

Medium Term Planning
Summer Term

Year 4	Summer 1	Spring 2
Theme / Topic	Anglo-Saxons / Local History	Anglo-Saxons / Local History
Visit / Visitors <i>when/where possible</i>	Wharton Park – Map skills and orienteering (Link with PE, local history, geography)	Hardwick Hall – Water Warriors Jarrow Hall: Anglo-Saxon Farm, Village, and Bede Museum
RE	<p><i>Pentecost – Serving: New Life</i></p> <ul style="list-style-type: none"> Learn 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><i>Eucharist- Sacramental Preparation Module</i></p> <ul style="list-style-type: none"> Chn learn about the different parts of the Mass Understand the importance of the Eucharist <p><i>Baptism/Confirmation – Belonging: called</i></p> <ul style="list-style-type: none"> Learn 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><i>Islam – Holy Books: The Qur’an</i></p> <ul style="list-style-type: none"> 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><i>Universal Church – World: God’s People</i></p> <ul style="list-style-type: none"> 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>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 4</u></p> <ul style="list-style-type: none"> • 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 <p><u>Module Three, Unit 4</u></p> <ul style="list-style-type: none"> • 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.
PSHE	<p><u>May</u> Mental Health Week Children will continue to develop their emotional well-being by discussing and using the Zones of Self-Regulation</p> <p><u>June</u> 5th June – World Environment Day Develop children's awareness and promote action for the protection of the environment. Sunday 19th June Father's Day Children will learn and discuss the importance of all families which are all different and special.</p> <p><u>July</u> Discuss transitions and prepare children for moving to Y5</p>
English Literature	<p>The Iron Man – Ted Hughes</p> <p>The Butterfly Lion – Michael Morpurgo</p> <p>Feast – Disney Animated Short Film</p>
Speaking and Listening	<p>Participate in drama and indicate emotions and feelings with expression Select and use appropriate language for different situations. Take part in classroom debates</p>

Reading	<p>Read aloud with appropriate volume</p> <p>Read most words effortlessly at a speaking pace</p> <p>Read a wide range of fiction and non-fiction, including poetry</p> <p>Prepare poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume</p> <p><u>Comprehension</u></p> <p>Identify how language, structure and presentation contributes to meaning</p> <p>Recognise different forms of poetry</p> <p>Offer inferences and predictions and justify these using evidence from the text</p> <p>Talks about themes and conventions when discussing books</p> <p>Uses the structure of books to navigate around texts</p> <p><u>Guided Reading Texts</u></p> <p>Varjak Paw – SF Said</p>
Writing	<p>Create settings, characters and plots in narrative texts</p> <p>Write non-narratives using appropriate organisational devices</p> <p>Organise paragraphs around a theme</p> <p>Use writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p>
Spelling	<p>Read Write Inc. Spelling</p> <p>Unit 9 - Words ending in zhun spelt -sion</p> <p>Unit 10 – Adding il- and revising un-, in-, mis-, dis-</p>

	<p>Unit 11 – The c sound spelt -que and the g sound spelt -gue</p> <p>Unit 12 – Adding the ir- to words beginning with r</p> <p>Unit 13 – Adding the suffix -ion</p> <p>Unit 14 - Adding the suffix -ion</p>	
<p>Grammar, Punctuation and Vocabulary</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using and punctuating direct speech (including identifying parts of speech)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Proof-read for spelling and punctuation errors and correct their work</p> <p>Singular and plural agreement</p> <p>Use apostrophes to show possession</p> <p>Use correctly punctuated subordinate clauses and fronted adverbials</p> <p>Use a wide range of conjunctions</p> <p>Develop a varied and rich vocabulary</p> <p>Spell words from the Y3/4 NC spelling list</p>	
<p>Mathematics</p>	<p>Power Maths 4C</p> <ul style="list-style-type: none"> • <u>Number – Fractions (including decimals)</u> • 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 	<ul style="list-style-type: none"> • <u>Statistics</u> • 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 • <u>Geometry – Properties of Shape - Angles and 2D shapes</u> • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

