



Burnt Oak Junior School Medium Term Plan

	Year: 4						
	Term: Summer 1			IPC Topic: All Aboard			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phonics/ Spelling	Statutory words – revisit.	Words with the root word ‘lat’. Revisit statutory words.	Revisit words with the <i>k</i> and <i>sh</i> sound spelt ‘ch’.	Words with the root word ‘aero’.	Words with the <i>g</i> sound spelt ‘gue’.	Words with the <i>g</i> sound spelt ‘gue’ and the <i>k</i> sound spelt ‘que’.	
Reading	Young, Gifted and Black Skim and scan a text to locate events and sequence them correctly. Use evidence to determine if a statement is true or false. Use the context to understand words and phrases. Can compare texts and select themes.	. Young, Gifted and Black Can select words and phrases used to emphasise ideas. Can support inferences with evidence. Can construct thoughtful responses.	Young, Gifted and Black Can retrieve and compare information from more than one text. Can read on and back from a text to justify a response. Can retrieve specific details from multiple texts.	Young, Gifted and Black Can make valid predictions. Can retrieve words and phrases to support inferences. Can locate evidence to validate a view. Can comment on structural features of a text.	Young, Gifted and Black Can identify significant information. Can scan a text to prove or disprove a statement. Can retrieve details from multiple texts. Can give reasons for an author’s choice of language.	Young, Gifted and Black Can identify contrast in tone. Can validate inferences with words and phrases from the text. Can use the context to gain meaning. Can use language to persuade.	
English	Stories from Other Cultures Explicit teaching of the text conventions and the grammatical structures required, including: Third person, Past tense, Description to introduce character.	Stories from Other Cultures Structural understanding planning and execution of extended task, including: Creating a simple plot, Description to introduce setting, consistent and sustained use of third person and past tense.	Stories from Other Cultures Execution of the extended task and focused editing, including: Inverted commas, Commas, Adverbials and conjunctions.	First Person Diary Entry Explicit teaching of the text conventions and the grammatical structures required, including: Informal tone, First person perspective, Prepositions to express time.	First Person Diary Entry Structural understanding planning and execution of extended task, including: Conjunctions, Reported speech, Informal tone.	Critical analysis of narrative poetry Explicit teaching of the text conventions and the grammatical structures required, including: Rhyme, rhythm, Formal tone, Analysing and comparing poetry, understanding the story told.	

<p>Maths</p>	<p>Decimals A</p> <p>I can write tenths as fractions and decimals. I can write tenths on a number line. I can divide a 1 digit by 10. I can divide 2-digit numbers by 10. Hundredths as fraction. Hundredths as decimals. Hundredths on place value chart. Divide by 1- or 2-digit number/s by 100.</p>		<p>Decimals B</p> <p>I can make a whole with tenths and hundredths. I can partition decimals. I can flexibly partition decimals. I can compare decimals. I can order decimals. I can round decimals to nearest whole number. I can half and quarter as decimals.</p>		<p>Money and Time</p> <p>I can write money using decimals. I can convert between pounds and pence. I can compare amounts of money. I can estimate with money. I can calculate with money. I can solve problems with money. I can apply hours, minutes and seconds. I can apply years, months, weeks and days. I can convert Analogue to Digital activity. I can convert analogue to Digital – 24-hour clock.</p>		
<p>Science (IPC)</p>							
<p>Geography (IPC)</p>					<p>What is impressive about the Trans Siberian Railway? (Task 1)</p> <p>Why would travelling on the Rocky Mountaineer be a great Geographical experience? (Task 1)</p>		
<p>History (IPC)</p>	<p>Who should be known as the ‘Father of the Railways’ (Task 1)</p> <p>Why do people think differently about the developments of the railways? (Task 2)</p> <p>Who were navvies? (Task 3)</p>	<p>What was life like for a navvy? (Task 3)</p> <p>What impact does a railway have on London? (Task 4)</p> <p>Was the railway always safe? (Task 5)</p>	<p>What were the railways like for Victorian travellers? (Task 6)</p> <p>Where would Victorians go on holiday and why? (Task 6)</p> <p>How were holidays then and now similar and yet different? (Task 6)</p>	<p>How has railway technology developed over time? (Task 7)</p>			
<p>Computing (IPC)</p>	<p>To explain that data gathered over time can be used to answer questions I can choose a data set to answer a given question</p>	<p>To use a digital device to collect data automatically I can explain what data can be</p>	<p>To explain that a data logger collects ‘data points’ from sensors over time I can recognise that a data logger</p>	<p>To recognise how a computer can help us analyse data I can view data at different levels of detail</p>	<p>I can propose a question that can be answered using logged data</p>	<p>To use data from sensors to answer questions I can interpret data that has been</p>	

	I can suggest questions that can be answered using a given data set I can identify data that can be gathered over time	collected using sensors I can use data from a sensor to answer a given question I can identify that data from sensors can be recorded	collects data at given points I can identify the intervals used to collect data I can talk about the data that I have captured	I can sort data to find information I can explain that there are different ways to view data	I can plan how to collect data using a data logger I can use a data logger to collect data	collected using a data logger I can draw conclusions from the data that I have collected I can explain the benefits of using a data logger	
RE		How do Hindus show their faith? Faith in what?	A Hindu life; what is important?	What is it like to be a Hindu in Britain today?	What is it like to be a Hindu in Britain today?	Compare and comparison of lives between faiths.	
PSHE	Personal Safety To be able to identify trusted adults and approach them for support	To be able to assess the school and local environment from a personal safety perspective.	To be able to identify and understand 'sixth sense' feelings. To be able to understand safety rules and who and when to tell.	To be able to identify and name body parts, including the sexual parts. To be able to identify and distinguish between 'yes' and 'no' touches.	To be able to distinguish between 'good' and 'bad' secrets. To be able to recognise what bribes and tricks are.	To be able to assess problems and risks to keep safer. To be able to use assertive voice and body language.	
MFL	<u>Topic – La Date</u> Can I recognise, recall and spell the 7 days of the week in French?	Can I recognise and spell the 12 months of the year in French?	Can I recall the numbers 1-31 in French?	Can I ask and answer the question 'Quelle est la date aujourd' hui?' <i>(What is the date today?) in French.</i>	Can I ask and answer the question 'C'est quand ton anniversaire?' <i>(When is your birthday?) in French.</i>	To consolidate all the language learnt in the unit by constructing conversations around important dates including birthdays. Complete end of unit assessments.	
Music	<u>Voice</u> To learn to sing with breathing and pronunciation.	<u>Voice</u> To understand arpeggios and create harmonies.	<u>Voice</u> To understand pentatonic scales and to learn to sing fluently with confidence.	<u>Voice</u> To sing together, record our work and assess it as a class.	<u>Voice</u> To create melodies using pentatonic scales.	<u>Voice</u> To perform as an ensemble. Assessment	
PE	SPECIALIST TEACHING						
Art	SPECIALIST TEACHING						