Y4   Summer 2   Medium Term Plan 2022

Subject							
WRITING: composition	**Week 1**	**Week 2** Times Table Check Jubilee Party	**Week 3**	**Week 4**	**Week 5**	**Week 6** Training Day	**Week 7** Training Day
Links: Geography Art	**Blocked out for times table practise in preparation for the times table check in Wk2** **See Maths**	**Explanation Text: The Water Cycle** L.O. To identify features of an explanation text Outcome: Chn will look at examples of explanation texts and identify features. L.O. To use causal conjunctions Outcome: Chn will practise using causal conjunctions in sentences L.O. To use features of an explanation text (write a class explanation) Outcome: Chn will contribute to a class	**Explanation Text: The Water Cycle** L.O. To use an initial sentence to indicate the content of a paragraph Outcome: Chn will write the first paragraph of their explanation text L.O. To edit and improve my writing L.O. To use joined writing with parallel ascenders and descenders Outcome: Chn will improve their work and write up in neat L.O. To use an initial sentence to indicate the	**Explanation Text: The Water Cycle** L.O. To use causal conjunctions in my writing Outcome: Chn will write the third paragraph of their explanation text L.O. To edit and improve my writing L.O. To use joined writing with parallel ascenders and descenders Outcome: Chn will improve their work and write up in neat L.O. To use causal conjunctions in my writing	**Travel Brochure: The Peak District** L.O. To identify persuasive features Outcome: Chn will look at a range of Peak District leaflets and find persuasive features L.O. To use adverbial phrases Outcome: Chn will build up adverbial phrases using when, where, how and why L.O. To use expanded noun phrases Outcome: Chn will write sentences using	**Travel Brochure: The Peak District** L.O. To write a persuasive leaflet using modal verbs Outcome: Chn will write the village features section of their persuasive leaflet L.O. To write a persuasive leaflet using subordinate clauses Outcome: Chn will write the Peveril Castle section of their persuasive leaflet L.O. To write a persuasive leaflet using adverbials and	**Travel Brochure: The Peak District** L.O. To edit and improve my writing L.O. To use joined writing with parallel ascenders and descenders Outcome: Chn will create their final Castleton travel brochure, **Curriculum Links:** T6 **Non-Narrative** Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, **W3** Make good choices of vocabulary to make writing interesting

		explanation text using known features.

L.O. To organise information in chronological order

L.O. To use technical vocabulary

Outcome: Chn will sequence the water cycle and explain it in small groups

Curriculum Links:
S3 Use When Where How Why conjunctions, adverbs and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so
T1 Organise my writing into paragraphs
T7 Non-fiction structure: introduction, main points, conclusion | content of a paragraph

Outcome: Chn will write the second paragraph of their explanation text

L.O. To edit and improve my writing

L.O. To use joined writing with parallel ascenders and descenders

Outcome: Chn will improve their work and write up in neat

Curriculum Links:
S3 Use When Where How Why conjunctions, adverbs and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so | Outcome: Chn will write the fourth paragraph of their explanation text

L.O. To edit and improve my writing

L.O. To use joined writing with parallel ascenders and descenders

Outcome: Chn will improve their work and write up in neat

Curriculum Links:
S3 Use When Where How Why conjunctions, adverbs and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so
T1 Organise my writing into paragraphs
T7 Non-fiction structure: | expanded noun phrases to describe Peak District locations

L.O. To research and make notes

Outcome: Chn will use prior knowledge and research to record facts on Castleton village features, Peveril Castle, Geographical features and General information about Castleton

Curriculum Links:
T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content,
W3 Make good choices of vocabulary to make writing interesting
S4 Use modal verbs: could, should, might | expanded noun phrases

Outcome: Chn will write the Geographical features section of their persuasive leaflet

L.O. To use bullet points to organise information

Outcome: Chn will write the General information section of their persuasive leaflet using bullet points for info such as opening times, car park locations and public toilet facilities

Curriculum Links:
T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, | **S4** Use modal verbs: could, should, might
T1 Organise my writing into paragraphs
T2 Write an initial sentence indicating content of the paragraph |

