or past participles.	Identify and write sentences that open with present or past participles.	Identify and write sentences that open with present or past participles.	Identify and write sentences that open with present or past participle phrases.	Identify and write sentences that open with present or past participle phrases.	Identify and write sentences that open with present or past participle phrases.	
Maths Statistics Geometry: Properties of Shapes Position and Direction	Statistics	Statistics	Geometry: Properties of Shapes	Geometry: Properties of Shapes	Geometry: Position and Direction	Geometry: Position and Direction	Geometry: Position and Direction
Maths- Foundational Facts	Calculate minutes to the next hour	Calculate minutes to the next hour	Convert different measures	Consolidation/ Assessment based gap filling	Consolidation/ Assessment based gap filling	Consolidation/ Assessment based gap filling	
Science States of Matter 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 (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Explore the properties of solids, liquids and gases. Identify the differences and similarities between solids, liquids and gases.	Explain how solids, liquids and gases change states.	Understand how we can use materials changing state to help us create a new product.	Explain how water changes state.	Explain how water changes state in the water cycle.	Research the melting points of different materials.	
History Timeline building and key knowledge recap							
Geography	Locate countries and cities in Europe on a map.	Compare landscapes and physical features.	Explore human features.	Compare climates.	Explore traditions and cultures.	Explore trade links and land use in a European country.	

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

Art and design Impressionism (Painting) Monet	Discover the work of Monet and describe differences to previously studied art Understand impressionism	Explore a range of impressionist paintings Discuss the impact of technique, colours and brushstrokes	Analyse the work of Monet using artistic vocabulary	Experiment with brushstrokes, mixing paints Use perspective when drawing	Compose a final piece using a range of brushstrokes and layers of colour Apply paint in stages to create shape and form	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary. Make comparisons to Monet	
Design and Technology Create a Buzz (Mechanical/Electrical) Joseph Henry	Identify electronic games and discuss purpose Identify the specifications for a product Demonstrate how electricity and circuits work in a game like Operation	Understand the history of a buzzer from Joseph Henry's doorbell to games Understand the evolution of a product over time	Conduct consumer research	Plan a game informed by consumer research and providing rationale Identify costing for the game Present a plan with annotated diagrams and exploded drawings to show detailed sections	Make a prototype of circuit to be used Make final product incorporating evaluations and feedback	Present the final piece Evaluate how product could be developed in further editions	
Music Changes in pitch, tempo and dynamics (Theme: Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to geography learning, represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Sing in two parts using expression and dynamics	Recognise key elements of music	Perform a vocal ostinato	Create and perform an ostinato		Improve and perform a piece of music based around ostinatos	
Computing Repetition in games (4.6) Using a block-based Programming language to explore count-controlled and infinite loops when creating a game.	Develop the use of count-controlled loops in a different programming environment	Explain that in programming there are infinite loops and count-controlled loops	Develop a design that includes two or more loops which run at the same time	Modify an infinite loop in a given program	Design a project that includes repetition	Create a project that includes repetition	
PE Swimming Cricket	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	Cricket	Cricket	Cricket	Cricket Bowl overarm.	Cricket	Cricket	Cricket

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

	Use a batting stance and hit the ball in different directions.	Anticipate when to run to score singles.	Intercept a moving ball with one hand.		Pull shot and attempt it in a game.	Field a bouncing ball effectively.	
RE Christianity: Prayer and Worship Do people always need to go to church to show that they are Christians?	Describe the feelings associated with a special place.	Discuss some events or services that might happen at a church.	Discuss some events or services that might happen at a church (with a focus on Holy Communion).	Discuss how a church might support a Christian with prayer and worship in their lives today.	Describe some of the ways Christians use churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion.	Explain some of my feelings about a special place and suggest why they exist.	
PSHE and Citizenship Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Know that personal characteristics are inherited from birth parents and <i>this is brought about by an ovum joining with a sperm</i>	Understand the responsibilities in parenthood. <i>Know the names of the different internal and external body parts that are needed to make a baby</i>	Know how the female and male body change at puberty Know that personal hygiene is important during puberty and as an adult	Know how the circle of change works and apply the changes to their life.	Know that change is a normal part of life and that some cannot be controlled and have to be accepted	Know that change can bring about a range of different emotions	<i>Moved to Year 5</i>
MfL At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	Recognise, recall and spell the ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a cafeteria	Consolidate the ten masculine nouns taught last week and will progress to learning a further ten feminine nouns with the indefinite article/determiner	Learning some transactional language to be able to order food and drink	Learning how to ask for the bill and how to say 'goodbye' and 'thank you	Learn about Spanish currency and consolidate knowledge of numbers in the foreign language in order to calculate the bill		
Visits/ visitors							
REAch2 11 before 11 Promises	Hiking Hero 						