**Medium Term Plan**

**STUNNING STARTER**

Discovery of a new animal. Clues left around the field to help us start piecing together.

**FANTASTIC FINISH**

DENTISTS- Construct a dental report on a parent or guardian.

**Physical Education**

\*Swimming and Water Safety

Running & Jumping

Throwing & Catching

\*Flexibility, Technique, Control and Balance

\*Co-ordination, Agility & Strength

Movement & Pattern

\*Healthy & Active Lifestyle

**Computing**

Finding Things Out

\*Making Things Happen

Programming

Sharing & Reviewing

Investigating & Exploring

**Art & Design**

Drawing

Painting

3D Modelling

Printing

\*Textiles

**Design & Technology**

\*Design

\*Make

\*Evaluate

Axis, Pulleys and Gears

Electrical and Mechanical Components

\*Food Technology

Mechanisms

Structures

Textiles

**Geography**

\*Geographical Enquiry

\*Geographical Skills & Fieldwork

\*Location & Place Knowledge

\*Human and Physical

Sustainability

**History**

\*Finding Out About the Past (Enquiry)

\*Finding Out About the Past (Chronology)

\*Historical Events

\*Lifestyles of People in the Past

Significant People in the Past

**Religious Education**

\*Learning about Religion

\*Learning from Religion

**Modern Foreign Languages**

\*Listening and Responding

\*Speaking

\*Writing

**Music**

\*Play and Perform

\*Improvise and Compose

\*Listen and Understand

Musical Notation (KS2)

History of Music

**PSHE**

\*Health & Wellbeing

\*Relationships

\*Living in the Wider World

**Speaking and Listening\***

**Reading\***

Word Reading\*

Comprehension\*

**Writing**

Phonics and Spelling\*

Punctuation\*

Vocabulary\*

Sentence and Text\*

Handwriting and Presentation\*

Composition\*

Story

Information

Poetry

**Science**

Working Scientifically – Planning\*

Working Scientifically – Recording Evidence\*

Working Scientifically – Conclusions\*

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

**Mathematics**

Problem Solving\*

Communicating\*

Reasoning \*

Number and Place Value\*

Mental Maths\*

Operations – Addition\*

Operations – Subtraction\*

Operations – Multiplication \*

Operations – Division\*

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

Statistics – Interpreting data

Term: **SUMMER** Class: **Y3/4** Teachers: **Mr Vaughan, Mr Cooper, Mr Shuttleworth**

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| --- | --- | --- | --- |
| **Writing Genres** | | | |
| Story | Poetry | Non-chronological | Instructions |
| Newspaper reports | Letters / Diary | Play Scripts | Recount |
| Persuasive | Explanation | Biography | Autobiography |

**KEY EVENTS**

**-Trip to Stanah**

**-Sports day**

**-Healthy Living Week.**

**ENGLISH**

**Genres**Recount- A recount of our trip to Stanah.

Letter- invite to come to sports day/writing about a local environment

Report- Life of a child in Greece.

Balanced Debate- Should dogs be allowed on Stanah?

Narrative (Playscript)

**Writing**

To build cohesion throughout the whole text using a range of conjunctions.

To discuss and record ideas for planning.

To identify and discuss purpose in relation to audience, language and structure.

To read and analyse non-fiction texts in order to plan and write their own.

To organise paragraphs in non-fiction and narrative.

To write complex sentences with adverb starters.

To punctuate sentences correctly including commas, speech marks and brackets.

To write legibly and with consistently, using the four basic handwriting joins.

To learn new words and practise spelling them correctly.

To spell words using accurate phonics knowledge, morphology and etymology.

To use further prefixes and suffixes and understand how to add them.

To understand how to use apostrophes correctly and in irregular plurals.

To proofread work to check for errors in spelling, punctuation and grammar in their own and others work.

To discuss and propose changes with a partner or small group.

To edit own work in relation to evaluation.

