

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 4 – SPRING 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

GeographyDriver: Rivers / Mountains

Key Enquiry: Why are most of the world's cities located by rivers?

Geography Driver

What I need the children to learn		Possible learning experiences
Human and Physical Geography		
<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>	
<ul style="list-style-type: none"> • Know and label the main features of a river • Know the name of and locate a number of the world's longest rivers • Know the names of a number of the world's highest mountains • Explain the features of a water cycle • Know how rivers impact the surrounding areas including flooding. • Know what landforms are created by rivers. • Explain why rivers are important to people? 	<ul style="list-style-type: none"> • Know why most cities are located by a river • Can I compare two different cities and say how the land use differs? Ports and agriculture comparison. 	<p>World map locating major rivers and mountain peaks</p> <p><i>Label main parts of a river. Discuss how rivers change over time and how you can tell whether a river is old or new.</i></p> <p>Labelling water cycle with explanations</p> <p><i>Make a mini water cycle in a bag</i> <i>Vineyards on mountains in Italy</i> <i>Rice Fields in China</i> <i>Research trade links between countries</i> <i>Famine crisis in Africa</i> <i>Make your own river with settlements at the side</i> <i>Ancient Egypt – irrigation systems</i></p>
Locational Knowledge		
<i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and</i>	<i>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</i>	

<i>understand how some of these aspects have changed over time</i>	<i>and night)</i>	
<ul style="list-style-type: none"> • Know where the main mountain regions are in the UK • Know, name and locate the main rivers in the UK • Know how mountains have been formed throughout history. 	<ul style="list-style-type: none"> • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map • Know what is meant by the term 'tropics' 	Time zones Globe investigation linked to map Link to season work previously completed Own county – Study of the North Yorkshire Moors – possible Visit Historical photographic evidence of Scarborough through the years Labelling maps Google Earth investigations 6 main river locations

Geography

What I need the children to learn	Possible learning experiences
Geographical skills and fieldwork	
<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	
<ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian 	Google Earth study to locate countries Time zones study linked to night/ day Spring Equinox

Science

Working Scientifically	
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> • Why are steam and ice the same thing? • Why is the liver important in the digestive systems? • What do we mean by 'pitch' when it comes to sound? 	<input type="checkbox"/> Gather and record information using a chart, matrix or tally chart, depending on what is most sensible <input type="checkbox"/> Group information according to common factors e.g. materials that make good conductors or insulators
<input type="checkbox"/> Use research to find out how much time it takes to digest most of our food	<input type="checkbox"/> Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
<input type="checkbox"/> Use research to find out which materials make effective conductors and insulators of electricity	<input type="checkbox"/> Present findings using written explanations and include diagrams, when needed
<input type="checkbox"/> Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water	<input type="checkbox"/> Write up findings using a planning, doing and evaluating process
<input type="checkbox"/> Set up a fair test with more than one variable e.g. using different materials to cut out sound	<input type="checkbox"/> Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
<input type="checkbox"/> Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures	<input type="checkbox"/> When making predictions there are plausible reasons as to why they have done so
<input type="checkbox"/> Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning	<input type="checkbox"/> Able to amend predictions according to findings
<input type="checkbox"/> Use a data logger to check on the time it takes ice to melt to water in different temperatures	<input type="checkbox"/> Prepared to change ideas as a result of what has been found out during a scientific enquiry

What I need the children to learn	Possible learning experiences
States of Matter	
<i>Compare and group materials</i> <i>Solids, liquids and gases</i> <i>Changing state</i> <i>Water cycle</i>	
<ul style="list-style-type: none"> • Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle and to connect the rate of evaporation with temperature • Group materials based on their state of matter (solid, liquid, gas) 	<p>Directly proportional straight-line graphs in Mathematics</p> <p>How to get an ice cube to melt in the quickest way</p> <p>Let children experiment with different materials, sunny position etc</p> <p>Address misconception that wrapping the ice cube will not heat it up and melt it but will actually insulate the cold</p> <p>Water cycle in a bag – evaporation experiment with sandwich bags stuck on the window – measure</p> <p>Diagrams of cycle from solid to liquid gas and vocabulary – melting, evaporating, condensation, solidifying, mention sublimation</p>