	<ul style="list-style-type: none"> ● 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 ● <u>Money - Number – Fractions (including decimals)</u> ● solve simple measure and money problems involving fractions and decimals to two decimal places ● <u>Money - Measurement</u> ● estimate, compare and calculate different measures, including money in pounds and pence ● <u>Time</u> ● convert between different units of measure [for example, kilometre to metre; hour to minute] 	<ul style="list-style-type: none"> ● 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 ● <u>Geometry – Position and Direction</u> ● describe positions on a 2-D grid as coordinates in the first quadrant ● 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 	
MFL	<p style="text-align: center;"><u>The Body</u></p> <ul style="list-style-type: none"> ● Introduced to the vocabulary they will need to answer appropriate questions relating describing their body ● Recognise written phrases and correct French spellings ● Write sentences in French using the vocabulary provided <p>Children will be learning how to describe different parts of the face and what they are doing at different times of the day. Can tell someone if a part of their body hurts.</p>	<p style="text-align: center;"><u>Sport</u></p> <ul style="list-style-type: none"> ● Introduced to the vocabulary they will need to answer appropriate questions relating to describing sports. ● Recognise written phrases and correct French spellings ● Write sentences in French using the vocabulary provided <p>Children will be learning how to describe and talk about which sport they play. They will learn the vocabulary to name things at a football stadium, a tennis tournament.</p>	
Science	Computing	Design Technology	PE
Content: Scientific Enquiry Skills / Success Criteria:	Content: Skills/Success Criteria:	Content:	Content: Dance – linked to Sacramental Preparation Skills / Success Criteria:

<p>Ask questions that can be investigated scientifically and describe how to find answers.</p> <p>To plan and carry out a fair test investigation or comparison by changing one factor</p> <p>Content: Animals and their Habitats</p> <p>Skills / Success Criteria: Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environment can change and that this can sometimes pose dangers to living things.</p> <p>Content: Sound</p> <p>Working Scientifically Ask questions that can be investigated scientifically and describe how to find answers.</p>	<p>Design, write and debug programs that accomplish specific goals</p> <p>Use sequence, selection and repetition in programs</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors</p> <p>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></p> <p><i>Digital Literacy</i></p>	<p>Mechanism - Build an 'Iron Man' - Design and make an Iron Man with moving parts.</p> <p>Skills/Success Criteria: Design- use research and develop design criteria to inform the design of a product fit for purpose.</p> <p>Make- produce a list of tools, equipment and materials.</p> <p>Use a wide range of materials during assembly.</p> <p>Evaluate - highlight strengths and weaknesses of product and consider the views of other to improve work</p> <p>Technical knowledge Understand how different techniques can create movement</p>	<p>Respond imaginatively to a range of stimuli</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group</p> <p>Refine, repeat and remember dance phrases and dances; perform dances clearly and fluently</p> <p>Show sensitivity to the dance idea and the accompaniment; interpret and evaluate dance, using appropriate language.</p> <p>Watch others perform and suggest improvements</p> <p>Content: Developing Athletics with Mr. Stanislaus</p> <p>Skills/Success Criteria: Set realistic targets for self</p> <p>Running: sustain pace over longer distances</p> <p>Perform relay changeovers</p> <p>Identify the main strengths and areas for development of a performance of self and others</p> <p>Perform a range of warm-up exercises specific to running short and long distances</p>
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<p>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>Use technology safely, respectfully and responsibly</p> <p>Recognise acceptable/unacceptable behaviour</p> <p>Identify a range of ways to report concerns about content and contact</p> <p>use search technologies effectively and appreciate how search results are selected and</p>		<p>Jumping: demonstrate a range of jumps showing power, control and consistency at both take-off and landing</p> <p>Throwing: Throw with greater accuracy, control and efficiency of movement using pushing, pulling and slinging action</p> <p>Content:</p> <p>Simply Sport – Striking and Fielding games – Unit1 task 2</p> <p>To practise skills in isolation and combination</p> <p>To work well as a team in competitive games</p> <p>To apply the basic techniques of attacking and defending</p> <p>To develop an understanding of fair play</p> <p>OAA: Search and Rescue, Orienteering – Link to visit to Wharton Park</p>
<p>Geography</p>	<p>History</p>	<p>Music</p>	<p>Art & Design</p>
<p>Content:</p> <p>Focus on local area – linked to history</p> <p>Skills/Success Criteria:</p>	<p>Content:</p> <p>Anglo Saxon and Scots settlement – North East focus on Bede and Cuthbert</p>	<p>Content:</p> <p>Chalumeau Clarinet</p> <p>Sing with increasing confidence</p> <p>Skills / Success Criteria:</p>	<p>Content:</p> <p>Design a 'Lindisfarne Gospel' Script</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>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>Continue to develop understanding of musical composition</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>To continue to develop an understanding of the history of music.</p>	<p>Design – an artistic motif using medieval Christian art examples.</p> <p>Make – Create a motif using different materials</p> <p>Evaluate - highlight strengths and weaknesses of product and consider the views of other to improve work</p> <p>Technical knowledge Develop knowledge of artists’ techniques</p>
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