

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



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline
History	Knowledge and Understanding of Events, People and Changes in the Past.	To find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.	Week 1: Can I research historical key figure Galileo Galilei or Isaac Newton to write a biography?
Science	Asking Questions and Carrying Out Fair and Comparative Tests Observing and Measuring Changes Identifying, Classifying, Recording and Presenting Data Drawing Conclusions, Noticing Patterns and Presenting Findings Using Scientific Evidence and Secondary Sources of Information	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	Week 1: Can I explain why unsupported objects fall towards the Earth?  Week 2: Can I identify the effects of air resistance, water resistance and friction?  Week 3: Can I recognise that levers, pulleys and gears allow a smaller force to have a greater effect?  Week 4: Can I describe how the brightness of a lamp or volume of a buzzer changes with the number and voltage of cells in a circuit?  Week 5: Can I compare and give reasons for variations in how components in an electrical circuit function?  Week 6: Can I use recognised symbols to represent a simple circuit in a diagram?
Art	Sketching	Use a variety of techniques to add interesting effects eg depth and light Use hatching and cross hatching to show tone and texture	Week 1 Detailed an image in a light bulb.

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DT	<p>Prospective drawing</p> <p>Design, create and evaluate a light up Christmas card</p>	<p>To develop and understand perspective drawing' To create depth and distance using graphite pencils and charcoal</p> <p>Understand and use electrical systems in a design Create a circuit Evaluate their product Does the design work?</p>	<p>Week 2-3 Electric pylons, using graphite and charcoal.</p> <p>Week 4-6 design, investigate making a electrical circuit for a light up card. Design and make a light up Christmas card. Evaluate</p> <p>Week 5-7 Christmas crafts.</p>
RE	<p>What is the significance of Karma and Moksha for a Hindu?</p>		<p>Week 1 - What was Gandhi's inspiration?</p> <p>Week 2 - How do stories help Hindus live good lives?</p> <p>Week 3 - How do Rama &amp; Sita inspire dharmic behaviour?</p> <p>Week 4 - How does present behaviour link to past and future reincarnations for Hindus?</p> <p>Week 5 - What do Hindus learn from stories about how they can achieve Moksha?</p> <p>Week 6 - How might the karma of Gandhi have affected his samsara?</p>
Computing	<p>We Are Game Developers: Developing an interactive game</p>	<p>Pupils learn to: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Week 1: Create original artwork and sound for a game.</p> <p>Week 2-4: Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.</p> <p>Week 5: Detect and correct errors in their computer game.</p> <p>Week 6: Use iterative development techniques (making and testing a series</p>

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			of small changes) to improve their game.
Music - recorders	Play and perform melodies on a recorder.	<p>Play recorder using correct fingering and with breath control.</p> <p>Understand greater range of musical notation including time signatures.</p> <p>Reinforce knowledge of crotchets and quavers, introduce minim.</p> <p>Keep time though clapping and when playing.</p>	<p>Week 1 Introduce repeat symbol. Play using transition between A and B</p> <p>Week 2 Introduce G note. Clap rhythm before playing – look at pattern in music (Joe, Joe)</p> <p>Week 3 Gypsy dance – look at bars and end symbol.</p> <p>Week 4 Introduce minim. Bus Driver</p> <p>Week 5 Reinforce learning from last week. Traffic Lights</p> <p>Week 6 Time signature four crotchet beats. Notation quaver joining Hot Cross Bun</p>
Music – whole school	<p>Singing</p> <p>Listening</p> <p>Performance</p> <p>Class 4 handbells and Recorder performance</p>	<p>Listen - instrument groups - materials.</p> <p>Sing - Traditional/modern Christmas hymns</p> <p>Musicianship – Build on breathing and posture for performance. Responding to dynamics</p> <p>Perform – Carols/bells/recorders – Christmas. Non-standard notation</p>	<p>Week 1 Listen, warm-ups, sing (see PP for this half term for more details).</p> <p>Week 2 – as week 1.</p> <p>Week 3 – as week 1.</p> <p>Week 4 – as week 1.</p> <p>Week 5 – as week 1.</p> <p>Week 6 – as week 1 plus performance</p>
Spanish	<p>To listen attentively and understand more complex phrases and sentences.</p> <p>To look aspect of their everyday lives as compared to a child from another country.</p>	<p>Children will practice and learn vocabulary related to eating and drinking including some food types. Introduce and learn Tapas, Patatas song.</p> <p>Children will use words and phrases to express what has been eaten or drunk using the preterite tense; listen to and read an authentic non-fiction text and select key words and phrases from it; devise and perform with a partner a short presentation using structures learnt in the unit.</p> <p>Children will, with support, write a simple recipe, research new vocabulary using a dictionary and apply it accurately to write a simple recipe.</p>	<p>Week 1 learn vocab around food and verbs in preterite to eat/drink. Song</p> <p>Week 2 Practice food vocab and learn to ask – have you got...?</p> <p>Week 3 revise vocab and express preference.</p> <p>Week 4 play game around Week 3 work. Use learning to write sentences.</p> <p>Week 5 Navidad, comida y los festivos</p> <p>Week 6 Navidad, comida y los festivos</p>

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	To develop accuracy in pronunciation and intonation and express opinions.		
PE	Hockey	To demonstrate and understand push and hit passes Receive the ball on the open side stick Can pass accurately To be able to tackle safely	Week 1-7
	Netball	Understanding the correct technique required to execute passes Know when and what situation to use each pass Understand the footwork rule Understand landing and catching	Week 1-7
PSHE/RSE	Celebrating Difference	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	
Enrichment	Christmas Productions	Audience	Christmas Pantomime/Theatre production at Village Hall to school
		Rehearsing and performing	Whole School Nativity/ Christmas Concert