	1	2	3	4	5	6	7
		T9 Assess effectiveness and suggest improvements **T7** Non-fiction structure: introduction, main points, conclusion	**T1** Organise my writing into paragraphs **T7** Non-fiction structure: introduction, main points, conclusion **T9** Assess effectiveness and suggest improvements **T7** Non-fiction structure: introduction, main points, conclusion	introduction, main points, conclusion **T9** Assess effectiveness and suggest improvements **T7** Non-fiction structure: introduction, main points, conclusion	**T1** Organise my writing into paragraphs **T2** Write an initial sentence indicating content of the paragraph	**W3** Make good choices of vocabulary to make writing interesting **S4** Use modal verbs: could, should, might **T1** Organise my writing into paragraphs **T2** Write an initial sentence indicating content of the paragraph	
WRITING:VGP	1	2 Times Table Check Jubilee Party	3	4	5	6 Training Day	7 Training Day
		S3 Use When Where How Why conjunctions, adverbs and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so	**S3** Use When Where How Why conjunctions, adverbs and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so	S1 Write **noun phrases** expanded by adjectives, nouns and prepositional phrases	S1 Write **noun phrases** expanded by adjectives, nouns and prepositional phrases	S4 Use **modal verbs**: could, should, might	**Transition Focus**
WRITING: Spelling	1	2 Times Table Check Jubilee Party	3	4	5	6 Training Day	7 Training Day
	straight favourite strength	suppose surprise bicycle	business medicine natural	naughty peculiar occasion	occasionally probably knowledge	experiment experience question	disappear important

	Spelling Pattern: /ei/ sound spelt ei, eigh or ey weigh eight they	Spelling Pattern: Possessive apostrophe with plural words children's men's babies' girls'	Spelling Pattern: Homophones and near homophones accept/except break/brake here/hear heel/heal/He'll	Spelling Pattern: Homophones and near homophones meat/meet peace/piece seen/scene rain/rein/reign	Spelling Pattern: il- and ir- prefixes illegal illegible irregular irrelevant	Spelling Pattern: sub- and super- prefixes submerge subheading supermarket superman	Spelling Pattern: anti- prefix antisocial antiseptic anticlockwise
READING: Comprehension	**1**	**2** Times Table Check Jubilee Party	**3**	**4**	**5**	**6** Training Day	**7** Training Day
	Whole Class Reader The Demon Headmaster **Curriculum Links:** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences	**Whole Class Reader** The Demon Headmaster **Curriculum Links:** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	**Whole Class Reader** The Demon Headmaster **Curriculum Links:** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC12 predictions	**Whole Class Reader** The Demon Headmaster **Curriculum Links:** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 inferences	**Whole Class Reader** The Demon Headmaster **Curriculum Links:** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences	**Whole Class Reader** The Demon Headmaster **Curriculum Links:** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	**Whole Class Reader** The Demon Headmaster **Curriculum Links:** RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences
JH READING: Comprehension LINKS: Geography, R.E.	VIPERS Find the phrase that… Word guess/ substitution …	VIPERS Find the phrase that… Word guess/ substitution …	VIPERS Create own questions of each type.	VIPERS Summarise using newspaper headlines technique.	VIPERS Reading aloud with emphasis on full stops.	VIPERS Reading aloud with different dynamics.	VIPERS Reading aloud with emphasis on speech.
MATHS	**1** Double maths session in prep for X table check	**2** Times Table Check Jubilee Party	**3**	**4**	**5**	**6** Training Day	**7** Training Day

