

SUNNINGWELL CE PRIMARY SCHOOL  
MEDIUM TERM PLANS - CLASS 4



Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
History - If I Ruled The World	<p>Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.</p> <p>Interpret and evaluate a key historical event from more than one perspective or viewpoint.</p> <p>Select, combine and present information from more than one source.</p> <p>Compare and contrast features of historical periods identifying similarities and differences.</p> <p>Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</p> <p>Talk about why some written sources may give a negative view or account.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the changing power of monarchs using case studies such as King Charles, Queen Anne and Queen Victoria.</p> <p>To learn about our current monarchy and their roles and responsibilities in today's world. To compare the Constitutional Monarch to an Absolute Monarchy.</p> <p>To identify reasons why King John granted the Magna Carta and how that impacted society.</p> <p>To compare the reign of King Charles I, Queen Elizabeth I and Queen Victoria and how their actions have changed the course of history and the balance of power.</p> <p>To learn about current Parliament and Government and how democracy works and to compare similarities and differences in the structure of Parliament through history.</p>	<p>Week 1: Knowledge Harvest. Who is King Charles III and what is his role as our King?</p> <p>Week 2: Who was King John and what were the events and decisions that led to the Magna Carta? What impact did the Magna Carta have on society at the time and how does it continue to impact the monarchy's power today? How did this lead to the formation of Parliament?</p> <p>Week 3: Who was King Charles I and how did his belief in the Divine Right of Kings compare to those that believed in a Constitutional monarch?</p> <p>Week 4: Why was Queen Elizabeth I so important?</p> <p>Week 6: What is the structure and role of parliament today?</p>
Geography	Use maps and atlases to locate countries.	To explore the rapid expansion of the colonial empire under Queen Victoria's reign.	Week 5: British Empire. Can I identify countries that were under the British

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Art	Describe and understand key aspects of trade links within the British Empire.	To use an atlas to name and locate countries on a world map.  To explore trade links between Britain and the rest of the British Empire.	Empire by the end of Queen Victoria's reign in 1901 using an atlas? What goods did Britain trade with the rest of the world?
	Manuscript letters	Design a manuscript letter that has historical and aesthetic value. Use a glue/ art masking fluid for glue line drawing. Create designs using relief. To give the impression of a raised image.	Weeks 1-2: Illuminating manuscript letters
	Drawing to show movement	To know how to use lines to represent movement.	Weeks 3-4: Using a mannequin sketch images to show movement
	Sculptures	To sketch using perspective and shadows.  Use foil to create a sculpture of a figure in motion. Use everyday material and create it into a 3D piece of art. Choose a pose to use as inspiration for sculpture.	Weeks 5-6: Inspired by the Olympics create motion sculptures using tin foil
RE	How does a worldview help people decide what is important?	A worldview is a way of looking at the world and will influence the choices a person makes.	Week 1: The Trolley Problem Week 2: Nobody Stands Nowhere Tree Week 3: Maslow's Hierarchy
	Pupils can make connections/links between the different worldviews that have studied and perhaps others.	There are organised and personal, religious, and non-religious worldviews. Everyone has a worldview.	Week 4: Diamond 9 Week 5: Dilemma 1 Week 6: Dilemma 2
	Pupils understand the similarities and differences between worldviews and what connects them together in society.	A worldview may be a combination of organised and personal opinions and may change overtime.  Experiences influence a person's worldview.	
	Pupils can evaluate the various sources of wisdom about what is		

