

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 4



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	<p>Asking Questions and Carrying Out Fair and Comparative Tests</p> <p>Observing and Measuring Changes</p> <p>Identifying, Classifying, Recording and Presenting Data</p> <p>Drawing Conclusions, Noticing Patterns and Presenting Findings</p> <p>Using Scientific Evidence and Secondary Sources of Information</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</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>Week 1: Knowledge Harvest. Can I create a fact file about an animal with relevant and accurate information?</p> <p>Week 2: Can I use my personal targets to write a biography? Research David Attenborough. As he is a world renowned expert on animals and their habitats, we will be exploring his life for the lesson and what he has achieved over time.</p> <p>Week 3: Can I use my targets to write a letter? The children will write a letter arguing that the school spinney needs to be saved. They need to explain about it being a habitat and how it should be protected. They must include reasoned arguments.</p> <p>Week 4: Can I create a classification chart? Create own chart to use in following week.</p> <p>Week 5: Can I classify different insects based on different characteristics? All children will have created a classification chart to use in their exploration of the spinney.</p> <p>Week 6: Can I create a life cycle of a mammal, an amphibian, an insect or a bird?</p>

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Art	<p>To design and invent a spectacular home</p> <p>Pen and ink drawings</p> <p>Working with ink</p>	<p>To listen and collect ideas from others, To evaluate a design, To lead a team in building a model</p> <p>To use a variety of techniques to add interesting effects, Use a choice of techniques to depict movement, perspective shadows and reflection.</p> <p>To develop confidence and depth when using ink/ink and water to create realistic images</p>	<p>Week 1 Collaborate ideas and resources needed to build house design</p> <p>Week 2 Work as a team to construct a house model</p> <p>Week 3 Pen and ink sketch of an insect</p> <p>Weeks 4-5 An ink drawing of an insect and its habitat.</p>
RE	Does It Matter What We Believe About Creation?		<p>Week 1: Creation Story</p> <p>Week 2: Creation Story (Hinduism)</p> <p>Week 3: Creation Story (Humanism)</p> <p>Week 4: Convergence with God</p> <p>Week 5: Stewardship</p> <p>Week 6: Stewardship</p>
Computing	<p>Information Technology: Branching Databases</p> <p>Computer Science: Programming</p>	<p>Classifications: To create questions with yes/no answers</p> <p>To identify the attributes needed to collect data about an object</p> <p>To create a branching database</p> <p>Programming: To program a computer game using Scratch.</p>	<p>Week 1,3,5: Programming my own computer game</p> <p>Week 2,4,6: Branching Databases (123 ICT)</p>
Music	<p>Listen</p> <p>Sing</p> <p>Musicianship – use and understand standard and nonstandard notation</p> <p>Compose</p>	<p>Listen to pastorate music https://www.classical-music.com/features/works/best-pastoral-music-5-works-inspired-by-the-countryside/</p> <p>Listen to, sing and perform a range of songs and rap.</p> <p>Further develop an understanding of standard (see Recorder activities) and non-standard notation.</p> <p>Work in groups to compose a piece on the theme of 'Life in the Spinney' using tuned and un-tuned percussions and recorders.</p>	<p>Week 1 Listen to pastorate works. Practice songs and rap for SGT</p> <p>Week 2 As Week 1 and introduce hand gestures as direction for dynamics and performance.</p> <p>Week 3 As Week 2</p>

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	Perform	Perform songs, raps and compositions for each other and parents.	<p>Week 4 Begin to practice with electronic volume equipment.</p> <p>Week 5 Practice for performance.</p> <p>Week 6 Compose music using tuned and un-tuned percussion and recorders on the theme of 'Life in the Spinney'</p>
Spanish	<p>Use numbers to 100 in Spanish confidently.</p> <p>To take part in role play about going to the theme park and create a short, written piece about</p>	<p>Use numbers up to 100 confidently; understand a short, written text referring to the past; communicate with a partner using memorised language, ask and answer simple questions; write a short text referring to the past using structures learnt in the unit, use single words or short phrases to label pictures of theme park rides.</p>	<p>Week 1 To understand and say numbers 50 to 100 and ask the price of a theme park in euros.</p> <p>Week 2 To understand the main points from a short, written passage, to plan and write sentences using knowledge of word and text conventions.</p> <p>Week 3 To present information about an aspect of culture and build compound sentences using porque. To devise strategies for learning new vocabulary. To compare aspects of entertainment in England and Spain.</p> <p>Week 4 To listen for clues to meaning, eg tone of voice, key words and discuss key information in a short text</p> <p>Week 5 To understand the main points and simple opinions in a spoken story or passage and read a paragraph aloud with confidence, enjoyment and expression.</p> <p>Week 6 To evaluate work.</p>
PE	<p>Sprint over a short distance</p> <p>Run over a longer distance</p>	<p>Focus on developing a technical understanding of athletic activity</p> <p>Select the best pace for running, while assessing distances.</p> <p>Pass a relay baton in a competitive situation</p>	Weeks 1-6

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	<p>Howler throw</p> <p>Standing long jump</p>	<p>Compete with others and aim to improve personal best performances.</p> <p>Set targets and improve performance in running ,jumping and throwing.</p> <p>Show consistency and accuracy in running ,jumping and throwing.</p>	
PSHE/RSE	Changing Me	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>	
Enrichment	<p>Teamwork</p> <p>Challenge</p>	Year 5 and 6 Youlbury Residential	<p>Activities to promote teamwork and self challenge:</p> <p>Crate Stacking, Fire Lighting, Abseiling, Leap of Faith</p>

Living things and their habitats