CAYTON SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 4 – SPRING 2

Learn from yesterday, seek today and aim for tomorrow

September 2024

ScienceDriver: Sound

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

Science Driver

What I need the children to learn	Possible learning experiences
National Curriculum Objectives • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Find patterns between the pitch of a sound and features of the object that produced it • Recognise that sounds get fainter as the distance from the sound source increases **Scientific Enquiry** • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion • Identifying differences, similarities or changes related to simple scientific ideas and processes • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	**Learning Intentions (to be stuck in books)** • Identify how sounds are made • Explore how vibrations from sounds travel through a medium to the ear • Explore sound insulation • Explore volume • Explore pitch • Explore sounds from near and from far **Keywords** • vibration medium waves eardrum signals • source energy particles echo vacuum • materials reflect absorb insulate defenders • volume decibels decibel metre amplitude power • pitch high pitch low pitch instruments orchestra • energy particles travel sound source fade

Computing

What I need the children to learn	Possible learning experiences
Data and information – Data logging	

National Curriculum Objectives - Pupils should be taught to: ***Computing*** • *Use sequence, selection, and repetition in programs; work with variables and various forms of input and output* • *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*	**Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).** In this unit, learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.
To explain that data gathered over time can be used to answer questions • I can choose a data set to answer a given question • I can suggest questions that can be answered using a given data set • I can identify data that can be gathered over time	data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection, review, conclusion.
To use a digital device to collect data automatically • I can explain what data can be collected using sensors • I can use data from a sensor to answer a given question • I can identify that data from sensors can be recorded	
To explain that a data logger collects 'data points' from sensors over time • I can recognise that a data logger collects data at given points • I can identify the intervals used to collect data • I can talk about the data that I have captured	
To recognise how a computer can help us analyse data • I can view data at different levels of detail • I can sort data to find information • I can explain that there are different ways to view data	
To identify the data needed to answer questions • I can propose a question that can be answered using logged data • I can plan how to collect data using a data logger • I can use a data logger to collect data	
To use data from sensors to answer questions • I can interpret data that has been collected using a data logger • I can draw conclusions from the data that I have collected • I can explain the benefits of using a data logger	

Music

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

What I need the children to learn	Possible learning experiences
Unit 4 – Feelings through music	
Listening and Appraise Music (Musicianship)	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	

Develop an understanding of the history of music.	
• 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	
• *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	
• Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to staccato and legato. •	**Video with QR qrcode monkey website**
• Notation	
• *Use and understand staff and other musical notations*	
• 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	
• *Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression*	
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.	**Glockenspiels and bars as a whole class**
• Improvising	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
• 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	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
• 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	
Listen with attention to detail and recall sounds with increasing aural memory *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	
• Rehearse and enjoy the opportunity to share what has	**Performance to parents to celebrate unit.**

been learned in the lessons. • Perform, with confidence, a song from memory or using notation.	**Videos to send out on Class Dojo.**
• Vocabulary	
• 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
Food Technology	
understand and apply the principles of a healthy and varied diet *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed*	
• know how to be both hygienic and safe when using food • bring a creative element to the food product being designed	Discuss what the class want to produce, plan like a science experiment, talk about where the ingredients come from Produce a dish that involves cutting, weighing, kneading – pastry Quiche

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

What I need the children to learn	Possible learning experiences
Athletics	
use running, jumping, throwing and catching in isolation and in combination	
• 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	*Creating "Personal Best" and trying to compete with own target.*
Competitive Games	
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	
• 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	
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
• 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	
perform dances using a range of movement patterns	
• take the lead when working with a partner or group • use dance to communicate an idea	*Use some of the music we have listened to as part of our topic work, to begin creating some dance sequences.*
Outdoor and Adventurous Activity	
take part in outdoor and adventurous activity challenges both individually and within a team	
• follow a map in a (more demanding) familiar context • follow a route within a time limit	
Evaluate	
compare their performances with previous ones and demonstrate improvement to achieve their personal best	
• 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	**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

activities. • I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	recognise similarities and differences in movements and expression. **Coordination Sending and Receiving** I can send with good accuracy and weight. I can get in a good position to receive. I can send and receive with fluency/rhythm throughout. **Counter Balance With a Partner** I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner. **Spr 2**
Nigel Carson Sessions	

Age Group	Block 2	Block 3	Block 4	Block 5	Block 6
Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics
Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics
Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics
Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics
Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics
Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics

PSHE (Year 5 Spring Unit)

What I need the children to learn	Possible learning experiences
Healthy Me	**Resource links from: Jigsaw**
<u>Knowledge</u> • 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. **<u>Social and Emotional Skills</u>** • 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	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. <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 **See the link below**

knowhow to be assertive **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 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://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/j0jfera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf

Religious Education:

