u IIINIA	Burnt Oak Junior School Medium Term Plan							
PLANT TOOK	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 aud 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.		
Maths	Money 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.)	Measure- Time 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.	Geometry – Shapes Understand angles as turns. Identify angles. Compare and order angles. Triangles. Quadrilaterals. Lines of symmetry. Complete a symmetric figure. End of block assessment.		Statistics Interpret charts. Comparison, sum and difference. Interpret line graphs. Draw line graphs. End of block assessment.		Position and direction 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.
Science (IPC)	Feel the Force Entry Point How do you plan a fair test? (Task 1 plan and predict) What are the effects of friction? (Task 1 test)	Feel the Force 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)	Feel the Force 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)	Plant It 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)	Plant It 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)	Plant It How is water transported within plants? (Task 5) Why do plants have to scatter seeds? (Task 6) What is soil? (Task 7)	Plant It 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)
Geography (IPC)			3 (/				
History (IPC)							

Computing (IPC)	Using loops to create shapes	Different loops	Animate your name	Modify a game	Designing a game	Creating your game	
PSHE	To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.	To investigate perceptions of being 'grown up'.	To consider their responsibilities and how these have changed and how they will change in the future.	To consider the responsibilities that parents and carers have for babies and children.	To understand what they have learned and be able to share it with others.		
	What can we learn from religions about deciding what is right and wrong?	What can we learn from religions about deciding what is right and wrong?	What can we learn from religions about deciding what is right and wrong?	What can we learn from religions about deciding what is right and wrong?	What can we learn from religions about deciding what is right and wrong?	What can we learn from religions about deciding what is right and wrong?	
RE	What rules are important? How is the Golden Rule important?	What important messages are in the Ten Commandments? How do they help Jewish people know how to live?	What does Christianity say about how to live a good life?	How can people decide what is right and wrong without God's help?	What do religious stories tell believers about temptation?	How have religious teachings helped to affect somebody's actions?	
<u>MFL</u>	Quel temps fait-il? Recall and spell 5 different phrases describing the	Quel temps fait-il? Recall and spell a further 5 different phrases describing	Quel temps fait-il? Learn the 4 compass points and say the temperature.	Quel temps fait-il? Recall the 7 days of the week and tell the time.	Quel temps fait-il? Present a weather forecast using all the learning so far.	To consolidate all the language learnt in the unit. Complete end of unit	
	weather.	the weather.				assessments.	
PE	To identify atmosp		-	SPECIALIST TEACHING	·	To Bakan ka manad	
Music	To identify structure of a song.	To use voice and sound in different and creative ways	respond and use	To record and edit songs.	To listen to popular music and recognise structure and form.	To listen to popular music and recognise structure and form.	
Art	SPECIALIST TEACHING						