Links: Geography RSHE (money)	Book 4B Unit 10: Decimals	Book 4B Unit 10: Decimals	Book 4C Unit 11: Decimals	Book 4C Unit 15: Geometry	Book 4C Unit 16: Geometry – Position and Direction	Book 4C Unit 12: Money	Transition Focus
Lisa/Lucy to send X table check PINs each morning for week 1	L.O. To recognise tenths as decimals Lesson 1 Outcome: From page 120 L.O. To recognise tenths as decimals (including whole numbers) Lesson 2 Outcome: From page 123 L.O. To recognise tenths as decimals (in the context of measure) Lesson 3 Outcome: From page 126 L.O. To divide by 10 Lesson 4/5 Outcome: From page 129 Curriculum Links:	L.O. To recognise hundredths as a decimal Lesson 6 Outcome: From page 135 L.O. To recognise hundredths as a decimal Lesson 7 Outcome: From page 138 L.O. To identify place value with tenths and hundredths Lesson 8 Outcome: From page 141 L.O. To recognise tenths and hundredths represented as money Y4 Book C Unit 12 Page 32 lesson 2	L.O. To add decimals to make a whole Lesson 1 Outcome: From page 6 L.O. To compare decimals Lesson 3 Outcome: From page 12 L.O. To order amounts of money Y4 Book C Unit 12 Page 35 lesson 3 **Book 4C Unit 15: Geometry** L.O. To identify acute, obtuse and right angles Lesson 1 Outcome: From page 93 Curriculum Links: Ma4/2.4e recognise and write decimal	L.O. To compare and order angles Lesson 2 Outcome: From page 96 L.O. To identify regular and irregular shapes Lesson 3 Outcome: From page 99 L.O. To identify lines of symmetry in a shape Lesson 7 Outcome: From page 111 L.O. To complete a symmetrical diagram Lesson 9 Outcome: From page 117 Curriculum Links: Ma4/3.2a compare and classify geometric	L.O. To use coordinates to describe position Lesson 2 Outcome: From page 129 L.O. To translate a point on a grid Lesson 5 Outcome: From page 138 **Assessments** Y4 Summer 2 Arithmetic Assessment Y4 Summer 2 Reasoning Assessment Curriculum Links: Ma4/3.3a describe positions on a 2-D grid as coordinates in the first quadrant Ma4/3.3b describe movements between positions as	L.O. To add coins L.O.To find equivalent pounds and pence Lesson 1 Outcome: From page 29 L.O. To round money Lesson 4 Outcome: From page 38 L.O. To solve problems involving money Lesson 6 Outcome: From page 44 L.O. To use multiplication and division to solve problems involving money Lesson 7 Outcome: From page 47	Recap and revision of prior learning as needed

	Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4g 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 **Times Tables Revision** <u>L.O. To recall multiplication and division facts to 12 x 12</u> Counting in multiples Chanting times tables iPad practise – specific focus iPad practise times table check (practise	<u>**Curriculum Links:**</u> Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4g 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 Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places Ma4/2.4j solve simple measure and money problems involving fractions and decimals to 2 decimal places.	equivalents of any number of tenths or hundredths Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places Ma4/2.4j solve simple measure and money problems involving fractions and decimals to 2 decimal places. Ma4/3.2b identify acute and obtuse angles and compare and order angles up to 2 right angles by size	shapes, including quadrilaterals and triangles, based on their properties and sizes Ma4/3.2b identify acute and obtuse angles and compare and order angles up to 2 right angles by size Ma4/3.2c identify lines of symmetry in 2-D shapes presented in different orientations Ma4/3.2d complete a simple symmetric figure with respect to a specific line of symmetry.	translations of a given unit to the left/right and up/down	<u>**Curriculum Links:**</u> Ma4/2.4h round decimals with 1 decimal place to the nearest whole number Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places Ma4/2.4j solve simple measure and money problems involving fractions and decimals to 2 decimal places.	

	actual times table check) Practical multiplication activities – games/matching cards						
JH Catch Up MAITHS	**1**	**2** <mark>Times Table Check</mark> <mark>Jubilee Party</mark>	**3**	**4**	**5**	**6** <mark>Training Day</mark>	**7** <mark>Training Day</mark>
	Y3 time recap – continued due to gaps identified last half term.	**Power Maths Textbook C** **Unit 13: Time** Lesson 1 Units of time 1 L.O. To be able to convert between units of time Hours, minutes, seconds	**Power Maths Textbook C** **Unit 13: Time** Lesson 3 Converting times (1) L.O. To be able to convert times Analogue, digital, am, pm	**Power Maths Textbook C** **Unit 13: Time** Lesson 4 Converting times (2) L.O. To be able to convert times Analogue, digital, am, pm, 24 hour clock	**Power Maths Textbook C** **Unit 13: Time** Lesson 5 L.O. To be able to solve 'unit of time' problems		
JH CALCULATION	**Doubles** Non-standard partitioning	**Doubles and halves** With non-standard partitioning	**Power Maths Textbook C** **Unit 13: Time** Lesson 2 Units of time 2 L.O. To be able to convert between units of time (2)	**Power Maths Textbook C** **Unit 13: Time** Lesson 2 Units of time 2 L.O. To be able to convert between units of time (2)	**Power Maths Textbook C** **Unit 13: Time** Consolidation of learning		

