

Year 4 Spring 2 week-to-week planner

Summer 1 The Magic Greenhouse	Week 1	Week 2	Week 3	Week 4	Week 5
Reading	<p><b>Greenling</b> Word reading – understanding meanings of words and phrases</p> <p>Comprehension – clarify understanding through asking questions.</p> <p>Build fluency skills</p> <p>Mixed comprehension – food map of the UK</p>	<p><b>Greenling</b></p> <p>Draw inferences and justify with evidence.</p> <p>Understand and interpret a scene from the story.</p> <p>Build fluency and expression</p> <p>Mixed comprehension – food map of the UK</p>	<p><b>Greenling</b></p> <p>Identify themes</p> <p>Comprehension</p> <p>Build fluency</p> <p>Mixed comprehension – food map of the UK</p>	<p><b>Monster Plants</b></p> <p>Word reading</p> <p>Comprehension – summarize main ideas of the text</p> <p>Fluency skills</p> <p>Mixed comprehension</p>	<p><b>Monster Plants</b></p> <p>Text features – identify and explain the purpose of various text features (diagrams, headings etc)</p> <p>Respond and explain – own experiences of gardening or looking after plants</p> <p>Build fluency in reading</p> <p>Mixed comprehension</p>
Writing	<p><b>The Magic Greenhouse</b></p> <p>Identify meanings of unknown words</p> <p>Improve vocabulary with thesaurus</p> <p>Noun phrases Adverbial phrases</p>	<p><b>Magic Greenhouse</b></p> <p>Use fronted adverbials for when/where/how</p> <p>Use adverbs and prepositions to express time and cause for cohesion</p> <p>Vary use of nouns and pronouns</p> <p>Use inverted commas</p> <p>Extend ideas within paragraphs</p>	<p><b>Magic Greenhouse</b></p> <p>Plan storybook through a story board</p> <p>Write adventure story</p> <p>Proofread and edit to show improvements</p> <p>Publish adventure story</p>	<p><b>Monster Plants</b></p> <p>Collect, sort and generate vocabulary</p> <p>descriptive sentences - noun phrases/expanded noun phrases</p> <p>Conjunctions (co-ordinating and subordinating conjunctions) to extend sentences</p> <p>Fronted adverbials/fronted subordinating clauses</p>	<p><b>Monster Plants</b></p> <p>Headings and subheadings</p> <p>Use paragraphs in non-narrative to indicate a change in topic.</p> <p>Design own vegetables and annotate facts</p> <p>Plan fact file</p> <p><b>Monster plants</b></p> <p>Write fact file to include headings, subheadings, informative language</p> <p>Proof-read for errors and improve writing by editing</p> <p>Publish fact file</p>

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SPaG Stage 2	<b>Step 15:</b> <b>Words where ‘-ed’ is added to words ending in ‘y’</b> copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	<b>Step 16:</b> <b>Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’</b> happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	<b>Step 17: Words where ‘-ing’ is added to words ending in ‘e’</b> hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	<b>Step 18:</b> <b>Challenge Words</b> every, everybody, even, great, break, steak, pretty, beautiful, after, fast	<b>Step 19: Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e’</b> nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest
Stage 3	<b>Step 17:</b> <b>Words that are homophones</b> great, main, grown, missed, meet, grate, mane, groan, mist, meat	<b>Step 18:</b> <b>Challenge Words</b> build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	<b>Step 19:</b> <b>Words ending in ‘al’</b> arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	<b>Step 20:</b> <b>Words ending in ‘le’</b> battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	<b>Step 21:</b> <b>Words ending in ‘-ly’ where the base word ends in ‘le’</b> gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly
Stage 4	<b>Step 17:</b> <b>Words ending in ‘-ious’ and ‘-eous’</b> serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	<b>Step 18:</b> <b>Challenge Words</b> extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	<b>Step 19:</b> <b>Words where ‘au’ makes an /or/ sound</b> automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	<b>Step 20</b> <b>Words ending in -tion</b> invention, action, injection, hesitation, completion, stagnation, nomination, migration, selection, communication,	<b>Step 21</b> <b>Words ending -ssion</b> Expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion
Maths	Multiplication 4x tables Count up in hundredths To compare hundredths Add and subtract hundredths	Multiplication 8x tables Add and subtract fractions with the same denominator	Multiplication 9x tables Compare and order 4-digit numbers Round to the nearest multiple of 10 Round to the nearest 100 Round to the nearest 1000	Multiplication 9x tables Use known facts to support mental strategies Add and subtract numbers with formal methods	Multiplication 6x tables Identify formal or mental method of calculation Solve addition and subtraction two step problems
Science	Understand that a healthy diet has foods from all food groups	Understand that human diets are varied, depending on the activities they do	<b>British science week:</b> Seeds and nuts, Asking questions to help learning	Understand the process of digestion to transport nutrients around the body	To learn the purpose of human teeth and that humans have 2 sets of teeth.  Predict the diet of animals based on their jaws and teeth
PDL	No outsiders	Healthy Me	Healthy Me	Healthy Me	Healthy Me
PE	Hockey Refining dribbling  Basketball dribbling skills	Hockey Long and short passing  Basketball Passing receiving	Hockey combine passing and dribbling to create shooting opportunities  Basketball Creating space	Hockey Creating space  Basketball shooting	Hockey Blocking tackling  Basketball marking

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Computing	Explore the features of Google Sites	plan content for a collaborative webpage	create a webpage as part of a collaborative class website.	plan and create a website	create and evaluate a website
History	identify how children's lives have changed using a range of sources	understand why children worked in Tudor times and what working conditions were like	understand the types of jobs Victorian children had and their working conditions	Understand how Lord Shaftsbury changed children's lives	Learn how children's leisure time has changed.
DT	Evaluate biscuits	Design a biscuit	Make and test a biscuit	Evaluate product	