

**Medium Term Plan – Spring Term First Half**

**Class – Year 4 Cedars**

**Theme- Healthy Eating**

Subject	4/1 Thurs & Friday	8/1	15/1 <b>Tuesday</b> – trip to Tesco: farm to fork	22/1 No Friday – PD day	29/1	5/2
Maths	<p><u>Recap:</u></p> <p>Compare and classify geometric shapes based on their properties and sizes</p> <p>Identify lines of symmetry in 2D shapes presented in different orientations</p> <p>Identify acute and obtuse angles <b>and</b> compare and order angles up to two right angles by size</p> <p><i>Intervention and pre-teaching.</i></p>	<p><u>Geometry – position and direction</u></p> <p>-Describe positions on a 2D grid as coordinates in the first quadrant</p> <p>-Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>-Plot specified points and draw sides to complete a given polygon</p>	<p><u>Statistics</u></p> <p>-Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p><u>Statistics</u></p> <p>-Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	<p><u>Measurement</u></p> <p>-Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>-Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>-Find the area of rectilinear shapes by counting squares</p>	<p><u>Measurement</u></p> <p>-Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>-Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>-Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p>
English	<p><b>SPAG</b></p>	<p><b>Poetry:</b> Rhythm &amp; Rap</p> <p>Learn and act out the healthy eating rap</p> <p>Create their own healthy eating rap – perform to the class.</p>	<p><b>Non-Fiction:</b> Persuasion Tesco Farm to Fork/Healthy eating – healthy eating trail</p> <p><u>Imitation:</u> Learn text Recall text Box up text Picture map text Toolkit</p>	<p><b>Non-Fiction:</b> Persuasion Tesco Farm to Fork/Healthy eating – healthy eating trail</p> <p>Create innovated text Box up new whole class text Picture map whole class text</p>	<p><b>Non-Fiction:</b> Persuasion Tesco Farm to Fork/Healthy eating – healthy eating trail</p> <p>Application: Children decide their own theme Box up own themed write Write own persuasive text.</p>	<p><b>Poetry:</b> Puzzles/Riddles</p> <p>Use the 'happy company' puzzle book on places in the UK. Riddles of counties.</p> <p><a href="#">CC to Geography</a></p>



Geography		<b>Geographical regions</b> Recap of cities and counties  + 9 regions of the UK. Colouring in different regions.	<b>Topographical features</b>  What is topographical features?	<b>Topographical features</b> Name and locate key <b>topographical features</b> (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	<b>Topographical features</b>  <i>Maps – how are they represented? Contour lines. Height. Finding. Google earth compared to maps. Survey symbols. Rural/urban.</i>	<b>Topographical features</b>
DT		<b>Healthy Eating + Cooking</b>				
		Looking at food packets and what we should eat daily – calories, sugars etc.  Seasonal foods. <a href="https://realfood.tesco.com/whats-in-season.html">https://realfood.tesco.com/whats-in-season.html</a>	Plan and make Fruit kebabs + Evaluate during testing!	Tesco’s recipe:  Fruit Smoothies  <b>And</b>  Flapjacks (?)	Tesco’s recipe:  A healthy dinner with the different food groups.	Party picnic – put a spread of food on the tables and allow children to try different foods then evaluate what they liked and why.
Art	Spring 2					
MFL	French: Rigolo 1 Unit 1 Quelle heure est-il					
Music		Charanga: STOP!	Charanga: STOP!	Charanga: STOP!	Charanga: STOP!	Charanga: STOP!

PE	<p><b>Indoor –</b> <u>Cheerleading:</u> Learning the key moves/positions</p>	<p><b>Outdoor –</b> <u>Hockey:</u> Revision of equipment and correct hold Rules of the game Dribbling with confidence and accuracy</p> <p><b>Indoor –</b> <u>Cheerleading:</u> Recap of moves/positions Working in pairs/groups Learning formations Putting together a routine.</p>	<p><b>Outdoor –</b> <u>Hockey:</u> Passing whilst running Receiving the ball safely Rules of the game</p> <p><b>Indoor –</b> <u>Cheerleading:</u> Count and move in counts of 8 Respond to cheerleading chants</p>	<p><b>Outdoor –</b> <u>Hockey:</u> Passing and receiving in a small game situation Rules of the game</p> <p><b>Indoor –</b> <u>Cheerleading:</u> Learn a short routine and remember formations &amp; group routine.</p>	<p><b>Outdoor –</b> <u>Hockey:</u> Attacking and defending skills Making the right decision in small game situation</p> <p><b>Indoor –</b> <u>Cheerleading:</u> Continue to perform a short routine and remember formations &amp; group routine.</p>	<p><b>Outdoor –</b> <u>Hockey:</u> Practise and refine skills Focus on position Work as a team</p> <p><b>Indoor –</b> <u>Cheerleading:</u> Continue to perform a short routine and remember formations &amp; group routine. Evaluate our performance by watching it back.</p>
Computing	Cross curricular use of a variety of software: MS word, MS publisher, MS excel, MS PowerPoint, Internet. Continual emphasis on E-Safety.					
		<p>Excel- Exploring the program: listing shopping items and entering prices.</p> <p>Presenting data and information- nutritional information</p>	Create a table, how many people in the class like different fruit and vegetables.	<p>Create a graph based on the data we collected last week.</p> <p>Compare how different graphs can be used for different purposes and which one most suits out data.</p>	<p>Tomato spider website</p> <p><a href="#">CC with PSHE</a></p>	E-safety & E-awareness recap
RE		Hinduism: Inspirational people Rama and Sita	Hinduism: Inspirational people Rama and Sita	Hinduism: Inspirational people Rama and Sita	Hinduism: Inspirational people Rama and Sita	Hinduism: Inspirational people Rama and Sita

<p>PSHE</p>	<p>Health and Wellbeing: <i>I can differentiate between 'risk', 'danger' and 'hazard'</i></p>	<p>Health and Wellbeing: <i>I can reflect and am continually developing a growth mind-set</i></p>	<p>Health and Wellbeing: <i>I understand and respect school rules about health and safety, basic first-aid and where/how to seek help</i></p>	<p>Health and Wellbeing: <i>I can recognise that images in media do not always reflect reality and how people feel about themselves</i></p>	<p>Health and Wellbeing: <i>I can recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them</i></p>	<p>Health and Wellbeing: <i>I can recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them</i></p>
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