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Computing	important and justify their own opinions.		
	Pupils are able to present cogent arguments and spot faulty logic. Create Vector Drawings - 3D modelling	To use a computer to create and manipulate three-dimensional (3D) digital objects.	Week 1: What is 3D modelling?
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	To compare working digitally with 2D and 3D graphics. To construct a digital 3D model of a physical object.	Week 2: Can I rotate and customise a 3D object? Week 3: Can I create 3D shapes using the given dimensions?
	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	To identify that physical objects can be broken down into a collection of 3D shapes. To design a digital model by combining 3D objects.	Week 4: Can I group and modify multiple 3D objects? Week 5: Can I produce a 3D model from a plan?
	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.	To develop and improve a digital 3D model.	Week 6: Can I evaluate and improve a 3D model?
	Music Whole School	Listen to Rock, Pop, Blues. Sing for performance. Develop understanding of pitch.	All children will be exposed to a range of music and encouraged to join in singing for performance. Children will be introduced the traditions of Rock, Pop and Blues and compare to other known music. Develop voice warm-up using the concept of pitch. Musicianship – to understand accelerando and rallentando.

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Work in small groups within classes to create and perform short compositions using tempo change.

Week 3: As week 2. Introduce *accelerando* and *rallentando*. Compare rock/blues with reference to rhythm and beat.

Week 4: Warm-up. Practice for performance. Intro pop. Reinforce tempo change understanding.

Week 5: Performance

Week 6: Composition activities. Include tempo change.

Week 1: Introduction to vocab. Related to the café. Use knowledge to read some Spanish words. Intro song – Tapas...

Week 2: Use preterit tense to talk about what has been eaten. Food vocab.

Week 3: Use of personal pronouns in Spanish. Regional food and shopping  
Week 4: Revise numbers. Asking for an ice-cream

Week 5: Making milkshakes – practice food vocab.

Week 6: Creating a café – drama using questions and answers between ‘staff’ and ‘customers’.

Weeks 1-7 Quad kids  
Sports day practice

Sports day

Spanish

Read and understand main points of a passage in Spanish.

Use previous knowledge to aid understanding.

Recognise some patterns in Spanish. Initiate conversations and devise questions for authentic use.

**Most children will:** ask for certain drinks and snacks; understand sums of money; know how to say what a friend has eaten and drunk; understand and use a range of vocabulary relating to a café scene; sing a song from memory on a related topic; devise and perform a short sketch using structures learnt in the unit.

**Some children will not have made so much progress and will:** listen and respond to the names of drinks and snacks; respond with *sí* or *no*, gestures or short answers to questions about drinks and snacks or money; refer to text or visual clues when singing a song.

**Some children will have progressed further and will:** show confident recall of known language and structures.

PE

Sprint over a short distance.

Run over a longer distance.

Howler throw.

Standing long jump.

Focus on developing a technical understanding of athletic activity

Select the best pace for running, while assessing distances.

Pass a relay baton in a competitive situation

Compete with others and aim to improve personal best performances

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PSHE/RSE

Changing Me

Self and body image.  
Puberty for boys.  
Puberty for girls.  
Conception.  
Looking ahead to becoming a teenager.  
Looking forward to my next class.

Set targets and improve performance in running, jumping and throwing.

Show consistency and accuracy in running, jumping and throwing.  
Understand that everyone is unique and special.  
Can express how they feel when change happens.  
Understand and respect the changes that they see in themselves.  
Understand and respect the changes that they see in other people.  
Know who to ask for help if they are worried about change.  
Are looking forward to change.

Week 1: I am aware of my own self-image and how my body image fits into that.  
Week 2: I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.  
Week 3: I can describe how boys' and girls' bodies change during puberty.  
Week 4: I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.  
Week 5: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).  
Week 6: I can identify what I am looking forward to when I move to my next class.

Enrichment

Year 5 and 6 Tennis Tournament at Tilsley Park.  
Arctic Talk with Rosie at Radley School.  
NFL Tournament in Birmingham.  
RSE Puberty Workshop.  
Year 5 and 6 Quad Kids Tournament.  
Year 5 and 6 Residential at Youlbury.  
PC Dix Police workshop on cyber bullying.  
Sports Day at Tilsley Park.  
Year 6 Bikeability 2-day course.

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Year 6 Christchurch Leavers' Service.

Year 5 and 6 to lead School Play 'A Hint of Snow White' Performance.