



# Stratford upon Avon Primary Planning – Medium Term

Year group: 4

Spring term, 1<sup>st</sup> half, 2022



Lesson/Date	Week 1 3 <sup>rd</sup> Jan	Week 2 10 <sup>th</sup> Jan	Week 3 17 <sup>th</sup> Jan	Week 4 24 <sup>th</sup> Jan	Week 5 31 <sup>st</sup> Jan	Week 6 7 <sup>th</sup> Feb	Week 7 14 <sup>th</sup> Feb
Visits/Visitors/ Other Info	Inset 3 <sup>rd</sup> Jan	Peer Review 13 <sup>th</sup>					
Spellings and GPS		<b>SPELLINGS FOCUS</b> 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:					
	<b>Spelling rule:</b>  C.F.W Assessment  HFW Assessment Lessons incorporated into handwriting sessions	<b>Spelling rule:</b>  Stage 4 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings	<b>Spelling rule:</b> <b>Spelling shed</b> Stage 4 List 2 Powerpoint lesson slides and work tasks	<b>Spelling rule:</b> <b>Spelling shed</b>  Stage 4 List 2 PowerPoint lesson slides and work tasks	<b>Spelling rule:</b> <b>Spelling shed</b>  Stage 4 List 2 PowerPoint lesson slides and work tasks	<b>Spelling rule:</b> <b>Spelling shed</b>  Stage 4 List 2 Powerpoint lesson slides and work tasks	<b>Spelling rule:</b> <b>Spelling shed</b>  Stage 4 List 2 PowerPoint lesson slides and work tasks.
	<b>GPS FOCUS</b>						
	Introduction of ISPACE  Fronted Adverbials	Introduction of ISPACE  Homophones	Introduction of ISPACE  Suffixes	Introduction of ISPACE  Tenses	Tenses	Homophones	

English	<p><b>Text title:</b></p> <p><b>Writing focus/ purpose:</b></p> <p>Macbeth</p> <p>DISCUSSING VARIETY OF ILLUSTRATIONS</p> <p>Retrieval of information and answering questions on text-based evidence -</p> <p>DESCRIBING THE CHARACTERS</p>	<p><b>Writing focus/ purpose:</b></p> <p>The Macbeth Witches</p> <p>Looking at the impact that the witches have on the story and how they affect other characters in the story line</p> <p>Looking at individual witches and creating a back story for each of them .</p> <p>Describing emotions and how they link to the setting when the witches a</p>	<p><b>Writing focus/ purpose:</b></p> <p><u>Macbeth</u></p> <p>Defining vocabulary</p> <p>Dictionary tasks</p> <p>Predicting and Re writing the end of the story</p> <p>Predicting the story in a sequel, planning and writing.</p>	<p><b>Writing focus/ purpose:</b></p> <p>Demon Dentist by David Walliams</p> <p>Introducing book through guided reading sessions – continue with book</p> <p>Extracting evidence from text.</p> <p>Studying characters</p> <p>Retrieval from text</p> <p>Read chapter 3 &amp; 4 &amp; 5</p> <p>Character profiles – Creating individual fact files about the characters</p>	<p><b>Writing focus/ purpose:</b></p> <p>Demon Dentist by David Walliams</p> <p>TBA</p> <p>How do we Tell stories?</p> <p>Definition and explanation of vocabulary meaning.</p> <p>FACT OR FICTION</p> <p>Autobiography of David Walliams</p>	<p><b>Writing focus/ purpose:</b></p> <p>Demon Dentist by David Walliams</p> <p>TBA</p> <p>Extracting evidence from text.</p> <p>Inferring what might be happening as we come towards the end of the book.</p>	<p><b>Writing focus/ purpose:</b></p> <p>Demon Dentist by David Walliams</p> <p>TBA</p> <p>Predicting the story in a sequel, planning and writing.</p> <p>Summarising and planning a sequel to the story</p>
Maths	<p><b>Unit: White rose</b></p> <p><b>Multiplication 11 times table</b></p>	<p><b>Unit: White rose</b></p> <p>Cont problem solving for 11s</p> <p>Multiplication 12 times table</p>	<p><b>Unit: White rose</b></p> <p><b>Multiplication</b></p> <p>Multiplying 3 numbers</p> <p>Efficient multiplication</p>	<p><b>Unit: White rose</b></p> <p><b>Multiplication division</b></p> <p>Factor Pairs</p> <p>Written methods Multiplication</p>	<p><b>Unit: White rose</b></p> <p>Multiplying 1 digit by 2 digits</p> <p>Multiplying 1digits 3 digits</p> <p>Multiplying 1 digit by 4</p>	<p>White Rose</p> <p>Dividing</p> <p>1digit by 2</p> <p>Divide 1 digit by 2 and 3 digits</p>	<p>White Rose</p> <p>CORRESPONDENCE PROBLEMS ASSESSMENT</p>