What I need the children to learn	Possible learning experiences
L2.3 Why is Jesus inspiring to some people? Units 13, 16, 25,26, 28 from NATRE Unit 28 from NATRE is a good match for this unit. Please feel free to use it to support these LC. • Can I make connections between some of Jesus' teachings and the way Christians live today (A1). • Can I describe how Christians celebrate Holy Week and Easter Sunday (A1). • Can I identify the most important parts of Easter for Christians and say why they are important (B1). • Can I give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2)	

Foreign Languages

What I need the children to learn	Possible learning experiences
Listening	Language Angels
Listen attentively to spoken language and show understanding by joining in and responding 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	**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: • Say and write the key elements that animals and plants

• 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.	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.
Speaking	
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	
• 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.	
Reading/ Writing	
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 *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 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

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

English

What I need the children to learn	Possible learning experiences
Whole Class Reading	
The focus should continue to be on pupils’ comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.	
Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill? Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*? Can I read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and those occurring in the word? At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. Can I identify the main ideas drawn from more than one paragraph and summarise? Can I discuss and compare texts from a wide variety of genres and writers? Can I read for a range of purposes? Can I identify themes and conventions in a wide range of books? Can I refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)? Can I identify how language, structure and presentation contribute to meaning?	

Can I identify main ideas drawn from more than one paragraph and summarise these? **Can I discuss vocabulary used to capture readers' interest and imagination?** **Can I draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text?** **Can I justify predictions from details stated and implied?Can I recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)?** **Can I prepare and perform poems and play scripts with appropriate techniques (into nation, tone, volume and action) to show awareness of the audience when reading aloud?Can I use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information?** **Can I use dictionaries to check the meaning of words that I have read?**	
Text and Composition	
Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.	
Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures? **Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?** **Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?** **Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?** **Can I write a range of narratives that are well- structured and well-paced.?** **Can I create detailed settings, characters and plot in narratives to engage the reader and to add 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?**	
Grammar	
Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].	
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'? 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? Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit? Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it? 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? Can I consistently use apostrophes for singular and plural possession? Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	
Spellings and Handwriting	
Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.	
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)? 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)? 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)? 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)? Can I spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)? Can I spell all of the Y3 and Y4 statutory spelling words correctly?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)? Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)? 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)?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)? Can I use my spelling knowledge to use a dictionary more efficiently? 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?Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	

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)?	*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* The MatchBox Diary, Paul Fleichman

Can I write a range of narratives that are well-structured and well-paced.?	**Letter** **Biography** Viking Voyagers, Jack Tite
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 atmosphere?	*Using Literacy Shed for short film clips to help with settings.*
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?	*Response time and discussion about other's work.*
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'?	*Specific stand-alone lessons to achieve this, both oral and written.*
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?	*Sentence construction towards the start of the term.* *Consolidate*
Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?	*Sentence construction towards the start of the term.* *Consolidate*
Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it?	*Specific lessons and Response Time.*
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?	*Sentence construction towards the start of the term.*
Can I consistently use apostrophes for singular and plural possession?	*Specific lessons and Response Time.* *See ***
Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	*Specific lessons and Response Time.*
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)?	*Y4 spelling unit.*
Can I spell words with a / shuhn/ sound spelt with	*Y4 spelling unit.*

'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?	
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)?	*Y4 spelling unit.*
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)?	*Y4 spelling unit.*
Can I spell words with the s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)?	*Y4 spelling unit.*
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)?	*Y4 spelling unit.*
Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?	*Y4 spelling unit.*
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)?	*Y4 spelling unit.*
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)?	*As for ***
Can I use my spelling knowledge to use a dictionary more efficiently?	*Introduce using a dictionary and if ready, use letters to the second and third place.*
Can I spell all of the Y3 and Y4 statutory spelling words correctly?	*Baseline assessment at the start of term. Half-termly assessment to check on progress.*
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?	*Handwriting sessions.*
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	*Handwriting sessions.*
Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?	*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.*
Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud	*Guided/whole class reading.*

fluently.*?	

Mathematics

What I need the children to learn	Possible learning experiences
Number: Fractions (4 weeks) Continue into new term to make up the weeks.	*Use White Rose Maths Y4 and NRich.*

What is a fraction?	
Equivalent fractions (1)	
Equivalent fractions (2)	
Fractions greater than 1	
Count in fractions	
Add 2 or more fractions	
Subtract 2 fractions	
Subtract from whole amounts	
Calculate fractions of a quantity	
Problem solving – calculate quantities	
Number: Decimals (3 weeks)	
Recognise tenths and hundredths	
Tenths as decimals	
Tenths on a place value grid	
Tenths on a number line	
Divide 1-digit by 10	
Divide 2-digits by 10	
Hundredths	
Hundredths as decimals	
Hundredths on a place value grid	
Divide 1 or 2-digits by 100	
1 week consolidation and recap work	