



Stratford upon Avon Primary Planning – Medium Term

Year group: 4

Spring term, 2nd half 2022



	SCHEME OF WORK	Week 1 28 th Feb	Week 2 7 th March	Week 3 14 th March	Week 4 21 ST March	Week 5 28 th March	Week 6 4 th April
Visits/Visitors/ Other Info		Parents evening 8 th & 9 th HOE trip 9 th March		National Science week 11 th -20 th			Easter Hols
Spellings and GPS		SPELLINGS FOCUS Spellings taken from The Spelling Shed – 1 Spelling pattern per week Some pupils will have specific spellings taken from their books for an area of focus:					
	Spelling rule: C.F.W Assessment HFW Assessment Lessons incorporated into handwriting sessions	Spelling rule: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. Parenthesis for meaning	Spelling rule: Spelling shed Stage5 PowerPoint lesson slides and work tasks	Spelling rule: Spelling shed Stage 5 PowerPoint lesson slides and work tasks	Spelling rule: Spelling shed Stage 5 PowerPoint lesson slides and work tasks	Spelling rule: Spelling shed Stage 5 PowerPoint lesson slides and work tasks.	
		GPS FOCUS					
	Introduction of Tenses,	Homophones Fronted adjectival phrases	Suffixes	Tenses	Embedded clauses Parenthesis	Using text multi-modality	Year 4 spring term Assessment

English	Text title: Writing focus/ purpose: Newspapers Demon Dentist Retrieval of information and answering questions on text-based evidence - Character analyse	Writing focus/ purpose: Demon Dentist Chapter 17, 18, 19 Looking at the impact that Demon Dentist Looking at individual character sand creating a back story for each of them. Describing emotions and how they link to the setting when the	Writing focus/ purpose: Defining vocabulary Comic strips Dictionary tasks Predicting and Re writing the end of the story Predicting the story in a sequel, planning and writing.	Writing focus/ purpose: Newspaper front cover Witness statements Cont. Demon Dentist by David Walliams Introducing book through guided reading sessions – continue with book Extracting evidence from text. Studying characters Retrieval from text Read chapter 20,21,22,23 Vipers	Writing focus/ purpose: Demon Dentist Extracting evidence from text. Inferring what might be happening as we come towards the end of the book . Vipers questions as part of guided reading	Writing focus/ purpose: Demon Dentist by David Walliams TBA Start planning a first chapter for the sequel to Demon dentist . Vipers questions as part of guided reading	Writing focus/ purpose: Demon Dentist by David Walliams TBA Predicting the story in a sequel, planning and writing. Summarising and planning a sequel to the story
Maths	Unit: White rose Fractions and Decimals Tenths and hundredths	White rose Fractions Finding the fraction of a number Improper fractions to mixed numbers	White rose Multiplication Decimals Recognise tenths and hundredths	White rose Multiplication division Decimals Tenths as decimals Divide 1-digit by 10 Divide 2-digits by 10	White rose Decimals Tenths on a place value grid Hundredths	White Rose Dividing Decimals Tenths on a number line Hundredths on a place value grid	White Rose Dividing Decimals Divide 1 or 2-digits by 100 Assessment

Science- Curriculum Pro	<p>Science focus: Electricity</p> <p>This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight.</p>	<p>Science focus: Electricity</p> <p>. Identify common appliances that run on electricity.</p> <p>Introduce the project by showing the Electricity video. Talk about the information provided and ask questions to consolidate the children's knowledge. Pose the question, 'What things do we use that are powered by electricity?' Encourage children to mind map their ideas in small groups., ask the children to share some of their responses and address any misconceptions. Remind the children of the two main sources of electricity, mains and batteries.</p>	<p>Provide pairs of children with the resources to make simple series circuits that include a switch and a lamp, buzzer or motor. Demonstrate, step by step, how to make a series circuit and encourage the children to follow each step to create their own. After making, ask the children to draw a labelled diagram of their circuit. Give children time to explore the circuitry components independently, changing the direction of the wires, adding different numbers of cells or batteries, or working with another pair to build larger, more complex circuits.</p>	<p>Science focus: Electricity</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Ask, 'Can you name some properties of materials?' Ask the children to give you their ideas and record them on the IWB. Show the children an object and explain that the materials the object is made from have been chosen for a specific purpose. F</p>	<p>Science focus: Electricity</p> <p>Investigate and analyse a range of existing products.</p> <p>Show the children an incandescent light bulb with the tungsten filament evident and ask if they know what the object is. Add the bulb to a table lamp or similar. Give groups of children time to examine the bulb when switched off and on and ask them to generate research questions about the object.</p>	<p>Science focus: Electricity</p> <p>How to Wire a plug.</p> <p>Before the lesson, wire a class set of three-pin plugs with 3-core flexible cable, using the How to wire a plug video to help. At the beginning of the lesson, ask the children to recap electrical conductivity and name some conductive and non-conductive materials.</p> <p>Provide them with the Understanding plugs recording sheet to record their observations as they work. To consolidate their understanding, show them the Understanding plugs presentation,</p>	<p>Science focus: Electricity</p> <p>The future of electricity</p> <p>Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.</p> <p>What would the world be like if there was no electricity?' Ask the children to record their ideas using a mind map and headings, such as school, home, transport, shopping, food and communication.</p> <p>Future of electricity presentation to help children understand the need to find more sustainable ways of producing electricity in the future and the importance of using electricity wisely.</p>

