



Burnt Oak Junior School Medium Term Plan

	Year: 4					
	Term: Spring 2			IPC – Geography/ History : Different Places, Similar Lives		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonics/ Spelling	CUSP Block 9 Homophones or near Homophones Etymology - struct	CUSP Block 9 Homophones or near Homophones Etymology - struct	CUSP Block 10 Concept: Words with endings – sion, tion, ssion, cian Etymology - port	CUSP Block 10 Concept: Words with endings –sion, tion, ssion, cian Etymology - port	CUSP Block 11 Concept: Suffix -ous Etymology – vert – meaning turn	CUSP Block 11 Concept: Suffix -ous Etymology – vert – meaning turn
Reading	The Boy at the Back of the Class Find similarities and differences between characters. Identify persuasive vocab. Understand themes within a text.	The Boy at the Back of the Class Make predictions. Infer about characters/ feelings from actions and dialogue. Relate themes to own experiences/.	The Boy at the Back of the Class Can summarise main points in a text. Can skim and scan for specific words. Can identify synonyms.	The Boy at the Back of the Class Can use body language to infer characters’ thoughts and feelings. Can express an opinion about a text.	The Boy at the Back of the Class Can identify a range of views within a text. Can select information to answers a range of questions about a text.	The Boy at the Back of the Class Can explain the effectiveness of literary devices. Can piece together clues to deduce meaning. Can infer characters’ feelings.
English	Persuasive Writing Use devices to attract the reader. Use rhetorical questions. Use organisational and presentational features.	Persuasive Writing Use technical and powerful vocabulary. Use superlatives to persuade. Use slogans to persuade and entice the4 reader. Organise and present information in extended writing in a way which advertises effectively.	Third Person Adventure Stories Identify the grammatical structures and text conventions. Inverted commas for speech. Present tense for direct speech, past tense for the reporting clause. Adverbials to add detail.	Third Person Adventure Stories Use the grammatical structures and text conventions. Inverted commas for speech. Present tense for direct speech, past tense for the reporting clause. Adverbials to add detail.	Third Person Adventure Stories Plan and write using the grammatical structures and text conventions learnt. Focus on: Balance of dialogue and action. Dialogue to convey character. Sustain past tense.	Poems Which Explore Form Form of Haiku and Cinquain. Understand imagery and onomatopoeia. Explore how intonation, volume and from are important in performing poetry.

Maths	<p>Multiplication and division B</p> <p>Correspondence problems</p> <p>Efficient multiplication</p> <p>End of block assessment</p>	<p>Fractions: Understand the whole Count beyond 1</p> <p>Partition a mixed number</p> <p>Number lines with mixed numbers</p> <p>Compare and order mixed numbers</p>	<p>Fractions: Understand improper fractions Convert mixed numbers to improper fractions</p> <p>Convert improper fractions to mixed numbers</p> <p>Equivalent fractions on a number line</p> <p>Equivalent fraction families</p>	<p>Fractions: Add two or more fractions Add fractions and mixed numbers</p> <p>Subtract two fractions</p> <p>Subtract from whole amounts</p> <p>Subtract from mixed numbers</p> <p>End of block assessment- extra lesson</p>	<p>Decimals: Tenths as fractions Tenths as decimals</p> <p>Tenths on a place value chart</p> <p>Tenths on a number line</p> <p>Divide a 1-digit number by 10</p>	<p>Decimals: Divide a 2 -digit number by 10 Hundredths as fractions</p> <p>Hundredths as decimals</p> <p>Hundredths on a place value chart</p> <p>Divide a 1 or 2-digit number by 100.</p> <p>End of block assessment</p>
Science (IPC)						
Geography (IPC)	<p>Entry point</p> <p>Dress up day- dress up in clothes that represent themselves/ another culture of their choice.</p>	<p>What are the key features of our locality?</p> <p>What are the similarities and differences between our locality and _____?</p> <p>What are climate and political maps and how are they used?</p>	<p>What is a weather station and how is it useful?</p> <p>How are physical and human features affected by weather?</p> <p>What is the significant of the equator on a climate of the country?</p>	<p>How do different climates affect different crop growths?</p> <p>How do different climates affect house design?</p> <p>What industries are important to our local area and the country of _____?</p>	<p>What modes of transport are used across the world to get to school?</p>	<p>What inventions have changed the world?</p> <p>Exit Point</p>
History (IPC)					Who was Sir Harold Gillies?	

					Who has had a positive impact on our country?	
Computing (IPC)	<p>To develop the use of count-controlled loops in a different programming environment</p> <p>I can list an everyday task as a set of instructions including repetition</p> <p>I can predict the outcome of a snippet of code</p> <p>I can modify a snippet of code to create a given outcome</p>	<p>To explain that in programming there are infinite loops and count-controlled loops</p> <p>I can modify loops to produce a given outcome</p> <p>I can choose when to use a count-controlled and an infinite loop</p> <p>I can recognise that some programming languages enable more than one process to be run at once</p>	<p>To develop a design that includes two or more loops which run at the same time</p> <p>I can choose which action will be repeated for each object</p> <p>I can explain what the outcome of the repeated action should be</p> <p>I can evaluate the effectiveness of the repeated sequences used in my program</p>	<p>To modify an infinite loop in a given program</p> <p>I can identify which parts of a loop can be changed</p> <p>I can explain the effect of my changes</p> <p>I can re-use existing code snippets on new sprites</p>	<p>To design a project that includes repetition</p> <p>I can evaluate the use of repetition in a project</p> <p>I can select key parts of a given project to use in my own design</p> <p>I can develop my own design explaining what my project will do</p>	<p>To create a project that includes repetition</p> <p>I can refine the algorithm in my design</p> <p>I can build a program that follows my design</p> <p>I can evaluate the steps I followed when building my project</p>
RE	Why do some people get married?	What are Christian ideas about marriage?	What are Jewish ideas about marriage?	What are Hindu ideas about marriage?	End of unit on Life's Journeys - Guide book to life	
PSHE	What makes up our identity and that of other people?	What different national, religious and ethnic communities exist in the UK?	What are stereotypes and how can we challenge them?	What are the role of some people in the community?	What different forms does the media takes and what does it do?	What is important when choosing pets and how do we care for them?
MFL	<p><u>HABITATS</u></p> <p>What are the essential elements that all plants and animals need to survive?</p> <p>Introduce the new unit Les Habitats</p>	<p>What are key habitats in the world?</p> <p>Learn about some of the key habitats in our world.</p> <p>Use graded listening and reading activities to help consolidate the</p>	<p>Which plants grow in specific habitats?</p> <p>To learn in French which plants grow in specific habitats.</p>	<p>What adaptations have animals made in their habitats?</p> <p>Learn about which animals live in specific habitats and look at some of their adaptations.</p>	<p>What habitats do animals and plants live in?</p> <p>Consolidate which animal and which plant lives in a particular habitat.</p>	<p>Can you present your learning in French about habitats?</p> <p>To consolidate all the language learnt in the unit by preparing a PowerPoint or oral</p>

		new language we introduce.			Present to the class on the above.	presentation about an animal and / or plant in a particular habitat. Complete end of unit assessments.
Music	20 th century music To understand the evolution of music through the 20 th century	20 th century music To compare and contrast music from the 1960's	20 th century music To convey our feelings about music through colour and shape	20 th century music To compose a piece of minimalist music	20 th century music To play travelling ostinatos in groups	End of unit assessment
PE	SPECIALIST TEACHING					
Art	SPECIALIST TEACHING					