

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 4 - AUTUMN 1 YEAR B



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Geography	<p>Investigate places.</p> <p>Investigate patterns.</p> <p>Communicate geographically.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Week 1: Knowledge Harvest. Entry Point – Activities to introduce three cities: Oxford, Wroclaw and Leon.</p> <p>Week 2: Can I identify the key terms and give definitions for each one?</p> <p>Week 3: Can I identify the physical geographical characteristics of León? Children to research physical features eg beaches, volcanoes</p> <p>Week 4: Can I identify the human geographical characteristics of León? Children to research human features eg cathedral, museums, markets</p> <p>Week 5: Can I explain and organise my learning in a travel brochure of León?</p> <p>Week 6: Can I research the climate of the three cities and record results in a table and graph? Children to write statements comparing similarities and differences.</p>
Art	<p>Architecture observation drawings</p> <p>Paper mâché</p>	<p>Sketch using a variety of techniques to add interesting effects. Choose a style of drawing suitable for the work.</p> <p>Mix textures to combine visual and tactile qualities. Use frameworks to provide stability.</p>	<p>Week 2-4 - Investigate the architecture and design of buildings from Poland and create a skyline.</p> <p>Week 5-7 Observe and design a native bird from Nicaragua. Create a native bird using a balloon and paper mâché and paint. Add features eg. tail and beak.</p>
RE	How far is belief in the resurrection important to Christians today?	Consider the centrality of the resurrection to Christian belief and what this tells Christians about Jesus.	<p>Week 1: What makes us a Christian?</p> <p>Week 2: The Resurrection</p> <p>Week 3: Life after Death</p>

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	Beliefs & Questions Community & Identity Reality & Truth		Week 4: Life after Death Week 5: British Values Week 6: Sacrifice and discussion
Computing	We Are Adventure Gamers: Creating an interactive adventure using presentation software.	Pupils learn to: Use search technologies effectively. Use a variety of software (including Internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information. Use technology safely, respectfully and responsibly.	Week 1: How to plan a non-linear presentation. Week 2: To create text as part of a presentation. Week 3: To add and edit images in a presentation. Week 4: To use hyperlinks for navigation between the slides of a presentation. Week 5: To record and add audio narration to a presentation. Week 6: To use commenting tools to give feedback on a presentation.
Music - whole school	Listen – music from local musicians. Sing a range of songs being mindful of introductions. Understand the words pitch, dynamics and tempo. Perform – songs/canons with other classes.	Children will Listen to English/Polish/Nicaraguan music. Compare and contrast music from different cultures. Live music provided by Radley College musicians (Musical Flood Radley College) Sing in English/Spanish/Polish songs Musicianship – keep time – use body percussion and develop understanding of musical notes and rests. Respond to non-standard rhythm notation including time signatures. Listen for entry of sung pieces. Perform – rounds and songs/Musical Flood and body percussion.	Week 1 – voice warm up. - Body percussion – intro crotchet and crotchet rest. - Polish song/Spanish 1-10 song - Months round Week 2 As Week 1 + quaver and quaver rest Week 3 As Week 2 + Números a 20 Week 4 As Week 3 + Mi Caballo Blanco Week 5 As Week 4 + rehearse for Week 5 Week 6 Perform to parents
Music Recorders	Perform Reading notation Learning to play the recorder	Children will begin to Read musical notation – recorder/pitched percussion. Begin to understand time signatures and clap/tap/stamp rhythms. Play simple melodies on recorder/pitched percussion.	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

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	Control breathing to produce a rounded steady sound throughout a phrase of music Breath control	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.	Week 3 + G Week 4 + minim Week 5 + 4 crotchet beats/bar Week 6 + 3 crotchet beats/bar
Spanish	Making statements (about the school environment and everyday school routines) Making statements about breaktime activities, with reference to the past Telling the time using half-hours, quarter-hours and 24-hour clock notation Definite and indefinite articles: <i>el/la, un/una</i> Preterite tense: regular – <i>ar</i> verbs (eg <i>Jugué, Hablé</i>)	Phonic focus: revision of hard and soft <i>c</i> Extend knowledge of places around school. Talk about everyday routines/subjects studied during school day. Revise telling the time to the hour -extend to half-hours and quarter-hours. Create short texts describing breaktime activities. Learn about school routines in Nicaragua.	Week 1 – Intro vocab. Begin to learn ¿Qué hora es? Revise time to the hour. Look at school in Nicaragua – discuss. Week 2 – initiate conversation about school timetable. Consider use of Google translate. Week 3 – Tour of the School. Understand longer/more complex sentences. Begin to use these to write short texts. Week 4 – School timetable. Understand longer/more complex sentences. Begin to use these to write short texts. Week 5 – Breaktime. Understand longer/more complex sentences. Begin to use these to write short texts. Week 6 - Breaktime diaries. Understand longer/more complex sentences. Begin to use these to write short texts.
PE	Tag Rugby Cross country	Pass the ball and move. Dodge around a defender at speed with the ball in the hands. Work as a team to score a try. To develop and maintain a better running technique. To take part in different athletic challenges	Week 1-7 Week 1-7
PSHE/RSE	Being Me In My World	Identifying goals for the year	

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		<p>Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	
Enrichment	Dance and cooking	Workshops to introduce the three cities.	<p>Workshop 1: Make Banbury cakes (Oxford). Workshop 2: Make salsa and guacamole (Leon). Workshop 3: Learn Polish folk dance. Workshop 4: Learn Nicaraguan traditional dance.</p>