Medium Term Plan

Our curriculum encourages children to…	Love Reading	Be Resilient	Communicate Effectively

Spring 1 **Key dates:**	**Books:** Varjaks Paw by SF Said	**Vocabulary:** conjunction, time connective, suspense, persuade, salutation, suffix, prefix, modal verb, rhetorical question.

	National Curriculum	**Key Knowledge**	**Key Skills**
English	- Children will develop a positive attitude to learning by interacting with a wide variety of genres. - Children will develop their understanding of suffixes and prefixes. - Children will discuss their ideas in relation to writing structure, vocabulary and grammar. - To organise information in to relevant paragraphs. - Children will write a range of different genres. - Children will assess the effectiveness of their writing and make improvements - Children will proofread for spelling, grammar and punctuation errors. - children will extend their sentences adding more than one clause using a range of conjunctions. - Children will use fronted adverbial and indicate them using a comma.	- Children will develop an understanding of a new text. - Children will understand the format of letter and they will focus on how to write persuasively. - Children will develop the ability to write for a purpose. - They will understand how to build suspense through their writing. - Children to develop their ability to share their ideas with other members of the class, as well as listen to the views of others.	- Children to learn how to write persuasively. - Children to develop their ability to write for a purpose. - Children will learn to use Rhetorical questions for a purpose in their writing. - Children will develop their understanding of the different type conjunctions and how to use them in their writing. - Children to understand the purpose of a time connectives. - Children will develop their understanding of different word classes and develop their ability to use modal verbs.

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	- Children will learn a range of grammatical techniques including Modal Verbs and Time Connectives. - Children will also develop their understanding of the format of a letter.	- Children will develop creative and ambitious language for their persuasive letters. - Children will write and edit their introductory paragraph. - Children will plan, write and edit the main arguments for their letters.	- Children will plan, write and edit the conclusion to their letter. - Children will write up their work in neat.	- Children to understand the features of a piece of suspenseful writing. - Children to learn a range of grammatical techniques such as synonyms and similes. - Children will create ambitious vocabulary.	- Children will plan several sections of their writing. - Children will use their plans to write using suspense. - Children will edit their work to see improve its quality.	- Children will plan, write and edit the conclusion to their letter. - Children will write up their work in neat.	

	National Curriculum	Key Knowledge	Key Skills
Maths	- recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators. - Find halves and quarters of whole numbers. - recognise and show, using diagrams, families of common equivalent fractions - add and subtract fractions with the same denominator - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - compare and order unit fractions, and fractions with the same denominators - compare durations of events [for example to calculate the time taken by particular events or tasks]. - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	- Children will focus on Fractions, understanding what a fraction is, how to find fractions of numbers. - Children will understand how to add and subtract fractions with the same denominator. - Children will learn how to convert units of measurement such as length, mass and volume. - Children will begin to look at collecting data and representing it using bar charts and line graphs. - Children will then interpret their graphs. - Children will learn about the different types of angles - Children will identify horizontal, vertical, perpendicular and parallel lines. - Children will understand what a line of symmetry is.	- Find halves and quarters of a whole number. - Children to be able to count down in tenths. - Children to add and subtract fractions with the same denominator. - Children to understand place value in terms of tenths and hundredths. - Children to compare the duration of events. - Children to measure and compare units of length, mass and volume. - Children to convert units of measurement. - Children to collect, present and interpret data. - Children to recognise angles and understand the names of different types of line. - Children to identify lines of symmetry - Children to complete a shape using a line of symmetry.

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	- Convert between different units of measure [for example, kilometre to metre; hour to minute] - interpret and present data using bar charts, pictograms and tables. - Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. - recognise angles as a property of shape or a description of a turn. - identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - identify lines of symmetry in 2-D shapes presented in different orientations - Complete a simple symmetric figure with respect to a specific line of symmetry.				-To develop our ability to solve a range of different reasoning and problem solving questions.		
	<u>Week 1</u> - Children to re-cap learning from last half term. - Children to develop their understanding on formal methods of multiplication and division. - Children to understand the number of seconds, in a minute and minutes in an hour.	<u>Week 2</u> <u>Fractions</u> - To find fractions of objects. - To find fractions of numbers. - To count up and down in tenths and hundredths.	<u>Week 3</u> <u>Fractions</u> - To understand equivalent fractions. - To add and subtract fractions with the same denominator. - To write fractions as decimals (Year 4)	<u>Week 4</u> <u>Converting Units</u> - To compare the length of events. - To develop estimation skills. - To measure, compare, add and subtract units of length. - To convert units of measurement (Year 4)	<u>Week 5</u> <u>Statistics</u> - To collect whole class data and record it in a table. - To present data in a bar chart and line graph. - To interpret their data.	<u>Week 6</u> <u>Angles (Year 3)</u> - To recognise and name different types of angle. - To identify different types of line. <u>Year 4</u> - Identify lines of symmetry in 2D shapes. - To complete a symmetrical shape	<u>Week 7</u>

