

SUNNINGWELL CE PRIMARY SCHOOL  
MEDIUM TERM PLANS  
CLASS 4 - SPRING 2



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	<p>Describe the life process of reproduction in some plants.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Week 1: What are the tallest plants in the world? Look at the range of products on the table - they are all derived from trees! Knowledge harvest of prior learning. Watch clips of the world's tallest trees (for home learning task).</p> <p>Week 2: What are the parts of a plant? Use bedding plants to examine and measure different parts of the plant including male and female parts.</p> <p>Week 3: What are the functions of a plant? Research and make an interactive poster detailing the functions of a plant.</p> <p>Week 4: What do plants need in order to grow? Discuss and set up a science investigation. Set up a class experiment to test all conditions, including a control and record over a week.</p> <p>Week 5: Why do we need to save Rainforest plants? Research information on rainforests and the impact of them being cut down at an alarming rate. Write a speech about rainforests and the impact of their destruction.</p> <p>Week 6: What is the life cycle of a flowering plant? Research the life cycle of a flowering plant, name each process and describe what happens at each stage.</p>

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			How do flowers attract insects (pollination) and how are seeds spread? Look at how flowers are pollinated. Invent a planting device to disperse seeds.
Art	<p>sketching techniques to incorporate depth.</p> <p>To take inspiration from other artists classic and modern.</p> <p>Blending oil pastels using complementary colours and water colours.</p> <p>Experiment with materials to make a sculpture, manipulating materials into something new.</p>	<ul style="list-style-type: none"> <li>- Use a variety of techniques to add interesting effects e.g. reflections, depth and shadows.</li> <li>- To learn what influences an artist and draw different fruits.</li> <li>- To have an understanding of complementary colours.</li> <li>-To demonstrate vibrant contrast and enhancement.</li> <li>- Exploiting with materials to lead to an end result.</li> <li>- Build, understand and invent.</li> </ul>	<p>Wk1: sketching and shading of tree roots.</p> <p>Wk2/3/4: use colour pencils, acrylics, watercolours to draw different individual and collective fruits.</p> <p>Wk5: to use complementary colours in oil pastels and water colours. To create a piece of fruit with a background.</p> <p>Wk6: design and create a sculpture of a seed with roots, shoots and fruits.</p>
RE	<p>Was the death of Jesus a worthwhile sacrifice? Knowing it... Living it... Linking it...</p>	To explore the death of Jesus at Easter	<ol style="list-style-type: none"> <li>1. Narnia hook</li> <li>2. Sacrifice</li> <li>3. Atonement</li> <li>4. Humanism view of life</li> <li>5. Debate preparation</li> <li>6. Debate</li> </ol>
Computing	<p>Networks Safety and security Effective use of tools Creating media</p>	Design a webpage, include photo editing, communication through the internet (123ICT)	<p>Weekly work on web page design Week 5 and 6 video creation</p>

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	Design and development	Videoing debates - editing	
Music Whole School	<p>Listen Respond with clapping, tapping, clicking Sing with increasing accuracy and dynamic interest Develop understanding of standard musical notation Perform using voices</p>	<p>Learn about voice health – warm ups Listen to a range of recorded music – some with videos including the playing of instruments or dance. Respond with clapping/tapping to develop rhythm and/or keeping the pulse Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities. Assembly songs Scarborough Fair, One potato, Big Yellow Taxi, Now the Sun is Shining, Donna Nobis Pacem, Spring is coming (Rounds for Children pg 35) Perform songs for Bishop Steven on the anniversary of the dedication of the school for its 50<sup>th</sup> year Bailando <a href="https://www.youtube.com/watch?v=NUsoVIDFqZg">https://www.youtube.com/watch?v=NUsoVIDFqZg</a></p>	<p>Wk 1 Intro new song(s) Wk 2 Listen to Bailando, watch video, respond with clapping Practise known songs focus on ‘reading music’ for dona nobis... Intro Wk 3 Record Dona Nobis to enable children to learn the round – focus on this and Oh Give Thanks for performance Wk 4 Practice songs including rounds Wk 5 Look at Jersusalema – respond with heel tapping. Practice songs Wk 6 Practice for performance for Bishop Steven’s visit</p>
Music Recorders	<p>Perform Reading notation Learning to play the recorder Control breathing to produce a rounded steady sound throughout a phrase of music Breath control</p>	<p>Read musical notation – recorder/pitched percussion. Begin to understand time signatures and clap/tap/stamp rhythms. Play simple melodies on recorder/pitched percussion. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups Introduce and understand the differences between minims, crotchets, paired quavers and rests Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat Control breathing to produce a rounded steady sound throughout a phrase of music</p>	<p>Week 1 Musical notation – time signatures. Clapping tapping rhythm Holding and playing a recorder correctly Intro/revise crotchet/quavers B Week 2 as above + A and repeat sign Week 3 + G Week 4 + minim Week 5 + 4 crotchet beats/bar Week 6 + 3 crotchet beats/bar</p>
Spanish	<p>Children learn to discuss musical preferences. Children explore rhythm and use this as a strategy for remembering and</p>	<p>Understand and express simple opinions Listen attentively and understand more complex phrases and sentences Understand and use negatives Integrate new language into previously learnt language</p>	<p>Week 1 – listen to music/ask opinions. Identify types of music Week 2 – Use adjectives to add to opinions</p>

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	practising new language. Children work in groups to create a rap for a performance	Write words and phrases using a reference and vocab lists Practise simple conversations (learn/practice through song – Mi Paga) Create and perform a simple rap using words and phrases from unit and previous learning	Week 3 – Song Mi Paga to practise simple conversations Week 4 – practise simple sentences with increasing accuracy – rhythm and beat Week 5 – Begin to use words and phrases to create song/rap, practice Week 6 – practice and perform rap
PE	Introduce scoring and positions in Hi-5 netball  NFL- handoffs, drills, skills and games.  Football Skills- tactics in attacking and defending. positions of play in football.	-To play effectively in all Hi-5 netball positions. - Understanding the rules of each position.  - To demonstrate and describe three passing roots, hook, slant and fade. - Demonstrate and describe three football plays.  - Consolidate all skills and positions in football, in playing a game both competitively and non-competitively.	Wk 1-6: Netball  Wk 1-6: NFL football  Wk 1-6: football
PSHE/RSE/SMSC	Worship Develop understanding of our place in the world RSE  Reproduction	Lent Building understanding of the period of Lent and the story of Jesus and his disciples in the weeks before Easter. Considering our responsibilities to care for ourselves and those around us Being thankful  Understanding of human reproduction and relationships	Week 1 Lent - being the best versions of ourselves - being thankful Week 2 Lent - Come and See <a href="https://www.odbe.org.uk/schools/collective-worship/come-and-see/come-and-see.php">https://www.odbe.org.uk/schools/collective-worship/come-and-see/come-and-see.php</a> Malala's story Week 3 Diversity and looking after our mental health Week 4 - 6 Lent - Come and See
Enrichment			