

**Class 4 Medium Term Plan
Summer 2022**

Subject	Learning Hook	Context	Prior Learning
History	<p>Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically</p>	<p>Mighty Myans This unit of work will teach your class all about the ancient Maya civilisation. The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. They will learn about the Maya writing system too. The children will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. They will also learn about the types of food eaten by the ancient Maya people and they will find out about the significance of corn and chocolate, arguing which was most important in a class debate.</p> <p>Maths link: understanding chronology. Geography link: map work.</p>	<p>Ultimate Explorers (English) Understanding of chronology – Ancient Greece, The Victorians, The Romans, The Vikings, The Stone age, Ancient Egypt, Indus Valley Investigate and interpret the past (Y1, 2, 3, 4, 5, 6) Build an overview of world history (Y1, 2, 3, 4, 5, 6) Communicate historically (Y1, 2, 3, 4, 5, 6)</p>
Science	<p>Work scientifically Understand plants Understand animals and humans Investigate living things</p>	<p><u>Reproduction: Reproduction in plants and animals (Bio)</u> In this module children learn about reproduction in some types of plants and animals, including humans. This module should be taught after Module 1, The Circle of Life, as it builds on the learning about different types of animals and their life cycles begun during that unit. It also links closely with OCW, where children have opportunities to investigate and enquire practically into many aspects of the learning about reproduction in plants and animals that is the focus for this module. As they learn about plant reproduction children will extend their knowledge from Year 3 of the function of the different parts of flowering plants. They will also learn that plants can reproduce in other ways, through asexual reproduction. As they learn about reproduction in animals children will find out more about specific mammals, birds, insects and amphibians and how they reproduce. There are three lessons focusing on humans, one of which is about the complete human life cycle and two of which focus on puberty. These lessons can be taught to mixed or single gender groups, but all children should learn about changes in boys and girls.</p>	<p>Understand plants (Y1, 2, 3, 4, 5, 6) Understand animals and humans (Y1, 2, 3, 4, 5, 6) Investigate living things (Y1, 2, 3, 4, 5, 6)</p>

		<p>When working scientifically, children carry out first-hand observation of flowering and other plants, and also use secondary sources of information. They group and classify living things according to similarities in reproduction processes. They also report and present findings from their enquiries in a variety of ways, including posters, fact cards and guides.</p> <p><u>Circle of life (Bio)</u> In this module children build on earlier work from Key Stage 1 and from Year 3, where they learned about the life cycles of plants. They extend their understanding of what a life cycle is and learn about the life cycles of some familiar (and some less familiar) mammals, amphibians, insects and birds. Children compare and contrast different life cycles, identifying common features as well as explaining key differences. They use their knowledge of life cycles to help them as they create a fantastical creature of their own, complete with its own distinct life cycle. They learn about incredible journeys that some animals undertake to complete their life cycles, and about the different ways in which humans are supporting some endangered animals to increase their population numbers.</p> <p>When working scientifically during this module, children frequently use secondary sources of information, as they carry out their own investigations to answer a variety of science questions, with increasing independence. This should involve the use of quality non-fiction books, web-based material, Apps, etc. and might include a visit to a local zoo, wildlife park or animal collection to gather information more directly from recognised experts. Children report and present findings from their enquiries in a variety of ways, both orally and in written forms, drawing conclusions, identifying causal relationships and explaining their thinking. They consider evidence that has been used to support arguments, for example, as they learn about the work that has been done to protect the future of endangered animals.</p>	
Geography	Investigate patterns Communicate geographically Investigate places	<u>Our Changing World</u> In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes.	Settlements (Stone Age, Romans and Anglo-Saxons) Local area study Map Skills The Americas (Y5/6) Around the World (Y3/4)

Design and Technology	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>Y6 – Come Dine with Me</u> Working in groups, children research and prepare a three-course meal taught as a rotational activity over three lessons. They will taste-test and score their food and when they aren't cooking, they will research the journey of their main ingredient from 'farm to fork' or write a favourite recipe to include in a class cookbook. Maths link: measures.	Master practical skills (Y1,2,3,4,5,6) Design, make, evaluate and improve (Y1,2,3,4,5,6) Take inspiration from design throughout history(Y1,2,3,4,5,6)
Art and Design	Develop ideas Master techniques Take inspiration from the greats	<u>Y5 – Formal Elements of Architecture</u> Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them. Maths link: measures.	Develop ideas (Y1, 2, 3, 4, 5, 6) Master techniques (Y1, 2, 3, 4, 5, 6) Take inspiration from the greats (Y1, 2, 3, 4, 5, 6)
Religious Education	Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values	<u>What is the best way for a Sikh to show commitment to God? (Sikhism) SMSC link: Spiritual and Cultural</u> During this unit, the children will learn to understand how Sikhs show their commitment to God and to evaluate if there is a best way. The children will also consider the following questions: <ul style="list-style-type: none"> • Do all religious beliefs influence people to behave well towards others? • Does participating in worship help people to feel closer to God or their faith community? <u>What is the best way for a Christian to show commitment to God? (Christianity) SMSC link: Spiritual and Cultural</u> In this unit, the children will explore how Christians show their commitment to God and to evaluate if there is a best way. The children will also consider the following questions: <ul style="list-style-type: none"> • Do religious people lead better lives? • Does participating in worship help people to feel closer to God or their faith community? 	Understand beliefs and teachings (Y1, 2, 3, 4, 5, 6) Understand practices and lifestyles (Y1, 2, 3, 4, 5, 6) Understand how beliefs are conveyed Reflect (Y1, 2, 3, 4, 5, 6) Understand values (Y1, 2, 3, 4, 5, 6)
Languages	Read fluently Write imaginatively Speak confidently	<u>Le Weekend</u> This excellent unit allows the children to talk about what they do in their own time in French. They will be introduced to a variety of common weekend activities allowing them to talk about what they do when not at school. They will	Read fluently (Y3, 4, 5, 6) Write imaginatively (Y3, 4, 5, 6) Speak confidently (Y3, 4, 5, 6)

