

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 4 - SPRING 1



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
History	<p>Historical Interpretations.</p> <p>Historical Investigations.</p> <p>Chronological Understanding.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past.</p> <p>Presenting, Organising and Communicating.</p>	<p>To gain an overview of the significant people and events during the Anglo-Saxon period in Britain.</p> <p>To contrast everyday life during the Anglo-Saxon period with modern British lifestyles.</p> <p>To consider broader historical themes of invading and settling before a time when Britain was under a single monarch.</p> <p>To become familiar with historical sources and accurate vocabulary relating to the Anglo-Saxon period.</p>	<p>Week 1: Who were the Anglo-Saxon invaders and why did they want to settle in Britain? Look at maps to trace origins of different tribes and make a profile of a Saxon invader. Discuss how this movement of people links to modern day immigration.</p> <p>Week 2: What was it like in an Anglo-Saxon village? Learn the difference between invading and settling. Look at push and pull factors for settling and write a letter as a British King to persuade settlers to move to Britain.</p> <p>Week 3: What kind of clothes did the Anglo Saxons wear? Compare own clothing choices to clothes available to Anglo Saxons and find out about typical clothing for men and women. Use natural materials to dye wool and create a tunic design.</p> <p>Week 4: How was Anglo Saxon Britain ruled? Look at five major kingdoms and rank different people in order of importance in social hierarchy. Look at our local area on a map and investigate the meaning of local place names that originate from Anglo Saxon times.</p> <p>Week 5: Who was Alfred the Great? Find out why Alfred was a significant figure and consider why he left a legacy as a great king. Design a commemorative statue and challenge why historians sometimes doubt the truthfulness of historical sources.</p>

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			<p>Week 6: What was Anglo Saxon food and drink like? Think about their own foods they like and compare them to foods available in Anglo Saxon Britain. Design an Anglo-Saxon menu (everyday meals and feasting foods) and make and taste Anglo Saxon honey bread.</p>
Art	<p>Use different sketching techniques to include hatching, cross hatching, stippling, scribbling and circling.</p> <p>Draw and design a piece of jewellery that can be replicated using clay.</p> <p>Use of air-dry modelling clay.</p> <p>Use of acrylics and gold leaf to enhance clay sculptures.</p> <p>Use recycling material to design and make an Anglo-Saxon shield or sword.</p>	<p>To widen pupils' experience of sketching, building on skills introduced previously and develop understanding and practise for new effects.</p> <p>Develop and imaginatively extend ideas.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>To use tools to carve, add shape, texture and patterns.</p> <p>Combine visual and tactile qualities to show lifelike qualities and real life.</p> <p>To combine colours, tones and tints to enhance the mood of the piece.</p> <p>Develop a personal style, combining visual and tactile qualities.</p> <p>To develop the students' knowledge in the design process and use their own imagination to create a piece of work.</p>	<p>WK 1: Still life sketching using objects from their immediate environment.</p> <p>WK 2: Design and draw Anglo-Saxon jewellery/brooch designs.</p> <p>WK 3: Use air dry clay to make jewellery/brooches.</p> <p>WK 4: Paint/use gold leaf to colour and complete Anglo-Saxon jewellery/brooches.</p> <p>Evaluate and consider improvements.</p> <p>WK 5-6 Design and make an Anglo-Saxon shield/ sword.</p>
RE	<p>Are Saints encouraging role models?</p> <p>Knowing it...</p> <p>Thinking it...</p> <p>Linking it...</p>	<p>To explore reasons behind the persecution of saints/believers.</p> <p>To compare the saints to the person and persecution of Jesus.</p>	<p>Week 1: Explore the definition of Saint and Saint Stephen.</p> <p>Week 2: Beatitudes.</p> <p>Week 3: Role model qualities and Saint Leonard.</p>