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	- Children to understand the days in a month.					using a line of symmetry.	
History	**National Curriculum** - To understand how Britain changed from the Stone Age to the Iron Age. - To develop a secure chronologically secure knowledge and understanding of British history. - To develop historically valid questions about change, cause, similarity and difference, and significance.		**Key Knowledge** • The Stone Age to the Iron Age was a long time ago. There were no written records and so we have to rely upon archaeological evidence. Historians have gaps in their knowledge. • The Bronze Age came after the Stone Age and was followed by the Iron Age. • It lasted a very long time – from the end of the Stone Age to the coming of the Romans in 43CE. • In some ways there was little change – houses, for example, stayed very much the same. • In other ways things changed a great deal – from tools and weapons made in stone to tools and weapons made out of bronze and then iron. • By the end of the Iron Age, Britain was a very wealthy country trading with the Romans and the world. • There are some people and places that are worth studying in detail.		**Key Skills** **Year 3** • place the time studied on a time line • sequence events or artefacts • use dates and terms related to the passing of time. • Be aware that different versions of the past may exist and begin to suggest reasons for this. • Find out about every day lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something **Year 4** • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events • place events from period studied on a time line • use terms related to the period and begin to date events	

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						• understand more complex terms e.g. BCE/AD **Year 3/4** • Describe/make links between main events, situations and changes within and across different time periods • Identify and give reasons for, results of, historical events, situations and changes. • . Identify and start to describe some of the similarities and differences between different periods, e.g. social, cultural, religious, ethnic diversity in Britain and the wider world. • Identify and begin to describe historically significant people and events in situations.
	Week 1 Remind me. How long ago was the Stone Age?	Week 2 Why did Bronze Age people mine for copper and tin?	Week 3 Did life change in Britain between the Stone Age and the Bronze Age?	Week 4 Was iron worth fighting for?	Week 5 What did people use hill forts for?	Week 6 If you were Julius Caesar would you have invaded Britain in 55BCE?	<u>Week 7</u>

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Science	**National Curriculum** - To ask relevant questions and use scientific enquiry to answer them. - To gather, record, classify and present data in a variety of ways. - compare how things move on different surfaces - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having 2 poles - predict whether 2 magnets will attract or repel each other, depending on which poles are facing	**Key Knowledge** - Magnets can push and pull each other without touching. - Some metals are magnetic. Other materials are non-magnetic. - Magnets have a north pole and a south pole. - North is attracted to south. N-N repel each other, S-S repel each other. - Magnets are attracted to certain metals. They can only repel another magnet. - The force of magnets can not be felt very far from them. - A magnet can pull on something without touching it. - Scientists can find out how strong magnets are by investigating them. - Some magnets are stronger than others. - We can find things out by testing in different ways. - We can measure how much stronger one magnet is than another. - We should be able to use numbers to say *how much* stronger one magnet is than another. - Iron rusts and decays as it ages. - Most artefacts left from the iron age are not iron, as the iron has rusted away.	**Key Skills** - To enable students to **broaden their scientific view** of the world around them - **Exploring, talking about, testing and developing ideas about** everyday phenomena and the relationships between living things and familiar environments - Beginning to develop their ideas about functions, relationships and interactions. - Ask their own questions - **Make some decisions** about **which types of scientific enquiry** are likely to be the best ways of answering them, including o observing changes o noticing patterns o grouping and classifying things o carrying out simple comparative **and fair** tests o finding out from secondary information - Draw simple conclusions - Use some scientific language, first, to talk about and, later, to write about what they have found out. 1. Asking **relevant** questions and **using** different types of scientific enquiries to answer them. 2. **Setting up** simple practical enquiries, comparative and **fair** tests. 3. Making **systematic** and careful observations and, where appropriate, taking **accurate** measurements using **standard units** using a **range of equipment,** including thermometers and data loggers. 4. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

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<table>
<tr><td></td><td colspan="2"></td><td colspan="2"></td><td colspan="3">5. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
6. Reporting on findings from enquiries, including oral and written explanations, displays, or presentations of results and conclusions.
7. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
8. Identifying differences, similarities or changes related to simple scientific ideas and processes.
9. Using straightforward scientific evidence to answer questions or to support their findings.</td></tr>
<tr><td></td><td><u>Week 1</u>

What do you remember about forces?</td><td><u>Week 2</u>

Attractive? or Repulsive?</td><td><u>Week 3</u>

Can we make a magnet useful?</td><td><u>Week 4</u>

Can a magnet make a ghost?</td><td><u>Week 5</u>

How strong is your magnet? Part 1</td><td><u>Week 6</u>

How strong is your magnet? Part 2</td><td><u>Week 7</u></td></tr>
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