Computing

What I need the children to learn	Possible learning experiences
Using Programs – Handling Data	
<i>National Curriculum Objectives - Pupils should be taught to:</i> <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i>	<p>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>
iData unit – Information Technology <ul style="list-style-type: none"> • Lesson 1: iBinary • To understand that computers represent data as numbers and count using switches of 'on' and 'off' (0 and 1) • Lesson 2: iSort • To sort record cards using field names • Lesson 3: iEnter • To understand that information can be stored as numbers, text and choices (e.g. yes/no) • To understand that storing information in an organised way helps answer questions • Lesson 4: iSearch • To search a database to answer questions • Lesson 5: iChart • To use the information in a database to create a simple chart 	<p>https://www.icompute-uk.com/members-area/lks2/index.html and select Year 4 and then iData unit 1</p> <p>As databases formed part of the former ICT National Curriculum, we assume schools have access to a database application</p> <p>You will need to populate the database yourself (or, preferably, have your pupils do it) using the records in Resource4.1.2c</p> <p>If your school does not have a database application, you could use a spreadsheet instead: for further details, please refer to the "readme" document located in the Databases > Excel folder (available in lesson resource downloads)</p>

Data Handling	
Declarative Knowledge	Procedural Knowledge
Year 4	
Pupils know/understand that...	Pupils know how to...
<ul style="list-style-type: none"> ☞ you need to structure data in a database ☞ the basic structure of a database and that you can sort and search them ☞ there are data types: numeric; alphabetic, dates, currency ☞ databases can be used to create a variety of tables and graphs that can be used for different purposes ☞ data is represented digitally by computer systems; by a series of zeros and ones and that this is called the binary number system 	<ul style="list-style-type: none"> ☞ use the vocabulary: file, record, field, sort and search ☞ talk about the advantages of using databases to sort, query and classify information quickly ☞ create diagrams and charts to ask and answer questions ☞ identify what data to collect to ask and answer specific questions ☞ enter data into a database and use search/sort to answer questions ☞ use and compare graphs and charts produced by database software ☞ select and use appropriate methods to organise, present and interpret data

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 3 – Stop!	
Listening and Appraise Music (Musicianship)	
<p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop an understanding of the history of music.</i></p>	
<ul style="list-style-type: none"> • Talk about the words of a song. • Think about why the song or piece of music was written. • Find and demonstrate the steady beat. 	
Singing and Voice	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation. • Sing in different time signatures: 2/4, 3/4 and 4/4. 	Video with QR qrcode monkey website
Notation	
<ul style="list-style-type: none"> • <i>Use and understand staff and other musical notations</i> 	
<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. 	
Playing Instruments	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. 	Glockenspiels and bars as a whole class
Improvising	

<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A 	
<ul style="list-style-type: none"> • Composing 	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Compose over a simple chord progression. • Compose over a groove. 	<p>Use Charanga with pupil logins to experiment with the notation maker.</p>
<ul style="list-style-type: none"> • Performing 	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> • Talk about what the rehearsal and performance has taught the student. • Understand how the individual fits within the larger group ensemble. 	<p>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</p>
<ul style="list-style-type: none"> • Vocabulary 	
<ul style="list-style-type: none"> • Keyboard • Electric guitar • Bass • Drums • Improvise • Compose • Melody • Pulse • Rhythm • Pitch • Tempo • Dynamics • Texture • Structure • Compose • Improvise • Hook • Riff • Solo • Pentatonic scale • Unison • Rhythm patterns • Musical style • Rapping • Lyrics • Choreography • Digital/electronic sounds • Turntables • Synthesizers, by ear • Notation • Backing vocal • Piano • Organ • Acoustic guitar • Percussion • Birdsong • Civil rights • Racism • Equality 	

Art

What I need the children to learn	Possible learning experiences
Using Sketchbooks	
<i>create sketch books to record their observations and use them to review and revisit ideas</i>	
<ul style="list-style-type: none"> • know how to integrate digital images into artwork. • use sketchbooks to experiment with different texture • use photographs to help create reflections • Print onto different materials using at least 4 different colours • Ensure collage work is precise Use mosaic & montage • Create images, videos and sound recordings 	<p>Sketch rivers and landscapes</p> <p>Make riverscapes using collage materials and experiment with different colours and tones.</p> <p>Sketch rivers using digital pictures</p>

