

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 4 – SPRING 2



Learn from yesterday, seek today and aim for tomorrow

September 2023

ScienceDriver: Sound

Key Enquiry: Why is the music of X loved by so many?

Science Driver

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
Sound	
<i>How sounds are made</i> <i>Sound vibrations</i> <i>Pitch and Volume</i>	
<ul style="list-style-type: none"> • Know how sound is made, associating some of them with vibrating • Know how sound travels through a medium from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source 	<p><i>Experiment how sound travels through solid and gases (air)</i> <i>Slinky to hear sound</i> <i>Tap rulers at different lengths off tables to create different pitches due to wave length change</i> <i>Use tuning forks to listen to different pitches.</i> <i>Telephone cups – pressing on the wire stops vibrations and therefore sound</i> <i>Data-logger experiment to test what happens to sound in decibels as children move away from the source</i> <i>Record on graphs at different distances</i></p>

Computing

What I need the children to learn	Possible learning experiences
<p align="center">Using Programs</p>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><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>	<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>
<p>iAnimate unit - Digital Literacy</p> <ul style="list-style-type: none"> Lesson 1: iFlip To understand what an animation is Lesson 2: iDraw To create a scene for an animation Lesson 3: iFrame To understand that animations can be created using digital tools Lesson 4: iScene To create an animated scene Lesson 5: iProduce To storyboard and create a short animation 	<p>https://www.icompute-uk.com/members-area/lks2/index.html and select Year 4 and then iAnimate unit 2</p>

Digital Literacy - Knowledge Components

Working Towards	Meeting	Greater Depth
Year 4		

Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> there are lots of ways to move around websites and you can go back to websites you've visited before websites have their own address not all information online is correct internet search engines search for websites 	<ul style="list-style-type: none"> navigate around a website using hyperlinks and the back/forward button enter URLs into an address bar of a browser 	<ul style="list-style-type: none"> a computer network means connected computers you can use the internet for activities other than web browsing not all information online is reliable and that it needs to be checked 	<ul style="list-style-type: none"> confidently enter URLs into the address bar of a browser use a browser and move forward and backward between websites check information found on a website for accuracy 	<ul style="list-style-type: none"> I need to be careful when searching I need to check information is accurate and reliable a computer network is a number of computers and devices that are connected internet search engines give a list of websites based on key words 	<ul style="list-style-type: none"> suggest a range of activities that you can do using the internet, including web browsing find information by navigating around a number of websites using hyperlinks and buttons question the credibility of information given on websites cross-check information provided on one website

Music

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

What I need the children to learn	Possible learning experiences
<p align="center">Unit 4 – Lean On Me</p>	
<p>Listening and Appraise Music (Musicianship)</p>	
<p><i>Appreciate and understand a wide range of</i></p>	

<p><i>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"> • Explain what a main theme is and identify when it is repeated. • Know and understand what a musical introduction is and its purpose. • Recall by ear memorable phrases heard in the music. • 	
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"> • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to staccato and legato. • 	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"> • Read and perform pitch notation within a range. • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	
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> 	
<p>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.</p>	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"> • Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. 	
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"> • Use simple dynamics. • Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. 	Use Charanga with pupil logins to experiment with the notation maker.
Performing	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p>	

<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 enjoy the opportunity to share what has been learned in the lessons. • Perform, with confidence, a song from memory or using notation. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
<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 	

Design Technology

What I need the children to learn	Possible learning experiences
<p>Food Technology</p> <p><i>understand and apply the principles of a healthy and varied diet</i></p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>	
<ul style="list-style-type: none"> • know how to be both hygienic and safe when using food • bring a creative element to the food product being designed 	<p><i>In the current pandemic climate, the children can design a meal and plan the ingredients etc, but will not actually be making it!!</i></p> <p>Discuss what the class want to produce,</p>

	<i>plan like a science experiment, talk about where the ingredients come from Produce a dish that involves cutting, weighing, kneading - pastry</i>
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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 	<i>Creating "Personal Best" and trying to compete with own target.</i>
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 	Applying skills and techniques to beat an opponent Invasion games – football, rugby, netball, basketball Links to Real PE 4
Gymnastics	
<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 	<i>Use some of the music we have listened to as part of our topic work, to begin creating some dance sequences.</i>
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	
Real P.E.	
Unit 4 Creative • I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	<i>Follow the Unit.</i>
Nigel Carson Sessions	

PSHE (Year 5 Spring Unit)

What I need the children to learn	Possible learning experiences
Healthy Me	Resource links from: Jigsaw
<p>Knowledge</p> <ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong. <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive <p>Sun Safety Curriculum Can I describe how to stay safe in the sun and why it is important? Activity- look at the power point and discuss. Look at the posters and then create a poster</p>	<p>In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.</p> <p><u>Key vocabulary:</u> Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p> <p>See the link below</p>

with reasons why to stay safe.

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://jigsawlivescmsguk.blob.core.windows.net/umbraco-media/j0ifera1/05-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 the way festivals are celebrated within and between religions (A3).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).	<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 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).

<ul style="list-style-type: none"> Suggest how and why religious festivals are valuable to people within this religion (B2). 	
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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>	<p>Language Angels</p> <p>Spring 2 - Habitats Teaching Type: Intermediate Unit Objective: To speak and write about different habitats, plants and animals in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.
<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 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 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</i> <i>Describe people, places, things and actions in writing</i></p>	
<ul style="list-style-type: none"> 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. 	
<p style="text-align: center;">Grammar</p>	

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

Listen to various types of music and discuss favourites.
Listen to other genres to challenge the idea of "favourite".
Create a Music Mood Board.

Cayton Conclusion

Use instruments they have created for science, to make "music" with others.

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>Look at various pieces of explanation text. Create own pieces about how some musical instruments work or their musical instrument they have made, for example. Railway Children</i>
Can I write a range of narratives that are well-structured and well-paced.?	Letter Biography
Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?	<i>Preparing for writing.</i>
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 atmosphere?	<i>Using Literacy Shed for short film clips to help with settings.</i>
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?	
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	<i>Sentence construction towards the start of the term Consolidate</i>

by using a wider range of conjunctions, which are sometimes in varied positions within sentences?	
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.</i> <i>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.</i> <i>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' (e.g. science, scene, discipline, fascinate, crescent)?	<i>Y4 spelling unit.</i>
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: Fractions (4 weeks) Continue into new term to make up the weeks.	<i>Use White Rose Maths Y4 and NRich.</i>
<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 	
<ul style="list-style-type: none"> ▀ Calculate fractions of a quantity 	
<ul style="list-style-type: none"> ▹ Problem solving - calculate quantities 	
Number: Decimals (3 weeks)	
<ul style="list-style-type: none"> ▀ Recognise tenths and hundredths 	
<ul style="list-style-type: none"> ▹ Tenths as decimals 	
<ul style="list-style-type: none"> ▀ Tenths on a place value grid 	
<ul style="list-style-type: none"> ▹ Tenths on a number line 	
<ul style="list-style-type: none"> ▀ Divide 1-digit by 10 	

1 week consolidation and recap work	