			(Days, weeks, months)	(Days, weeks, months)			
CALCULATION	**1**	**2** <mark>Times Table Check</mark> <mark>Jubilee Party</mark>	**3**	**4**	**5**	**6** <mark>Training Day</mark>	**7** <mark>Training Day</mark>
	Consolidation of 4NF–1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	**Consolidation of 4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	**Consolidation of 4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	**Consolidation of 4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	**Consolidation of 4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	**Consolidation of 4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.	**Consolidation of 4NF–1** Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.
SCIENCE	**1**	**2** <mark>Times Table Check</mark> <mark>Jubilee Party</mark>	**3**	**4**	**5**	**6** <mark>Training Day</mark>	**7** <mark>Training Day</mark>
	Sound **<u>Learning objectives</u>** To elicit ideas about sound and how we hear sounds. To know that sounds are made when objects vibrate. **<u>Outcome</u>**	**Sound** **<u>Learning objectives</u>** To know the materials that sound passes through. To be able to explain what happens to particles in the different materials	**Sound** **<u>Learning objectives</u>** To know (explain) how to change vibrations to change the pitch. To be able to choose an appropriate approach to answer a question.	**Sound** **<u>Learning objectives</u>** To know (explain) how to change vibrations to change the pitch. To be able to choose an appropriate approach to answer a question.	**Sound** **<u>Learning objectives</u>** To know that when we alter the pitch the vibrations change. To able to make a series of measurements.	**Sound** **<u>Learning objectives</u>** To be able to compare sounds To know how to measure the loudness of sounds. To know why sounds can be made louder/quieter	**Sound** **<u>Learning objectives</u>** To observe sounds travelling over different distances. To observe that light travels faster than sound. **<u>Outcome</u>**

	Sound map of various locations in school. How have the sounds they heard been created? To know that sometimes sounds can be lost due to noise pollution. **Curriculum Links:** **Sc4/4.1a** Identify how sounds are made, associating some of them with something vibrating	**Outcome** To record vibrations passing through solids, liquids and gases. To know the structure and function of the human ear **Curriculum Links:** **Sc4/4.1b** Recognise that vibrations from sounds travel through a medium to the ear	**Outcome** Play different pitch bottles and plan an investigation into changing pitch by using length and tension of string. **Curriculum Links:** **Sc4/4.1c** Find patterns between the pitch of a sound and features of the object that produced it	**Outcome** Conduct an investigation to look at the length or tension of string affecting pitch. **Curriculum Links:** **Sc4/4.1c** Find patterns between the pitch of a sound and features of the object that produced it	To be able to identify and explain patterns. **Outcome** Attach a colouring pen on the end of a plastic ruler. A mark will be made on the paper when the ruler is twanged. Change the length of ruler hanging over the edge of the table so that different heights of marks are made. Record in a table: the height of the mark made, the speed of the vibrations produced (slow, medium, fast, etc) and the pitch produced (high, medium, low, etc). Children explain the connection between the speed of the vibrations and pitch. **Curriculum Links:**	To be able to evaluate an investigation. **Outcome** Are you fed up with how loud the alarm clock bell is on your clock? How can you find out the best way to muffle the sound of the alarm? Set up and carry out a test to find out the best way of insulating the sound. **Curriculum Links:** **Sc4/4.1d** Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Children to observe sounds being made at a set of distances and record the loudness of the sound. Also observe that they see the sound being made before they hear it and this becomes more visible over distance. **Curriculum Links:** **Sc4/4.1e** recognise that sounds get fainter as the distance from the sound source increases

