

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 4



The History of Britain after 1066

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 offer reasons to explain why the war started.</p> <p>To explore the significance of key events.</p> <p>To explain how and why the changing role of women was significant to the war effort.</p> <p>To recall key facts about rationing, evacuation and the Holocaust.</p>	<p>Week 1: Why did World War 2 begin and what were the key events from early World War 2. Listen to BBC audio footage of Neville Chamberlain announcing Britain was at war with Germany. Use information to date fact cards and create a timeline.</p> <p>Week 2: What did evacuees take on their journey? When, where and why were children evacuated? How did it feel to be evacuated? Show an evacuee suitcase and discuss its purpose and contents. Watch evacuee video and discuss focus questions. Follow instructions to make an evacuee suitcase.</p> <p>Week 3: Can I describe how people's diets were different during World War 2 and compare to current foods? What foods were rationed and why? Create a menu of foods typically eaten in a week. Provide information and wartime recipes to produce a weekly wartime meal plan. Compare menus.</p> <p>Week 4: What type of jobs did women do during World War 2? How did the role of women differ before, during and after the war? Discuss role of men and women in early 1930s. Look at why role of women change with the outbreak of war and the sort of jobs they did. Discuss the purpose of propaganda posters and look at a variety. Design and</p>

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			<p>create a propaganda poster to advertise one of the jobs.</p> <p>Week 5: What was the Holocaust and how did it impact the lives of Jewish people in Europe? Explain what the Holocaust was and some of the numbers of people involved. Explain the meaning 'persecution' and how people of different heritages and background were persecuted. Teach Anne Frank and her family's journey from Germany to Netherlands. Discuss 'antisemitism'. Create a timeline of Anne's life alongside what was happening in Germany at that time.</p> <p>Week 6: What happened during some key events during World War 2? Why was a specific World War 2 event a key turning point in the war? Reveal World War 2 event cards, share information and order. Discuss 'turning point' and which key events were turning points in the war.</p>
Art	<p>Use of ink to create bold lines, textures and shapes.</p> <p>Use of paint and chalk to depict an image.</p> <p>Design and create a 3D model of an Anderson shelter</p>	<p>to develop confidence when drawing and except their mistakes and embrace them as ink cannot be erased.</p> <p>Express emotions accurately through the use of colour. create an accurate design that meets the given criteria and use a range of techniques.</p> <p>To independently create a well constructed and thought about model Evaluate ideas against design criteria</p>	<p>Week 1- To create a skyline during the blitz, using ink</p> <p>Weeks 2 and 3- create an image of the blitz using paint and chalk.</p> <p>Weeks 3 to 6- design an create a model of an Anderson shelter</p>
RE	<p>Do Muslims need the Qur'an?</p> <p>Knowing it...</p> <p>Living it...</p>	<p>To explore different ways of showing belief with special reference to Isla.</p>	<p>Week 1: The Qur'an & The Hadith Week 2: Prophet Muhammad Week 3: 99 Names of Allah Week 4: The Five Pillars of Islam Week 5 and 6: Artistic Expressions of Faith</p>

