



# Burnt Oak Junior School Medium Term Plan

Year: 4

Term: Summer 2

IPC Topic: Feel the Force and Plant it

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Phonics/ Spelling

Assessment and gap analysis

Words with sc sound spelt s.

Root word and meaning sound, hear or listen.  
Words with sc sound spelt s.

Words with ei in the middle of words – reign, vein and eight, freight, and ey at the end of words obey.

Revisit words with ei in the middle of words – reign, vein and eight, freight, and ey at the end of words obey.

**Flexible content – revisit areas of weakness**

**Flexible Content – revisit areas of weakness**

Reading

**The Wind in the Willows**  
To locate specific examples of poetic devices.  
To identify key details in the text.  
Find evidence to prove a statement to be true.  
Retrieve examples of antonyms.  
To retrieve information to suggest character.

**The Wind in the Willows**  
Can summarise the key points in a paragraph.  
To draw inferences from a character's action and dialogue.  
To determine whether statements are true or false by making inferences.  
Find clues within the text.  
Express a personal response.

**The Wind in the Willows**  
Select evidence to support predictions.  
Define words and phrases.  
To locate details in a text to gain meaning.  
Locate specific words and phrases.  
To locate evidence of specific themes.

**The Wind in the Willows**  
Follow a process to summarise and extract.  
Explain the meaning of implied words or phrases.  
Use inference to prove or disprove a given statement.  
Gain meaning from information given implicitly.  
Relate themes to personal experiences.

**The Wind in the Willows**  
Select important events to include in a summary.  
Use the context to determine the meaning of words.  
Skimming and scanning to find key words.  
Retrieve specific words and phrases from multiple texts.  
Use specific extracts to support a response.

**The Wind in the Willows**  
Identify language to show a change in mood and atmosphere.  
Draw conclusions from implicit information.  
Can infer meaning from a text to disprove a statement.  
Can draw evidence from multiple sources to support a statement.  
Respond creatively to a text.

**Flexible Content**

English

**Critical Analysis of Narrative Poetry**  
Explain the story told in a narrative poem.  
Analyse poetic devices to create tone and atmosphere.  
Analyse and compare poetry.  
Use debate to explore a personal response to poetry.

**News Report**  
Understand the structure of a report.  
Use the simple past tense and the past progressive tense.  
Use direct speech and reported speech.  
Identify the language of a news report.

**News Report**  
Use the structure of a report to inform own writing.  
Include direct quotations, use formal and informal language appropriately.  
Organise paragraphs around a theme in extended writing.  
Use pronouns and conjunctions to

**Explanatory Texts**  
Select precise vocabulary.  
Form and use the present tense.  
Recognise devices used to elaborate on key information.  
Use nouns and pronouns to improve clarity.

**Explanatory Texts**  
Understand the structure of a non-narrative paragraph.  
Use carefully selected vocabulary.  
Select noun and pronouns to aid the flow of writing.  
Use adverbs to express time and adverbs r express cause.

**Flexible Content**

**Flexible Content**

			develop flow within writing. Evaluate own writing.		Edit work secretarially. .		
<b>Maths</b>	<b>Money</b> Write money using decimals. Convert between pounds and pence. Compare amounts of money. Estimate with money. Calculate with money. Solve problems with money. End of block assessment (version B.)	<b>Measure- Time</b> Years, months weeks and days. Hours, minutes and seconds. Convert between analogue and digital times. Convert to 24-hour clock. Convert from 24-hour clock. End of unit assessment.	<b>Geometry – Shapes</b> Understand angles as turns. Identify angles. Compare and order angles. Triangles. Quadrilaterals. Lines of symmetry. Complete a symmetric figure. End of block assessment.		<b>Statistics</b> Interpret charts. Comparison, sum and difference. Interpret line graphs. Draw line graphs. End of block assessment.		<b>Position and direction</b> Describe position. using coordinates. Plot coordinates. Draw 2-D shapes on a grid. Translate on a grid. Describe translation on a grid. End of block assessment.
<b>Science (IPC)</b>	<b>Feel the Force</b>  Entry Point  How do you plan a fair test? (Task 1 plan and predict)  What are the effects of friction? (Task 1 test)	<b>Feel the Force</b>  If we had no friction what would happen to moving objects? (Task 1 conclude)  How do the surfaces of ice and sugar vary? (Task 2)  How do we measure friction? (Task 3)	<b>Feel the Force</b>  How do we use friction in our everyday lives? (Task 3)  How is gravity measured? (Task 4)  What patterns can you notice in your results? (Task 4)  What is buoyancy? (Task 5) How can you use diagrams to share your learning? (Task 5)	<b>Plant It</b>  Entry Point  How can you make useful observations? (Task 1)  Why do we only change 1 variable in a fair test? (Task 2 – plan, predict and set up)	<b>Plant It</b>  What do plants need in order to grow? (Task 2 – observe and conclude)  How can you grow the tallest, healthiest plant? (Task 3)  What are the functions of the parts of a plant? (Task 4)	<b>Plant It</b>  How is water transported within plants? (Task 5)  Why do plants have to scatter seeds? (Task 6)  What is soil? (Task 7)	<b>Plant It</b>  What are food chains? (Task 8)  What are food webs? (Task 8)  How can we make our school and local environment more economically and wildlife friendly? (Task 8 and extension)
<b>Geography (IPC)</b>							
<b>History (IPC)</b>							

