

Medium Term Planning
Summer

Year 4	Summer 1	Summer 2
Topic/Theme	Anglo-Saxons / Local History	Anglo-Saxons /Local History
Visit/Visitor	Jarrow Hall: Anglo-Saxon Farm, Village, and Bede Museum	Wharton Park – Orienteering (Link with PE, local history, geography)
English Literature – text(s)	Feast – Disney Animated Short Film The Iron Man – Ted Hughes Beowolf - Michael Morpurgo	
Speaking and Listening	Participate in drama and indicate emotions and feelings with expression Select and use appropriate language for different situations. Take part in classroom debates	
Reading	Read aloud with appropriate volume Read most words effortlessly at a speaking pace Read a wide range of fiction and non-fiction, including poetry Prepare poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume <u>Comprehension</u> Identify how language, structure and presentation contributes to meaning Recognise different forms of poetry Offer inferences and predictions and justify these using evidence from the text Talks about themes and conventions when discussing books Uses the structure of books to navigate around texts <u>Guided Reading Texts</u> Varjak Paw – SF Said The Butterfly Lion - Michael Morpurgo	
Writing	Create settings, characters and plots in narrative texts Write non-narratives using appropriate organisational devices Organise paragraphs around a theme Use writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar Assess the effectiveness of their own and others' writing and suggest improvements	
Vocabulary, Grammar and Punctuation	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using and punctuating direct speech (including identifying parts of speech) Use the first two or three letters of a word to check its spelling in a dictionary Proof-read for spelling and punctuation errors and correct their work Singular and plural agreement Use apostrophes to show possession Use correctly punctuated subordinate clauses and fronted adverbials Use a wide range of conjunctions	

	<p>Develop a varied and rich vocabulary Spell words from the Y3/4 NC spelling list</p>
<p>Spelling</p>	<p>Possessive apostrophes with irregular plurals Spell words from the National Curriculum word list for Years 3 and 4 Use the first 2 and 3 letters of a word to check its spelling in a dictionary</p>
<p>Mathematics</p>	<p>Power Maths 4C <u>Number – Fractions (including decimals)</u></p> <ul style="list-style-type: none"> • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places <p><u>Money - Number – Fractions (including decimals)</u></p> <ul style="list-style-type: none"> • solve simple measure and money problems involving fractions and decimals to two decimal places <p><u>Money - Measurement</u></p> <ul style="list-style-type: none"> • estimate, compare and calculate different measures, including money in pounds and pence <p><u>Time</u></p> <ul style="list-style-type: none"> • convert between different units of measure [for example, kilometre to metre; hour to minute] <p><u>Statistics</u></p> <ul style="list-style-type: none"> • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p><u>Geometry – Properties of Shape - Angles and 2D shapes</u></p> <ul style="list-style-type: none"> • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry <p><u>Geometry – Position and Direction</u></p> <ul style="list-style-type: none"> • describe positions on a 2-D grid as coordinates in the first quadrant

	<ul style="list-style-type: none"> • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon
RE	<p><u>Pentecost – Serving: New Life</u> Develop understanding that the Spirit of God is active in every person and in the community of believers, which is the Church. Recognise the actions and influences of believers whose actions are powerfully guided by a life of service. Discover how all of Christ’s faithful are called to proclaim the Good News from generation to generation by word and deed.</p> <p><u>Islam – Holy Books: The Qur’an</u> Understand that the Qur’an is the Muslims’ most holy book and how it guides the lives of Muslims. Make connections with Muslims’ beliefs in Allah and their respect for human life. Compare the Qur’an to the Bible and discover that some of the stories in the Old Testament are also found in the Qur’an, but with some differences.</p> <p><u>Baptism/Confirmation – Belonging: called</u> Develop understanding that through Baptism and Confirmation people are given the gift of the Holy Spirit and are called to respond in their lives. Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of Confirmation and make links with the Sacrament of Baptism. Show understanding of how religious belief shapes life, and the commitment of people who respond to the call of God.</p> <p><u>Universal Church – World: God’s People</u> Show understanding of the Christian belief that the diversity of the world and its people is God’s gift. Learn that different saints show people what God is like. Discover through beliefs, feelings and experiences that ordinary people can do extraordinary things.</p> <p>Children will acquire the skills of assimilation, celebration and application of the above topics FHC Preparations will also be taking place this term</p>
RSE	<p><u>Module One, Unit One</u></p> <ul style="list-style-type: none"> • We are created individually by God who is Love, designed in his own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God <p><u>Module One, Unit 2</u></p> <ul style="list-style-type: none"> • Similarities and differences between people as they grow and make choices, and that by living and working together – teamwork – we create community • Self-confidence arises from being loved by God (not status, etc) • The need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do • Learn what the term puberty means • Learn when puberty can be expected to take place • Understand that puberty is part of God’s plan for our bodies • Learn correct naming of genitalia • Learn what changes will happen to boys during puberty • Learn what changes will happen to girls during puberty