					Sc4/4.1d Find patterns between the volume of a sound and the strength of the vibrations that produced it.		
ART &DESIGN	**1**	**2** Times Table Check Jubilee Party	**3**	**4**	**5**	**6** Training Day	**7** Training Day
Links: Geography	**3D model – Clay Tile** L.O. To gather ideas for inspiration Outcome: Chn will use their knowledge of the Peak District and gather pictures and information which inspires them to create a moodboard **Curriculum Links:** Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas	**3D model – Clay Tile** L.O. To design initial ideas for 3D model inspired by the Peak District Outcome: Chn will design some initial ideas using their drawing skills **Curriculum Links:** Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas	**3D model – Clay Tile** L.O. To finalise my 3D model design inspired by the Peak District Outcome: Chn will choose their final design, improve it and consider how they will construct it **Curriculum Links:** Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas	**Water Cycle Art (linked to Literacy work)** L.O. To accurately represent the Water Cycle Outcome: Chn will add diagrams to their Water Cycle explanation texts **Curriculum Links:** Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	**3D model – Clay Tile** L.O. To explore how to manipulate and build with clay Outcome: Chn will practise using equipment in a suitable manner, make slip and understand how to use it and explore the use of pinching, slabbing and coiling **Curriculum Links:** Ar2/1.2 to improve their mastery of art and design techniques, including	**3D model – Clay Tile** Half a day needed L.O. To use clay building techniques Outcome: Chn will create their 3D sculpture using the techniques they have learnt while trying to accurately represent their design **Curriculum Links:** Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting	**3D model – Clay Tile** L.O. To choose appropriate colour for decoration Outcome: Chn will paint their sculptures ensuring they have chosen and mixed suitable colours **Curriculum Links:** Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

COMPUTING	1	2 	3	4	5	6 Training Day	7 Training Day
					drawing, painting and sculpture with a range of materials	and sculpture with a range of materials	
	5.4 How do I use interaction in a program to tell stories? **Learning objective** To revise loop instructions. To revise flowcharts. **Outcome** Create flowcharts to describe different common activities.	**5.4 How do I use interaction in a program to tell stories?** **Learning objective** To use an if…then… block to make something happen in a program To decide which example of code is better. To discuss the fact that there are often lots of different solutions to a problem in programming. **Outcome** Use scratch to create their own animation using selection use code to perform specific tasks.	**5.4 How do I use interaction in a program to tell stories?** **Learning objective** To sort a set of unmarked weights in a line from heaviest to lightest. To use a real-world algorithm for sorting data. To what other real-world algorithms used for. **Outcome** Using algorithms to solve problems and use a variety of code to solve real world issues.	**5.4 How do I use interaction in a program to tell stories?** **Learning objective** To plan an interactive story using scratch. To use message blocks to interact with a sprite. **Outcome** Use the sensing command to control the sprite. Make something happen when the sprite touches it.	**5.4 How do I use interaction in a program to tell stories?** **Learning objective** To use code blocks to create interactive story. To make a sprite move using the arrow keys. To use the hide and show commands to make a sprite disappear and reappear. **Outcome** Create a plan using a selection of code in order to create their scratch story.	**5.4 How do I use interaction in a program to tell stories?** **Learning objective** To create an interactive story using scratch. To create the story using the code blocks. To add dialogue to their scratch story **Outcome** Have a completed interactive scratch story.	**5.4 How do I use interaction in a program to tell stories?** **Learning objective** To peer assess another person's code. To recreate story using a given code. **Outcome** Use another person's code to create a scratch story.

