

Year 4 Maths Medium Term Planning – Spring 1



Week	Milestone	National Curriculum Objectives
1	The child is beginning to identify lines of symmetry in 2-D shapes presented in different orientations and is beginning to complete a simple symmetric figure. The child is beginning to describe movements between positions as translations of a given unit to the left/right and up/down.	<ul style="list-style-type: none"> To be able to identify lines of symmetry in shape To be able to complete a simple symmetrical figure To be able describe movement between position To be able describe movement between position as translations To be able describe movement between position as translations
2	The child is beginning to interpret discrete and continuous data presented graphically, including bar charts and time graphs.	<ul style="list-style-type: none"> I can make a bar chart I understand how scale affects the reading of a bar graph I can make a bar line graph I can think of questions and answer them by collecting data and analysing it
3	The child solves problems in context by estimating, using inverse and deciding which operations and methods and why. The child is beginning to use place value, known facts and derived facts to multiply and divide mentally.	<ul style="list-style-type: none"> I can add four-digit numbers including money using formal methods I can subtract from four-digit numbers including money using formal methods I can check my answers using estimation and inverse operations I can solve two step addition and subtraction problems in context
4	The child calculates with whole numbers using mental /all four formal written methods. The child solves problems in context by estimating, using inverse and deciding which operations and methods and why.	<ul style="list-style-type: none"> I can multiply two- and three- digit numbers by a one digit number using a formal layout I can divide two- and three- digit numbers by a one-digit number using a formal layout I can check my answers using number facts and rounding I can solve problems involving multiplying and addition in context
5	The child is beginning to recognise that tenths arise from dividing an object into 10 equal parts and from dividing one-digit numbers or quantities by 10	<ul style="list-style-type: none"> I can recognise and write decimal equivalents to tenths and hundredths I can compare and order numbers with decimal places that include tenths and hundredths I can solve problems that involve adding whole numbers and decimals I can solve problems that involve subtracting whole numbers and decimals I can round decimals with one decimal place to the nearest whole number
6	The child estimates, calculates and compares between different units of measure through solving problems	<ul style="list-style-type: none"> I can read scales and record to the nearest tenth I can convert units of measurement using length kilometres, metres and centimetres I can convert units of measurement using mass – kilograms and grams I can calculate money in pounds and pence
7	The child is beginning to compare and classify 2-D geometric shapes based on their properties and sizes The child is beginning to describe positions on a 2-D grid as co-ordinates in the first quadrant The child is beginning to describe movements between positions as	<ul style="list-style-type: none"> I understand the relationship between 2D shapes and 3D shapes I understand what a polygon I can describe positions on a 2D grid as coordinates in the first quadrant I can plot specified points and draw sides to complete a given polygon I can describe movements between positions as translations

Year 4 English Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
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1	The child can use a dictionary to check the meaning of words they have read. The child expresses time, place and cause using a wider range of conjunctions, adverbs, prepositions and fronted adverbials The child demonstrates familiarity with a wide range of texts and retells some of these orally.	<ul style="list-style-type: none"> To be able to identify the features of a play script. To be able to identify key vocabulary in a play script. To be able to use conjunctions. To be able to use adverbs and prepositions. To be able orally retell and act out a play script.
2	The child infers and justifies with evidence from the text. The child plans, organises and composes their writing using features of the genre and an increasing range of sentence structure. The child accurately punctuates direct speech.	<ul style="list-style-type: none"> To be able to show empathy towards a character. To be able to create a toolkit and a vocabulary bank. To be able to box up a text. To be able to use the features of a play script. To be able to edit and redraft a play script.
3	The child analyses the writer's language choices and their effect on the reader. The child deliberately uses a varied and rich vocabulary to add detail and engage the reader. The child plans, organises and composes their writing using features of the genre and an increasing range of sentence structure	<ul style="list-style-type: none"> To be able to identify key features of a poem. To be able to identify similes. To be able to identify metaphors. To be able to draft using the features of poetry. To edit and improve a poem.
4	The child uses paragraphs to organise ideas around a theme	<ul style="list-style-type: none"> To be able to use a thesaurus. To be able to annotate the features of an information leaflet. To be able to organise work into paragraphs. To be able to use prepositions.
5	The child plans, organises and composes their writing using features of the genre and an increasing range of sentence structure	<ul style="list-style-type: none"> To be able to use extended noun phrases. To be able to use the perfect tense form. To be able to research facts. To be able to create a factofile.
6	The child plans, organises and composes their writing using features of the genre and an increasing range of sentence structure.	<ul style="list-style-type: none"> To be able to box up a text. To be able to box up a text. To be able to use features of a information leaflets.
7	The child plans, organises and composes their writing using features of the genre and an increasing range of sentence structures The child deliberately uses a varied and rich vocabulary to add detail and engage the reader The child uses paragraphs to organise ideas around a theme	<ul style="list-style-type: none"> kennings To be able to identify the features of a Kenning. To be able to identify key vocabulary in a Kenning. To be able to use the features of a Kenning. To be able to use the features of a Kenning.

Year 4 Topic Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
1		<ul style="list-style-type: none"> Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Learn about great artists, architects and designers in history.

2		<ul style="list-style-type: none"> • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay].
3		<ul style="list-style-type: none"> • Study an aspect or theme in British history that extends chronological knowledge beyond 1066. • Study an aspect or theme in British history that extends chronological knowledge beyond 1066. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
4		<ul style="list-style-type: none"> • Study an aspect or theme in British history that extends chronological knowledge beyond 1066. • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
5		<ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
6		<ul style="list-style-type: none"> • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g.pencil, charcoal, paint, clay]. • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
7		<ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Year 4 Science Medium Term Planning – Spring 1

Week	Milestone	National Curriculum Objectives
1		<ul style="list-style-type: none">Identify common appliances that run on electricity
2		<ul style="list-style-type: none">Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wire, bulbs, switches and buzzers
3		<ul style="list-style-type: none">Identify whether or not a lamp will light in a simple series circuit, based on whether a lamp is part of a complete loop with a batteryLearning intention:
4		<ul style="list-style-type: none">Identify whether or not a lamp will light in a simple series circuit, based on whether a lamp is part of a complete loop with a battery
5		<ul style="list-style-type: none">Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
6		<ul style="list-style-type: none">Recognise some common conductors and insulators and associate metals with being good conductors
7		<ul style="list-style-type: none">Recognise some common conductors and insulators and associate metals with being good conductors