



Hillcrest Primary School
Medium Term Plan

At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.

Year Group: 4

Term: Spring 2

TLC Text:
Cat Burglar
By Tamsin Cooke



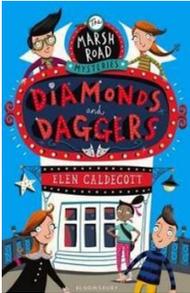
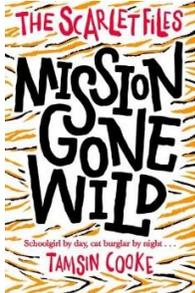
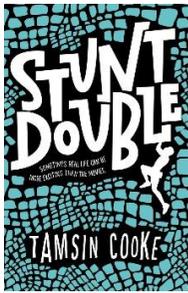
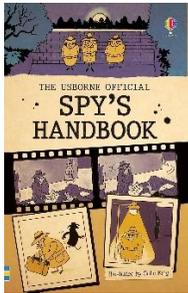
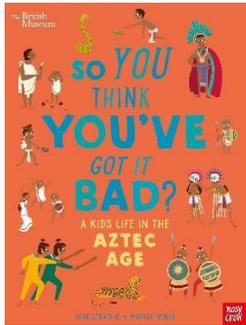
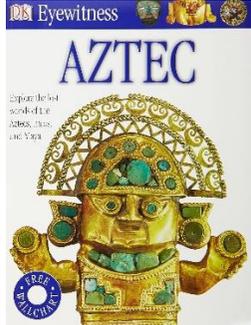
TLC Hook:
Who stole the ancient artefact?

Spring Half Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Half-Term
English	<p>I can use non-fiction books and the internet to research information.</p> <p>I can retrieve information and make notes.</p> <p>I can identify features of a non-chronological report.</p>	<p>I can write a paragraph around a theme.</p> <p>I can use Tier 3 vocabulary. I can write a non-chronological report on the Aztecs.</p> <p>I can edit, improve and redraft my writing.</p>	<p>I can use time adverbials to describe a sequence of actions.</p> <p>I can upscale my sentences.</p>	<p>I can use prepositional phrases to describe the location of the noun.</p> <p>I can structure my writing into plot points.</p> <p>I can use a mind map to collect descriptive words and phrases.</p>	<p>I can use inverted commas accurately for direct speech.</p> <p>I can write a narrative based on the steps involved in stealing an artefact!</p> <p>I can write in present tense.</p> <p>I can edit, improve and redraft my writing.</p>	
Grammar & Punctuation	<p>Third person</p> <p>Past and present tense</p>	<p>Apostrophes for singular and plural possession</p>	<p>Fronted adverbials</p>	<p>Expanded noun phrases</p>	<p>Inverted commas</p>	
Spelling	<p>inter- prefix words</p>	<p>-tion suffix words</p>	<p>-sion suffix words</p>	<p>-ion and -ian suffix words</p>	<p>-tion suffix words</p>	
Maths	<p>To understand the whole</p> <p>To count beyond 1</p> <p>To partition a mixed number</p> <p>To use number lines with mixed numbers</p> <p>To compare and order mixed numbers</p>	<p>To understand improper fractions</p> <p>To convert mixed numbers to improper fractions and vice versa</p> <p>To use equivalent fractions on a number line</p> <p>To learn equivalent fraction families</p>	<p>To add fractions and mixed numbers</p> <p>To subtract two fractions</p> <p>To subtract from whole amounts</p> <p>To subtract from mixed numbers</p> <p>Assessments</p>	<p>To understand tenths as fractions</p> <p>To understand tenths as decimals</p> <p>To understand tenths on a place value chart</p> <p>To understand tenths on a number line</p>	<p>To divide a 1-digit number by 10</p> <p>To divide a 2-digit number by 10</p> <p>Hundredths as a fraction</p> <p>Hundredths as a decimal</p> <p>Hundredths on a place value chart</p>	
Science	<p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>To recognise that environments can change and that this can sometimes pose dangers to living things.</p>	
Art	<p>To develop printing skills with Aztec patterns and images.</p>		<p><i>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</i></p>			
Music	<p>To learn and play the habanera.</p> <p>To learn to count musically</p>		<p>To learn a rhythmic pattern using triplets and invent melodies.</p>		<p>To fit two musical patterns together and perform as an ensemble</p>	
MFL (French) En classe	<p>To recognise, recall and spell seven different classroom items with their indefinite articles/determiners in the foreign language.</p>	<p>To recognise, recall and spell a further five different classroom items with their indefinite articles/determiners in the foreign language.</p>	<p>To ask and answer the question: 'what is in your pencil case?' in the foreign language.</p>	<p>Revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit.</p>	<p>Revisit negative structures in the foreign language, in order to say what they do not have in their pencil cases.</p>	

Outdoor P.E. <i>Fitness</i>	To recognise different areas of fitness and explore what your body can do.	To develop speed and strength.	To develop co-ordination	To develop agility	To develop balance	
Indoor P.E. <i>Dodgeball</i>	To develop throwing and apply this to a target game.	To develop dodging skills to avoid being hit.	To develop catching and learn the rules of the skill within this game.	To further develop catching and use the rules of the skill within this game.	To begin to think tactically and apply this to a game.	
R.E. <i>Who was Jesus really?</i>	To explore who Jesus was and how he has been represented in different ways.	To investigate the different groups Jesus might have associated with.	To consider how Roman life may have impacted on Judea.	To understand what a prophecy is and explore beliefs about prophecies.	To consider the concept of miracles and their significance to beliefs about Jesus.	
Computing <i>We are Meteorologists</i>	Session 1: Describing and measuring the weather.	Session 2: Recording the weather.	Session 3: Analysing the data.	Session 4: Working with the photo collection and beginning to predict the weather.	Session 5: Preparing a weather forecast.	
Life Skills <i>(PSHE & RSHE)</i>	To understand how to help someone with asthma	To begin to understand the risks of smoking and the benefits of being a non-smoker	To develop understanding of privacy and the difference between secrets and surprises	To recognise that change is part of growing up	To recognise the physical differences between children and adults To learning about the menstrual cycle and other changes that happen during puberty.	
History	Lesson 1 - To place events and people into correct periods of time. Children to use dates and vocabulary relating to the passing of time, including the terms BCE and CE.	Lesson 2 - To find out about religious beliefs of the Aztec society	Lesson 3 - To explore the Aztec culture.	Lesson 4 -To find out about reasons for rise and fall of the Aztec civilisation.	The topic of the Aztecs will also be further covered during English lessons in the first half of term.	
Geography	Physical Geography: Where is North America?	Where is Mexico and make comparisons with the UK	Human and Environmental Geography of Mexico	Mexican wildlife	Mexican festivals	

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class. Therefore, here are some supplementary texts they may enjoy alongside!

Supplementary Texts	Same Author		Readers also liked...		Non-Fiction	
						

Diamonds and Daggers Elen Caldecott	Mission Gone Wild Tamsin Cooke	Stunt Double Tamsin Cooke	The Usborne Official Spy's Handbook Illustrated by Colin King	The Under Dogs Catch a Burglar Kate and Jol Temple	So you think you've got it bad? A kid's life in the Aztec Age Chae Strathie and Marisa Morea	Eyewitness Aztec
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