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	Linking it...		
Computing	Develop knowledge and understanding of digital painting. Create images that could be used in desktop publishing documents.	To select, use, and combine a variety of software (including internet services) on a range of digital devices. To design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.	Week 1: The drawing tools Week 2: Creating images Week 3: Making effective drawings Week 4: Layers and objects Week 5: Manipulating objects Week 6: Create a vector drawing
Music	Singing Listening Musicianship	Regular singing – including songs from 1900s – WW2 Warmups for voice health Clapping/tapping to keep time Repertoire of music from WW2, music related to worship theme(s) and the Coronation. Listening – to be introduced to a range of music from 1800 – 1900. Swing – In the Mood (including dance). Classical – Valse Poética – Granados Musicianship – discuss tempo related to songs and music that we are learning about. Revisit rallentando. Look again musical notation - quaver and crotchet rests	WK1: Listen to In the Mood Sing – God Save the King - We are the World - Si, Si, Si - round Musical notation – intro quaver rest with clapping activity WK2: As above – discuss syncopation Sing Mares eat oats WK3: As Wk2 plus Everything Stops for Tea WK4: Listen to Valse Poética, Ganados Songs from previous weeks Musical notation – crotchet rests WK5: As Wk 4 Sing Fire of London song WK6: Perform Reflect on learning from half term
Music recorders	Play and perform melodies on a recorder.	Play recorder using correct fingering and with breath control. Understand greater range of musical notation including time signatures. Reinforce knowledge of crotchets and quavers, introduce minim (may have been introduced in guitars?) Keep time though clapping and when playing.	Wk 1 Introduce repeat symbol. Play using transition between A and B Wk 2 Introduce G note. Clap rhythm before playing – look at pattern in music (Joe, Joe) Wk 3 Gypsy dance – look at bars and end symbol. Wk 4 Introduce minim. Bus Driver Wk 5 Reinforce learning from last week. Traffic Lights Wk 6 Time signature four crotchet beats. Notation quaver joining Hot Cross Buns.
Spanish	Understand longer and more	At the end of this unit	Unit 22 El pasado y el presente

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	<p>complex phrases or sentences. Use knowledge of words, text and structure to build simple spoken and written passages. Match sound to sentences and paragraphs. Recognise patterns in the foreign language and practice the new language. Plan and prepare – analyse what needs to be done in order to carry out a task and apply the knowledge, skills and understanding in this unit.</p>	<p>most children will: understand the names of key places in a town; describe a present-day town and compare it with the past; begin to understand how to say the year in Spanish; begin to use the third person singular of the verbs <i>haber</i> and <i>ser</i> in the imperfect tense</p> <p>some children will not have made so much progress and will: with support, understand places in a town and some adjectives; remember some of the key vocabulary and phrases with prompting; respond using single words and short phrases; copy short phrases</p> <p>some children will have progressed further and will: achieve extended descriptions in accurate Spanish, showing some attention to tenses and adjectival agreement; show creativity and imagination in using language in new contexts</p>	<p>Wk 1 – Using intonation to make statements about the town and places found there. Wk 2 – Revise numbers to 39 and in 10s to 100. Use large numbers confidently. Wk 3 – understand and use <i>haber</i> in the past and present. Form compound statements about the town. Wk 4 – to use knowledge of Spanish to understand a written text. Revise masculine and feminine agreements of adjectives. Wk 5 – use <i>mucho</i> and <i>poco</i> in sentences. Pick out main points in a text about a town. Wk 6 – groups to create a leaflet about their town in the past – present to others</p>
PE	<p>Quick Cricket- Throwing and stopping a ball.</p> <p>bowling a cricket ball</p> <p>Batting</p> <p>Tennis- movement, footwork positions.</p> <p>skills using a tennis racket</p> <p>Serving Tennis ball into a target.</p>	<p>begin to use fielding techniques with throwing and stopping and scooping up the ball.</p> <p>Throwing over/under arm and catching over various distances. Bowl, attempting to hit the wicket using over/under arm.</p> <p>hit a moving ball with control and some distance.</p> <p>Move in a variety of directions using footwork. when hitting the ball keep on toes using quick feet.</p> <p>Hit/bounce a ball with control when moving a different speeds and with a partner.</p> <p>Serve diagonally with over/under arm into a target and over a net.</p>	<p>Weeks 1-6</p> <p>Weeks 1-6</p>
PSHE/RSE	Relationships	<p>What is mental health? My mental health.</p>	Week 1: I know that it is important to take care of my mental health. I understand that people can get

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		<p>Love and loss. Power and control. Being online (real/fake, safe/unsafe) Using technology responsibly.</p>	<p>problems with their mental health and that it is nothing to be ashamed of. Week 2: I know how to take care of my mental health. I can help myself and others when worried about a mental health problem. Week 3: I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them. Week 4: I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. Week 5: I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others. Week 6: I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.</p>
Enrichment			