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> • sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed 	
Competitive Games	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game 	
Gymnastics	Unit 3 – Cognitive 6 x Gym Lessons
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases 	
Dance	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> • take the lead when working with a partner or group • use dance to communicate an idea 	

Outdoor and Adventurous Activity	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> • follow a map in a (more demanding) familiar context • follow a route within a time limit 	
Evaluate	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> • provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others 	Give critical feedback with in direct response to key questions/challenges.
Real P.E.	
Unit 3 Cognitive	
<ul style="list-style-type: none"> • I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. 	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Dreams & Goals	Resource links from: Jigsaw
<p>Knowledge</p> <ul style="list-style-type: none"> • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group. <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude 	<p>In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p> <p><u>Key vocabulary:</u> Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p> <p>See the link below</p>

- Enjoy being part of a group challenge
- Can share their success with others
- Can store feelings of success (in their internal treasure chest) to be used at another time

Water Safety Curriculum

Can I become familiar with how to stay safe around the water including beaches, canals and rivers?

Two lessons-

1: beach water safety and flags.

2: canals and rivers – activities resource 2- see teacher guidance.

Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).

<https://jigsawlivercimsuk.blob.core.windows.net/umbraco-media/j0jfera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education:

For this unit there is 10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

Please focus on Eid

What I need the children to learn	Possible learning experiences
<p>Why are festivals important to religious communities? Focus on Eid (in planning on RE today there is planning for 10 hours of classroom activities)</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Recognise and identify some differences between religious festivals and other types of celebrations (B2). • Retell some stories behind festivals (e.g. Divali, Pesach) (A2). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Eid) (B2). • Identify similarities and differences in 	<ul style="list-style-type: none"> • Recap times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. This was covered in Year 3 so it can be brief. • Consider the meanings of the stories behind key religious festivals, e.g Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. • Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. • Study key elements of festival: shared values, story, beliefs, hopes and commitments. • Consider (using Philosophy for Children methods where possible) questions

<p>the way festivals are celebrated within and between religions (A3).</p> <ul style="list-style-type: none"> Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (Eid) (C2). Suggest how and why religious festivals are valuable to people within this religion (B2). 	<p>about the deep meaning of the festivals: does light conquer darkness (Diwali)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent).</p>
---	---

Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language</i></p> <ul style="list-style-type: none"> Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. 	<p>Language Angels</p> <p>Spring 1 - Tudors Teaching Type: Intermediate Unit Objective: To learn a range of language strategies to help decode unknown language in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Listen attentively to key facts from Tudor history in French. Build on previously learnt skills to decode longer spoken and written French language. Learn and be able to recall some key Tudor facts from history in French.
<p style="text-align: center;">Speaking</p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Present ideas and information orally to a range of audiences. Describe people, places, things and actions orally and in writing</i></p> <ul style="list-style-type: none"> Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. 	
<p style="text-align: center;">Reading/ Writing</p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing</i> <i>Broaden their vocabulary and develop their</i></p>	

ability to understand new words that are introduced into familiar written material. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions in writing

- Read aloud short pieces of text applying knowledge learnt. Understand most of what we read in the foreign language when it is based on familiar language.
- Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate – my name/ where I live/ my age.

Grammar

Understand basic grammar appropriate to the language being studied

- Better understand the concept of gender and which articles to use for meaning ('the', 'a' or 'some'). Introduce simple adjectival agreement (adjectival agreement when describing nationality) the negative form and possessive adjectives ('In my pencil case I have' or 'In my pencil case I do not have').

Cayton Creation

Pen Pals with Canada

Cayton Conclusion

Make a mud river bed to include a meander and possible ox-bow, from their prior knowledge.