DESIGN & TECHNOLOGY	1	2	3	4	5	6	7
	None this half term						
GEOGRAPHY	1	2 Times Table Check Jubilee Party	3	4	5	6 Training Day	7 Training Day
Links: Maths P.E. English	**The Peak District** L.O. To locate the 5 main rivers in Sheffield (Start in the Peaks) Outcome: Chn will be able to identify the 5 main rivers in Sheffield and label them on a map. **Curriculum Links:** Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains,	**The Peak District** L.O. To identify features of a river Outcome: Chn will label a diagram of a river **Curriculum Links:** Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of	**Geography Skills (Maths: position and direction)** L.O. To use compass points to describe position Outcome: Book C, Unit 16, Lesson 1, from page 126 Stick in compass and use compass points to complete activity before week 5 **Curriculum Links:** Ge2/1.4b Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the	**Geography Skills** L.O. To recognise objects in plan (birds eye view) Outcome: Chn will match 3D and birds eye view objects **Curriculum Links:** Ge2/1.4c Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Geography Skills** L.O. To use grid references (coordinates) Outcome: Chn look at OS maps and find locations using four figure grid references – Use simple coordinates grids if needed Play battleships style game using grid reference/ coordinates **Curriculum Links:** Ge2/1.4c Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch	**Geography Skills** L.O. To follow directions on a simple map Outcome: Chn will complete school based orienteering challenge **Curriculum Links:** Ge2/1.4b Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	**Transition Focus**

		coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	these aspects have changed over time Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	United Kingdom and the wider world		maps, plans and graphs, and digital technologies.		
HISTORY		**1**	**2**	**3**	**4**	**5**	**6**	**7**
Links:	**None this half term**							
MFL		**1**	**2** **Times Table Check** **Jubilee Party**	**3**	**4**	**5**	**6** **Training Day**	**7** **Training Day**
		3: Monsieur Gentil's day out Revise words for animals. Listen to and respond to a French story. Present an authentic French poem.	**4: Talk4Writing: learning a story** Listen to and respond to a French story. Learn part of a story using actions to support memorisation. Present an authentic French poem.	**5: Parts of the body** Learn parts of the body, being able to say and understand them orally. Be able to read and write parts of of the body. Be able to identify the 'ou' sound and say a tongue twister with the sound in.	**5: Parts of the body** Learn parts of the body, being able to say and understand them orally. Be able to read and write parts of of the body. Be able to identify the 'ou' sound and say a tongue twister with the sound in.	**6: Colours** Be able to say and understand parts of the body. Be able to read, say and understand words for colours. Start to use a bilingual dictionary to find out plurals and genders.	**7: Monsters!** Learn the words grand and petit to describe size. Learn five words for facial features. Learn how to find the plural form of nouns in a bilingual dictionary.	

PE	1	2 Times Table Check Jubilee Party	3	4	5	6 Training Day	7 Training Day
	Key Skills: Athletics **Running:400m** L.O. to run at an appropriate pace Outcome: Children complete races in groups with increasing distances. Discussion around suitable speed. Children complete 400m without stopping. **Curriculum Links: PE2/1.1a** Use running, jumping, throwing and catching in isolation and in combination	**Key Skills: Athletics** **Running:400m** L.O. to run at an appropriate pace Outcome: Children time selves to complete 400m then race against peers with similar timing scores to find class winner. **Curriculum Links: PE2/1.1a** Use running, jumping, throwing and catching in isolation and in combination	**Key Skills: Athletics** **Throwing: Javelin** L.O. to use an overarm throwing technique (with a sponge javelin) Outcome: Children will rehearse throwing a foam javelin using a standing overarm technique. Children will record distances in groups. **Curriculum Links: PE2/1.1a** Use running, jumping, throwing and catching in isolation and in combination	**Key Skills: Athletics** **Throwing: Javelin** L.O. to use an overarm throwing technique (with a sponge javelin) Outcome: children compete against peers to throw a foam javelin the furthest distances (Maths link – measure in M and CM) **Curriculum Links: PE2/1.1a** Use running, jumping, throwing and catching in isolation and in combination	**Key Skills: Athletics** **Jumping: Triple Jump** L.O. to use a hop, step, jump method for triple jump Outcome: Children practise hop, step, jump pattern groups working together to coach one another. **Curriculum Links: PE2/1.1a** Use running, jumping, throwing and catching in isolation and in combination	**Key Skills: Athletics** **Jumping: Triple Jump** L.O. to complete a triple jump Outcome: Compete against classmates to perform a hop, step, jump triple jump. **Curriculum Links: PE2/1.1a** Use running, jumping, throwing and catching in isolation and in combination	**Transition Focus**

