

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN YEAR 4 – SUMMER 2



Learn from yesterday, seek today and aim for tomorrow

September 2021

ScienceDriver: Electricity

Key Enquiry: How would you cope without electricity for a day?

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
Electricity	
<i>Uses of electricity</i> <i>Simple circuits and switches</i> <i>Conductors and insulators</i>	
<ul style="list-style-type: none"> • Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each 	<i>Explore home (school) to find appliances they require electricity</i> <i>Make a circuit in a series with a bulb/ buzzer and switch</i> <i>Draw circuits in simple form (formalised in Y6)</i> <i>Look at a different set of circuits and predict whether, once attached to the cell, the circuit would work</i> <i>Sort conductors and insulators</i> <i>Venn Diagrams</i> <i>Make a lighthouse or room in a box with a working light</i>

Computing

What I need the children to learn	Possible learning experiences
Reasoning	
<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	
<ul style="list-style-type: none"> make an accurate prediction and explain why they believe something will happen (linked to programming) 	https://www.icompute-uk.com/members-area/lks2/index.html and select the Year 4 folder and then the iProgram units

Design Technology

What I need the children to learn	Possible learning experiences
Designing	
<i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>	
<ul style="list-style-type: none"> use ideas from other people when designing produce a plan and explain it persevere and adapt work when original ideas do not work communicate ideas in a range of ways, including by sketches and drawings which are annotated 	Design and make circuits See which materials block out the light the most Create a game Create a lighthouse
Making	
<i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i>	
<ul style="list-style-type: none"> know which tools to use for a particular task and show knowledge of handling the tool know which material is likely to give the best outcome measure accurately 	Make lighthouse
Evaluating	
<i>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</i>	

<ul style="list-style-type: none"> • evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way 	Evaluate lighthouse Would a person in distress see it?
Technical Knowledge	
<i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i> <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> <i>apply their understanding of computing to program, monitor and control their products.</i>	
<ul style="list-style-type: none"> • links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product 	

Music

New published Music Scheme to arrive shortly but in the meantime please access <https://www.bbc.co.uk/teach/ks2-music/zfv96v4> for music ideas for Key Stage 2.

What I need the children to learn	Possible learning experiences
History of music	
<i>develop an understanding of the history of music</i>	
<ul style="list-style-type: none"> • begin to identify the style of work of Beethoven, Mozart and Elgar 	

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	
<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 	Orienteering, cross country, obstacle courses Links to Sport's Day
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 6 Health and Fitness	

<ul style="list-style-type: none"> I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. 	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Relationships	Resource links from: Jigsaw
<ul style="list-style-type: none"> <i>Know some reasons why people feel jealousy</i> <i>Know that jealousy can be damaging to relationships</i> <i>Know that loss is a normal part of relationships</i> <i>Know that negative feelings are a normal part of loss</i> <i>Know that memories can support us when we lose a special person or animal</i> <i>Know that change is a natural part of relationships/ friendship</i> <i>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</i> 	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p> <p><u>Key vocabulary:</u> Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p> <p>See the link below</p>

Religious Education

What I need the children to learn	Possible learning experiences
L2.6	
<ul style="list-style-type: none"> Why do some people think that life is like a journey and what significant experiences mark this? 	

Foreign Languages

What I need the children to learn	Possible learning experiences
Speaking	
<i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	
<ul style="list-style-type: none"> name and describe people, a place and an object have a short conversation, saying 3 to 4 things give response using a short phrase start to speak, using a full sentence 	

Reading	
<i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i>	
<ul style="list-style-type: none"> • read and understand a short passage using familiar language • explain the main points in a short passage • read a passage independently • use a bilingual dictionary or glossary to look up new words 	
Writing	
<i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>	
<ul style="list-style-type: none"> • write phrases from memory • write 2-3 short sentences on a familiar topic • write what they like/dislike about a familiar topic 	

Cayton Creation

Electricity themed carousel

Cayton Conclusion

Drama and role play with playscripts

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)?	<p>The Boy at the Back of the Class Book by Onjali Q. Raúf</p> <p>Reading focus</p> <p>Writing focus- links with refugee crisis. Chn write diary entry with all conventions and GPS</p> <p>Non chronological report style with the conventions and GPS</p> <p>Layout, devices, purpose for audience</p>
Can I write a range of narratives that are well-structured and well-paced.?	Diary editing
Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?	<i>Editing writing, hot seating for Boy at the Back of the Class</i>
Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?	Learning challenges and discussion
Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?	<i>Class reading to set the scene and hot seating. Pictures and discussion to influence writing.</i>
Can I begin to read aloud my own writing, to a	Reading examples of imagery in plenary.

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. Peer assessment. Learning challenges (pronouns to replace nouns). Grammar games and discussion.</i>
Can I always maintain an accurate tense throughout a piece of writing?	Verbal and written feedback in Boy... Diary
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 ** Learning challenges</i>
Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	<i>Specific lessons and Response Time. Learning challenges, 21 sentence types, class games and discussion.</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 ** Learning challenges in books.</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. Stand alone dictionary lesson.</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- t modelling.</i>
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	<i>Handwriting sessions- t modelling.</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>

Reading/ further 'catch up'

What I need the children to learn	Possible learning experiences
Grammar recap of terminology from y4 back to starting school- address any misconceptions before Y5	In books and response time. Everyday work.
Fill in gaps from lockdown with reading, writing and spellings- see earlier MTPS e.g. Can I spell words with / shuhn/ endings spelt	In booster lessons and Friday spellings. Everyday work.

<p>with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?</p> <p>VIPERS in all activities (see Summer 1 MTP) Summarising and predicting as a focus to start with inference and authorial intent Focus on how author uses punctuation and word choice to convey character or feelings</p> <p>Year 3 and 4 common exception words</p> <p>Non-Fiction reading and writing on links to electricity</p>	<p>The Boy at the Back of the Class Book by Onjali Q. Raúf Reading focus Writing focus- links with refugee crisis. Chn write diary entry with all conventions and GPS</p> <p>Learning for class spellings on a Friday and applying these in our writing</p> <p>Non chronological report style with the conventions and GPS Layout, devices, purpose for audience</p>
---	--

Mathematics

What I need the children to learn	Possible learning experiences
Decimals and money	White Rose lessons on addition and subtraction with money. Coins focus in problem solving. Place value recap with decimals.
Statistics. Interpreting data from bar charts and line graphs	Studying all graphs including a recap on pictograms with reasoning questions. Collect their own data and plot in graph.
Measurement- Time	24 hour time conversions from 12 hour. Ensuring chn can tell the time on analogue and digital clocks. Reasoning.
Geometry- Properties of Shape	Turns and angles Right angles in shapes Compare angles Identify angles Compare and order angles Recognise and describe 2-D shapes Triangles Quadrilaterals Horizontal and vertical Lines of symmetry Complete a symmetric figure
Geometry-Position and Direction	Describe position Draw on a grid Move on a grid Describe movement on a grid