	Understand the culture of the countries in which the language is spoken	<p>also be taught (in detail) how to express the time in French. They will also be taught a series of connectives enabling them to join sentences together developing more fluent phrases in French.</p> <p><u>Les Vetements (clothes)</u> By the end of this unit the children will be able to:</p> <ul style="list-style-type: none"> • Recognise and recall from memory 21 items of clothing. • Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour. 	Understand the culture of the countries in which the language is spoken (Y3, 4, 5, 6)
Physical Education	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Outdoor adventure Athletics Dance	Gymnastics (Y3/4) Dance (Y3/4) Striking and Fielding (Y3/4) Alternative sports (Y3/4)
Music	Perform Describe Transcribe Compose	<p><u>Y5 – Musical theatre</u> In this topic, children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story, learning about performance aspects as they use songs to convey emotions.</p> <p><u>Y6 – Film music</u> This unit involves exploring and identifying the characteristics of film music. The children will have the opportunity to create a composition and graphic score to perform alongside a film.</p>	Perform (Ukulele) Describe (Y1, 2, 3, 4, 5, 6) Transcribe (Y1, 2, 3, 4, 5, 6) Compose (Y1, 2, 3, 4, 5, 6)
Computing	Code Collect Communicate Connect	<p><u>Y6 – Programming music</u> Engaging, purposeful and fun, this topic has everything you need to captivate your pupils and get them addicted to coding. Through Sonic Pi, children can combine their knowledge of music and related terminology, with their formidable programming skills to create different sounds, beats and melodies which are put to the test with a live Battle of the Bands performance!</p> <p>Music link: mixing and looping (Aut)</p> <p><u>Y5 – Stop motion animation</u></p>	Code (Y1, 2, 3, 4, 5, 6) Collect (Y1, 2, 3, 4, 5, 6) Communicate (Y1, 2, 3, 4, 5, 6) Connect (Y1, 2, 3, 4, 5, 6)

		Pupils learn how to create animations, storyboarding their ideas and decomposing the story into small parts of action to be captured using Stop Motion Studio.	
Maths	Know and use number Add and subtract Multiply and divide Use statistics Use measures Understand the properties of shape Use fractions.	A range of contexts.	Know and use number (Y1, 2, 3, 4, 5, 6) Add and subtract (Y1, 2, 3, 4, 5, 6) Multiply and divide (Y1, 2, 3, 4, 5, 6) Use statistics (Y1, 2, 3, 4, 5, 6) Use measures (Y1, 2, 3, 4, 5, 6) Understand the properties of shape (Y1, 2, 3, 4, 5, 6) Use fractions (Y1, 2, 3, 4, 5, 6)
English	Understand texts Transcribe Compose Analyse Present	<p><u>The Museum of Fun</u> In this unit, the children explore the mission: to run the Museum of Fun! They read the interactive eBook, scanning and summarising information and relating it to their lives and experiences. They complete the mission, planning, writing and presenting television adverts to encourage people to visit the museum.</p> <p><u>Tell me a Story</u> In this unit, the children explore narrative poems, focusing in depth on the work of two poets. They learn about information retrieval, answering questions that require literal comprehension, inference, deduction and imagination. They watch and enjoy a poet reading his work. They write the 'back story' to a poem in narrative form and compose an autobiographical narrative poem.</p> <p><u>Fantastic, Funny and Frightening</u> In this unit, the children explore and compare style in different genres. They read the interactive eBook, asking questions and developing understanding of inference and the author's use of language, structure and presentation. They use discussion and role-play to explore formal and informal language. They develop editing, proof-reading and peer-review skills. After exploring different genres, they select their favourite and write stories for younger readers.</p>	Understand texts (Y1, 2, 3, 4, 5, 6) Transcribe (Y1, 2, 3, 4, 5, 6) Compose (Y1, 2, 3, 4, 5, 6) Analyse (Y1, 2, 3, 4, 5, 6) Present (Y1, 2, 3, 4, 5, 6)
PSHE	Internet safety and harms. Being a good citizen Mental well-being	<p><u>TEAM</u> This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to</p>	TEAM (Year 3/4)

Respectful relationships.
Caring friendships.

disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.

Moving to High School

Pupils will learn about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school. They will also explore ways of managing these feelings.