RE	1	2 <mark>Times Table Check</mark> <mark>Jubilee Party</mark>	3	4	5	6 Training Day	7 Training Day
Links: English; reading and writing	**L.O. To understand the meaning and significance of the 10 commandments.** Understand the term 'commandment'. Consider why God gave these to Moses. What do they mean? Compare to rules they know. Identify the civil and religious ones. **Outcome:** Discussion Sorting table for types of rules, with more civil (ordinary citizens) rules added in.	**L.O. To know why Jesus became known as a teacher** Quick overview of Jesus from child to man. Give groups a story to read and grasp the learning Jesus wanted people to receive from his storytelling. Identify in the correct bible section. Why do you think he used stories? (Refer and link to newspaper report work for Islam (Hadith stories) **Outcome:** Write headlines to summarise the stories. Add the religious/moral message below. Refer to the message of Jesus today.	**L.O. To be able to select key facts for an information presentation** **Respond thoughtfully** to stories about the birth, search and enlightenment of the Buddha Link to the Dalai Lama today **Outcome:** Group oral presentation Class discussion	**L.O. To understand that there are leaders today, who inspire others** (Desmond Tutu Dalai Lama) Consider how they do that? Connect to human rights **Outcome:** List people in our lives who inspire us and present to the class to explain why.	**L.O. To know how leaders of the past were able to inspire others.** Refer back to last lesson and the qualities of inspiring leadership. Link to the significance for the spread of religions. Recap leaders we have learned about this year. Develop to include more names. **Outcome:** On a map, locate religious origin and leader locations.		

		Plenary: How is his message known today? Where might we see/hear it?						
RSHE	**1**	**2** ==Times Table Check== ==Jubilee Party==	**3**	**4**	**5**	**6** ==Training Day==	**7** ==Training Day==	
Links:	**C3) How can we help the people around us?** L.O. To understand what it means to be a young carer To consider how we can help others Outcome: Chn watch video about young carers and take part in a class discussion about how they can help others in their community **Curriculum Links:** R14. that healthy friendships make people feel included; recognise	**C3) How can we help the people around us?** L.O. To consider how we can help others Outcome: Recap how we can help others in the community and discuss how others in the community can help us. Chn write a thankyou note to someone in their community who has helped them **Curriculum Links:** R14. that healthy friendships make people feel included; recognise when others may feel lonely or	**M2) Are we happy all the time?** L.O. To understand the range of negative emotions we can have Outcome: Discussion about different feelings we experience and why we might experience them **Curriculum Links:** H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and	**M2) Are we happy all the time?** L.O. To learn what to do if we experience low mood Outcome: Discuss what to do when we feel sad Chn will create a poster with ideas for ways to improve your mood **Curriculum Links:** H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and	**P3) How do I stop getting ill?** L.O. To understand the importance of hygiene (especially hand washing) Outcome: activity with paint followed by NHS handwashing video – chn will practise washing hands properly Chn will play the make a sandwich game on iPads **Curriculum Links:** H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the	**P3) How do I stop getting ill?** L.O. To understand the importance of keeping your teeth healthy Show presentation and show the Tombliboos tooth brushing song – why do they think they have included this in the show? Outcome: Discussion around the importance of brushing teeth Create poster or rap in groups **Curriculum Links:** H9. that bacteria and viruses can	**Transition Focus** L.O. To consider how change may affect us Outcome: discuss concerns about moving to Y5 Think of questions for Y5 teacher Write paragraph introducing yourself to your new teacher	

	when others may feel lonely or excluded; strategies for how to include them L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a	excluded; strategies for how to include them L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means	behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. To recognise that feelings can change over time and range in intensity H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. To recognise that feelings can change over time and range in intensity H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	spread of infection; the wider importance of personal hygiene and how to maintain it H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	

community means L7. to value the different contributions that people and groups make to the community	L7. to value the different contributions that people and groups make to the community					
MUSIC	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Links:	**None this half term**						