Module One, Unit 3

- Learn that emotions change as they grow up
- Deepen their understanding of the range and intensity of their feelings and that 'feelings' are not good guides for action
- What 'emotional well-being' means
- Learn that positive actions and talking to trusted people helps emotional well-being
- Recognise that images in the media do not always reflect reality and can affect how people feel about themselves
- Learn that some behaviour is wrong, unacceptable, unhealthy and risky
- Understand that thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media

Module One, Unit 4

- That they were handmade by God with the help of their parents
- How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception
- How conception and life in the womb fits into the cycle of life

Module Three, Unit 4

- God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'
- The human family is to reflect the Holy Trinity in mutual charity and generosity
- Learn that the human family can reflect the Holy Trinity in charity and generosity
- The Church family comprises of home, school and parish (which is part of the diocese)
- Learn that That God wants His Church to love and care for others
- To devise practical ways of loving and caring for others

Science	Computing	MFL	PE
<p>Content:</p> <p>Sound</p> <p>Working Scientifically Ask questions that can be investigated scientifically and describe how to find answers. To plan and carry out a fair test, investigation or comparison by changing one factor.</p> <p>Skills/Success Criteria:</p> <p>Show that sounds are made when objects vibrate & that sounds travel through solids, liquids & gases.</p> <p>Children investigate how well sound travels through different materials and discover how instruments make sounds.</p> <p>Suggest how to change the pitch & loudness</p>	<p>Content:</p> <p>Skills/Success Criteria: Design, write and debug programs that accomplish specific goals Use sequence, selection and repetition in programs Use logical reasoning to explain how some simple algorithms work and to detect and correct errors Recognise common uses of information technology beyond school</p> <p>Skills/Success Criteria: Select, use and combine a variety of software 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</p> <p><i>This will be fulfilled through all areas of the curriculum, not just specified ICT time.</i> <i>Digital Literacy</i> Use technology safely, respectfully and responsibly Recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact use search technologies effectively and appreciate how search results are selected and ranked</p>	<p>Content: Talking about food and buying food</p> <p>Saying what sports and activities you do</p> <p>Skills/Success Criteria: Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Content:</p> <p>Athletics – Delivered by Sam</p> <p>Simply Sport – Striking and Fielding games – Unit 1 task 2</p> <p>OAA: Search and Rescue, Orienteering – Link to visit to Wharton Park</p>

History	Geography	Music	Art and DT
<p>Content: Anglo Saxon and Scots settlement – North East focus on Bede and Cuthbert</p> <p>Skills/Success Criteria:</p> <p>Learn about the life of the Anglo Saxons in their settlements.</p> <p>Understand historical concepts such as continuity and change, and cause and consequence.</p> <p>Understand how Britain has been influenced by the wider world.</p>	<p>Content: Focus on local area – linked to history</p> <p>Skills/Success Criteria:</p> <p>Locational knowledge: towns, rivers, coastline, regional map.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources.</p> <p>Understand some aspects of human geography including place names that describe the settlement.</p> <p>Field Work</p>	<p>Content: Chalumeau with Mr Hamilton</p> <p>Skills/Success Criteria: On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany</p> <p>Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests</p> <p>Perform from and compose using 5 pitched notes (or 4 chords)</p> <p>Skills/Success Criteria: <i>Linked to various subjects –.</i> Continue to sing with increasing confidence and control. Develop an understanding of musical composition and the ability to create and perform Explore how sounds can describe moods and create simple compositions combining rhythm and melody Play tuned instrument with control and rhythmic accuracy Improvise developing rhythm Perform with an awareness of the audience</p> <p><i>Hymn practice and individual violin, cello, viola tuition</i></p>	<p>Content:</p> <p>Build an 'Iron Man' - Design and make an Iron Man with moving parts.</p> <p>Create an Anglo-Saxon Lyre (linked to Science)</p>