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			<p>Week 4: Saint research and project.</p> <p>Week 5: Saint Frideswide.</p> <p>Week 6: IT - digital literacy - plagiarism.</p>
Computing	Sharing Information Internet Communication	Using Chromebooks to create documents in literacy and research information for topic	Topic Literacy
Music	Singing Listening Composing Musicianship: Pulse/Beat Rhythm Pitch	<p>To sing songs with the range of an octave. That children will follow dynamic direction; crescendo and decrescendo. Sing rounds and partner songs in different time signatures (2, 3 and 4) Look at information about Anglo Saxon instruments link with oral history and ballads. Watch a video related to stone-age instruments – consider materials and https://www.youtube.com/watch?v=qgKR_y0iDao Listen to ancient music from Anglo Saxon times including a psalter. https://www.bl.uk/anglo-saxons/articles/music-in-anglo-saxon-england Donna nobis, include music to talk about time signature and how to begin to read music. Consider performance body posture and breathing for singing.</p>	<p>Week 1 - Sing – Warm up – Double, double - Ballads – Camelot/Excalibur - Canon singing – O Give Thanks. Listen – The Wreck of the Edmund Fitzgerald – assembly entry music. - watch short film on stone-age musical instruments.</p> <p>Week 2 - Sing – Continue with ballads. Intro Speed Bonnie Boat Listen - Edmund Fitzgerald</p> <p>Week 3 – Sing – warm up with ‘double’ practice ballads.</p> <p>Week 4 - Sing – Practice and refine ballads and canons – intro Donna nobis</p> <p>Week 5 – Sing – practice ballads and canons, Listen to psalter</p> <p>Week 6 – perform</p>
Spanish	<p>To recognise patterns in Spanish and apply current knowledge, skills and understanding to information in this unit To understand longer and more complex phrases or sentences To use knowledge of word order and sentence construction to support the understanding of written text</p>	<p>To apply language to a new context Label rivers and continents on a map Recall and say the names of continents/major world rivers with good pronunciation Understand the notion of gender for proper nouns such as rivers and continents Read and understand a short text in the present tense Say which continent a river is in and understand and use the preposition <i>en</i> + country or continent</p>	<p>Week 1 Use Google Earth and world maps to identify and label the continents in Spanish. Practice the pronunciation of these (include explanation of accents/tilde). Intro songs</p> <p>Week 2 Use Google Earth and world maps to identify and label major world rivers in Spanish. Practice the pronunciation of these (revise explanation of accents/tilde). Use phrase to describe which continent each river is in (en).</p>

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	<p>To use language known in one context or topic in another context or topic</p>	<p>Produce a non-fiction text for display/presentation</p> <p>Learn songs and through them phases related to the unit to support speaking Spanish fluently (El Mundo es un Pañuelo and Vamos)</p>	<p>Week 3 Read and identify cognates in a text. Consider meaning based on known information.</p> <p>Week 4 Use info from previous week to research/write similar info about the Nile. Look at vocab related to other features. Draft poster.</p> <p>Week 5 Add the information to a poster. Children to present posters to others in class using the words and phrases they have learnt.</p> <p>Week 6 Revision of this unit's vocab. Revise weather – consider weather on the different continents.</p>
<p>PE</p>	<p>Refine passing and receiving , introduce defending and attacking tactics in netball</p> <p>NFL Catching and throwing of the football and snapping the football.</p> <p>Football skills Dribbling, short passing, long passing, shooting and goal keeping.</p>	<p>To increase power and strength in passing and moving the ball over longer distances.</p> <p>To play effectively in different positions in both attacking and defence.</p> <p>To describe and demonstrate how to grip, throw and catch a football.</p> <p>To demonstrate and describe how to snap a football.</p> <p>To understand the basic concept of the NFL game.</p> <p>Create understanding and applying tactics in game situations.</p> <p>Consolidate attacking and defending in a game.</p>	<p>WK 1-6 Netball.</p> <p>WK 1-6 NFL Football</p> <p>WK 1-6 Football</p>
<p>PSHE/RSE/ SMSC</p>	<p>Spring 1 Worship Making good choices Developing Respect and celebrating differences</p>	<p>New beginnings Space Makers and children introduced to leading worship Introducing children to the story of the Good Samaritan – how it aligns with our school moto 'I will show you my faith by my works' Encourage doing good – even small, random acts of kindness can make a difference.</p>	<p>Week 1 – making good choices – New Year's Res.</p> <p>Week 2 – making good choices (Jiminy Cricket)</p> <p>Week 3 – Celebrating differences</p> <p>Week 4 – Random acts of kindness</p> <p>Week 5 – The Good Samaritan – aligning with our School moto and 'do unto others'</p> <p>Week 6 – Making a positive contribution – the Widow's Mite</p>