Topic- GEOGRAPHY curriculum Pro maestro	<p>Title of topic: Interconnecting Worlds Children are taught about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.</p> <p>TOPIC TO RUN OVER 1 TERM</p>	<p>How to use a compass</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p>	<p>How to identify the location of the Tropics of Cancer and Capricorn on a world map.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>		<p>How to locate countries on a map.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Begin by using Google Earth to help children identify and locate the continents and the countries of North and South America and ask them to share any knowledge they have of the continents. Give out atlases and invite the children to work in pairs to locate, name and talk about North and South American countries. Provide the children with the Countries of North and South America recording sheet and ask them to use the atlas to locate and label the places named in the key.</p>	<p>Contrasting climates in north and south America</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Recognising geographical characteristics of north and south America</p>	<p>Different cultures</p> <p>Cultural studies of a country include the language, religion and values of the people who originate from, or live in, a particular place.</p> <p>Tell the children that they will learn more about the culture of the people in Canada, the USA, Ecuador and Brazil. Explain that culture means the language, norms, religion and values of the people who originate from, or live in, a particular place. Organise the children into pairs and give each a copy of the North and South American culture information pack to read.</p>
PE	Gym/HIT /king ball /Karate Skills With JI	Gym/HIT /king ball /Karate Skills With JI	Gym/HIT /king ball /Karate Skills With JI	Gym/HIT /king ball /Karate Skills With JI	Gym/HIT /king ball /Karate Skills With JI	Gym/HIT /king ball /Karate Skills With JI	Gym/HIT /king ball /Karate Skills With JI
Music	<p>Charango – music scheme</p> <p>Warwickshire sings- Mrs Smith</p>	<p>Charango – music scheme</p> <p>Warwickshire sings- Mrs Smith Thurs 2pm, Covid dependent</p>	LKS2 – PLAY Star Warts Warwickshire sings- Mrs Smith	LKS2 – PLAY -- Star Warts Warwickshire sings- Mrs Smith	LKS2 – PLAY - Star Warts Warwickshire sings- Mrs Smith	LKS2 – PLAY -Star Warts Warwickshire sings- Mrs Smith	LKS2 – PLAY- Star Warts Warwickshire sings- Mrs Smith

RE Taken from the Warwickshire SACRE	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance	Looking for similarities and differences between religions. Imagine that all schools will be closed – you are creating a poster to celebrate your own day .	We are learning to explore what celebration means to different faiths. A day in the life of how we celebrate, - children can choose Diwali , Christmas , Halloween any celebration they like .	We are learning why Christians celebrate Easter Story board about holy week.	What was the Last Supper and how is it linked to sacrifice? What was the meaning of the Passover supper and the last meal. Children will be planning their own supper and giving reasons for who they have chosen or the food they have want to eat.	What the connection between stories , beliefs and Christianity . Crucifixion. Watch the Miracle maker cartoon.	What do Christians believe Easter Sunday means to them. Discussion on miracles and do people rise from the dead.
PSHE PSHE	Jigsaw Scheme of work Healthy Me	Healthy Me I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	Healthy Me I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	Healthy Me I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	Healthy Me I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	Healthy Me I can recognise when people are putting me under pressure and can explain ways to resist this when I want	Healthy Me I know myself well enough to have a clear picture of what I believe is right and wrong
MFL	Jollie Ronde With Mrs Fade	French Calendar Birthdays Conversations	French Calendar French Towns	French French cities/town location Conversation	French Dates Conversation	French Holiday conversation	French Holiday conversation Introductions and names

Topic /History curriculum Pro maestro	Children will describe and understand key aspects of human geography, through historical facts including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<p>Timeline of the British railways</p> <p>The children to describe their experiences of trains and railways. Encourage them to say how and why they travelled and explain that the National Rail network connects towns and cities across the country and allows people and goods to travel to different places.</p> <p>Project the National Rail route diagram on a whiteboard or give out individual copies.</p>		<p>Who was Dr Beecham ?</p> <p>Research his effect on the Railways post war.</p> <p>Research and present</p> <p>Start to look at the History of the Avon Canal – with view to class walk along the canal and mapping , historical places.</p>	<p>Walk down to look at the Avon canal</p>	<p>Canals of Great Britain</p> <p>History of Canals presentation</p> <p>MANCHESTER , BIRMINGHAM Liverpool Avon Kennet</p> <p>Canals the building of – Timelines/ canal Navy's what happened to the men and their working conditions.</p> <p>How were barges powered.</p>	<p>Canals of Great Britain</p> <p>Canals declined when railways and roads developed but were conserved after the Second World War and are used for recreation and leisure today.</p> <p>Research project continued</p>	<p><i>The Boat People and Conserving Britain's Canals</i> from the BBC One series Canals: The Making of a Nation.</p>
Computing	Purple Mash scheme of work unit 1 – 6 lessons	<p>Design Code text – debug</p> <p>Children can explore different types of code</p> <p>Create a background scene</p> <p>create an algorithm use 2code to program</p>	<p>IF Statements</p> <p>Children create their own IF STATEMENTS</p> <p>Children can interpret a flowchart that contains an IF statement</p>	<p>Co ordinates</p> <p>Making use of X and Y properties and objects</p> <p>Children can start making a program of their own</p>	<p>IF /Else Statements</p> <p>Children can read code that has repeat in it and be able to explain how it works</p> <p>Children can interpret a flowchart that depicts an IF/ ELSE statement.</p>	<p>Variables</p> <p>Children can explain what a variable is in programming. Children can create and use variables when programming.</p>	<p>Children can read code that includes repeat until and IF/ ELSE and explain how it works.</p> <p>Children can create a program that includes and IF/ ELSE statement.</p> <p>Children can interpret a flowchart that depicts an IF/ ELSE statement.</p>	