# Science

	<p><b>Science focus:</b> Human Digestion and Teeth</p> <p>Twinkle overview plans Humans including animals</p>	<p><b>Science focus:</b> To describe the simple functions of the basic parts of the digestive system in humans in the context of identifying the parts of the digestive system.</p> <ul style="list-style-type: none"> <li>• I can identify and name parts of the human digestive system.</li> </ul>	<p><b>Science focus:</b> Digestive System Functions To describe the simple functions of the basic parts of the digestive system in humans by explaining the functions of the different parts of the digestive system.</p> <ul style="list-style-type: none"> <li>• I can explain the functions of the digestive system. To use straightforward scientific evidence to answer questions by reading an explanation text and answering questions.</li> <li>• I can use scientific evidence to answer questions.</li> </ul>	<p><b>Science focus:</b> To identify the different types of teeth in humans and their simple functions by learning about different types of teeth.</p> <ul style="list-style-type: none"> <li>• I can identify the types and functions of teeth. To identify differences, similarities or changes related to simple scientific ideas and processes by comparing human and animal teeth.</li> <li>• I can identify similarities and differences related to scientific ideas.</li> </ul>	<p><b>Science focus:</b> To ask relevant questions and use different types of scientific enquiries to answer them by distinguishing between scientific and non-scientific questions and choosing between types of scientific enquiry.</p> <ul style="list-style-type: none"> <li>• I can ask scientific questions and choose a scientific enquiry to answer them. To set up simple practical enquiries, comparative and fair tests by setting up an enquiry or test to understand what causes tooth decay.</li> <li>• I can create an enquiry or test.</li> </ul>	<p><b>Science focus:</b> To make systematic and careful observations by observing the changes that occur in their enquiry or test. To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions By presenting findings, making predictions and raising questions about results.</p> <ul style="list-style-type: none"> <li>• I can make careful observations, appropriately record my results and use them to develop further investigations.</li> </ul>	<p><b>Science focus:</b> Digestive System Parts To construct and interpret a variety of food chains, identifying producers, predators and prey by understanding food chains and the role of different plants and animals within them.</p> <ul style="list-style-type: none"> <li>• I can construct and interpret food chains.</li> </ul>
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Topic	<b>Title of topic:</b> <b>Animals including Humans Digestion and teeth</b> <b>Link to our author</b>	Start to generate ideas for healthy diet and how various methods of cooking, steaming opposed to frying etc... Foods that affect your health.	To investigate what a healthy diet looks like and plan a menu for a year 4 child which incorporates all the vitamins and minerals for healthy digestion. Investigating best vitamin absorption for healthy gut.  Plan and present an appropriate menu using ICT RESOURCES – CREATE MENU ON WORD DOCUMENT.  How lack of fruit and veg effect your hair, skin digestions.  Burp, food decay investigations		Studding bacteria and viruses. - how they affect health and how by following safe and simple routine good hygiene can keep them at bay!!!  Using a variety of resources researching scientists of modern-day medicine.	Studying the organs linked to the digestive system – spleen, kidneys, liver. throat, tongue  Describing the simple functions of the digestive system,	The digestion system of an animal – compare similarities and differences between animal and human digestion.
PE	Apparatus BASKETBALL /karate skills With JI	Apparatus BASK BASKETBALL ETBALL s/karate skills With Mrs Ingate	Apparatus/ BASKETBALL Karate skills With Mrs Ingate	Apparatus /Karate skills With Mrs Ingate	Netball /BASKETBALL/Karate skills With Mrs Ingate	Netball/Basketball Karate skills With Mrs Ingate	Netball Karate skills With Mrs Ingate
Music	Charango – music scheme  Warwickshire sings- Mrs Smith	Charango – music scheme  Warwickshire sings- Mrs Smith Thurs 2pm,	Charango – music scheme  Warwickshire sings- Mrs Smith	Charango – music scheme  Warwickshire sings- Mrs Smith	Charango – music scheme  Warwickshire sings- Mrs Smith	Charango – music scheme  Warwickshire sings- Mrs Smith	Charango – music scheme  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	Why is Jesus inspiring to some people? (Y4)	Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people	Which stories are special and why? What can we learn from sacred books? Does living biblically mean obeying the whole Bible?	Which people are special and why? What would Jesus do? Can we live by the values of Jesus in the twenty-first century? What is so radical about Jesus?	In this thread: Which places are special and why? What makes some places sacred? If God is everywhere, why go to a place of worship? Should religious buildings be sold to feed the starving?	Which times are special and why? How and why do we celebrate special and sacred times?

PSHE	Jigsaw Scheme	Dreams and Goals I know how it feels to have hopes and dreams	Dreams and Goals I understand that sometimes hopes and dreams do not come true and that this can hurt	Dreams and Goals I know that reflecting on positive and happy experiences can help me to counteract disappointment	Dreams and Goals I know how to make a new plan and set new goals even if I have been disappointed	Dreams and Goals I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	Dreams and Goals I can identify the contributions made by myself and others to the group's achievement	Dreams and Goals I know how to share in the success of a group and how to store this success experience in my internal treasure chest
MFL	Jollie Ronde With Mrs Fade	French Colours Numbers Body parts the date	French Colours Numbers Body parts the date	French Colours Numbers Body parts the date	French Colours Numbers Body parts the date	French Colours Numbers Body parts the date	French Colours Numbers Body parts the date	French Colours Numbers Body parts the date
History	The history of Modern Medicine	Completing a timeline from 1900 to 2005 New scientific discovery's that have changed the face of healthcare		History of the NHS Discovering the implementation of the new healthcare system for everyone		What did Antibiotics ever do for us?  Research into the history of antibiotics.		
Geography	Where do medicines come from?			Where in the UK was the NHS Born? Mapping		MEDICINES SANS FRONTIERE-  INVESTIGATION	Medicines from around the world.  Amazon Jungle medicines leading onto next weeks trip to alternative therapy and holistic medicine	Visit to Lifeways Holistic centre to investigate the geology of the garden