English

What I need the children to learn	Possible learning experiences
Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?	<i>Information text writing about rivers and the water cycle. Use of diagrams.</i> <i>The world according to Humphrey – Whole Class Reading</i>
Can I write a range of narratives that are well-structured and well-paced.?	Formal letter Explanation text Story
Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?	Preparing for writing.
Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?	
Can I create detailed settings, characters and plot in narratives to engage the reader and to add	<i>Using Literacy Shed for short film clips to help with settings.</i>

atmosphere?	
Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?	The World According to Humphrey – Whole Class Reading Book
Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?	<i>Response time and discussion about other's work.</i>
Can I always maintain an accurate tense throughout a piece of writing?	
Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?	<i>Specific stand-alone lessons to achieve this, both oral and written.</i>
Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences?	<i>Sentence construction towards the start of the term. Consolidate</i>
Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?	<i>Sentence construction towards the start of the term. Consolidate</i>
Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it?	<i>Specific lessons and Response Time.</i>
Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?	<i>Sentence construction towards the start of the term.</i>
Can I consistently use apostrophes for singular and plural possession?	<i>Specific lessons and Response Time. See **</i>
Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	<i>Specific lessons and Response Time.</i>
Can I spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'? e.g. musician, electrician, magician, politician, mathematician)?	<i>Y4 spelling unit.</i>
Can I spell words with the s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'?	<i>Y4 spelling unit.</i>

(e.g. science, scene, discipline, fascinate, crescent)?	
Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?	<i>Y4 spelling unit.</i>
Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?	<i>Y4 spelling unit.</i>
Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)?	<i>Y4 spelling unit.</i>
Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?	<i>As for **</i>
Can I use my spelling knowledge to use a dictionary more efficiently?	<i>Introduce using a dictionary and if ready, use letters to the second and third place.</i>
Can I spell all of the Y3 and Y4 statutory spelling words correctly?	<i>Baseline assessment at the start of term. Half-termly assessment to check on progress.</i>
Can I increase the legibility, consistency and quality of my handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?	<i>Handwriting sessions.</i>
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	<i>Handwriting sessions.</i>
Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?	<i>Guided Reading will have to take the form of whole class work until further notice. Any "gaps" shown through Y3 Summer Term assessment done at the start of Y4 Autumn term, to be addressed.</i>
Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?	<i>Guided/whole class reading.</i>

Mathematics

What I need the children to learn	Possible learning experiences
Number: Multiplication and division (3 weeks)	
<ul style="list-style-type: none"> 11 and 12 times-table 	<i>Homework</i>
<ul style="list-style-type: none"> Multiply 3 numbers 	<i>White Rose Maths Hub</i>
<ul style="list-style-type: none"> Factor pairs 	
<ul style="list-style-type: none"> Efficient multiplication 	<i>White Rose and NRich problem-solving</i>
<ul style="list-style-type: none"> Written methods 	
<ul style="list-style-type: none"> Multiply 2-digits by 1-digit 	
<ul style="list-style-type: none"> Multiply 3-digits by 1-digit 	
<ul style="list-style-type: none"> Divide 2-digits by 1-digit (1) 	
<ul style="list-style-type: none"> Divide 2-digits by 1-digit (2) 	
<ul style="list-style-type: none"> Divide 3-digits by 1-digit 	
<ul style="list-style-type: none"> Correspondence problems 	<i>White Rose and NRich problem-solving</i>
Measurement: Area (1 week)	
<ul style="list-style-type: none"> What is area? 	
<ul style="list-style-type: none"> Counting squares 	
<ul style="list-style-type: none"> Making shapes 	
<ul style="list-style-type: none"> Comparing area 	
Number: Fractions (4 weeks) Continue into new term to make up the weeks.	
<ul style="list-style-type: none"> What is a fraction? 	
<ul style="list-style-type: none"> Equivalent fractions (1) 	
<ul style="list-style-type: none"> Equivalent fractions (2) 	
<ul style="list-style-type: none"> Fractions greater than 1 	
<ul style="list-style-type: none"> Count in fractions 	
<ul style="list-style-type: none"> Add 2 or more fractions 	
<ul style="list-style-type: none"> Subtract 2 fractions 	
<ul style="list-style-type: none"> Subtract from whole amounts 	

	<i>White Rose and NRich problem-solving</i>
--	---