**WHO IS TOP DOG?**

**Reading**

To use punctuation to determine intonation and expression when reading aloud to a range of audiences.

To use knowledge of root words to understand the meaning of words.

To analyse different forms of poetry and learning a range of poems.

To read to a range of audiences.

To use evidence from the text to justify their reasoning.

To use point and evidence.

To understand what they read by checking, discussing and explaining the meaning of words in context.

To retrieve information from the text.

To identify the main ideas from more than one paragraph and be able to summarise these.

|  |  |  |  |
| --- | --- | --- | --- |
| **So you think you’ve got it bad. A kid’s life in Ancient Greece** | **Demon Dentist- David Walliams** | **A journey through the digestive system** | **The astounding broccoli boy**  **FRANK COTTRELL BOYCE** |

**PE**

**ATHLETICS**

-Run for short distances and times, and for longer distances and times. –

-Keep a steady pace.

-Practise 5 basic jumps e.g hop, step, jump.

-Combine basic actions and form simple jump combinations.

-Throw into a target using slinging, pushing and pulling actions.

-Describe and evaluate the effectiveness of performance and recognise aspects that need improving.

**STRIKING AND FIELDING-ROUNDERS**

-Choose and use a range of simple tactics and strategies.

-Keep, adapt and make rules for striking and fielding games.

-Recognise good performance and identify the parts of a performance that need improving.

-To develop and investigate different ways of throwing, and to know when each is appropriate.

-To use ABC (agility, balance, co-ordination) to field a ball well.

-To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.

**ACTIVE LIFE**

-Awareness of body changes before, during and after exercise.

-Awareness of how exercise is important for a healthy body and lifestyle.

-Awareness of how exercise can help support our mental wellbeing.

-Understanding the importance of exercise and sport in social environments.

**HISTORY**

Place changes over time in relation to the development of Stanah Estuary on a time line.

Use dates and terms related to the study unit and passing of time.

Sequence several events or artefacts.

Y4 - Place events from period studied on time line. Use terms related to the period and begin to date events.

Find out about everyday lives of people in time studied producing a report.

Compare with our life today.

Identify reasons for and results of people's actions.

Understand why people may have wanted to do something.

Identify and give reasons for different ways in which the past is represented - was anyone against the development?

Distinguish between different sources – compare different versions of the same event.

Look at representations of the period – museum, cartoons etc Use a range of sources to find out about a period.

Observe small details – artefacts, pictures.

Select and record information relevant to the study. **Outcome- A presentation detailing why people were for and against the estuary.**

**COMPUTING**

To prepare a data collection form

To create a datafile and enter data

To use the database to carry out an investigation

To present data in different forms – graphs, tables

To learn to amend errors

To sort the data (variables depend on software)

SPREADSHEETS

To use a spreadsheet to record data and produce graphs

To enter data in a prepared spreadsheet

To select data to produce a graph

To use a spreadsheet to explore number patterns e.g. in a hundred square, multiplication table (MATHS link)

**Outcome-**

**Produce a spreadsheet of daily calorie intake from given data.**

**NON-NEGOTIABLES**

Food Technology

Practical Science Experiments

English unit evident and embedded throughout the week

**Art**

TEXTURE AND FORM

To use smaller eye needles and finer threads. To practice weaving and tie dying. To plan and develop that plan. To consider aesthetics.

To use a wider variety of stitches. To observe and deign textural art.

To compare different fabrics. To plan and develop that plan.

**OUTCOME- Create a tie dye outfit that would keep a skeleton warm.**

**DT**

**Developing, planning and communicating ideas**

To plan the order of their work before starting.

To evaluate products and identify products that can be used for their own designs.

FOOD***-****to develop a clear idea, panning how to use materials, equipment and processes.*

**WORKING WITH TOOLS, EQUIPMENT AND MATERIALS**

To use graphical communication techniques (look at drawings and images).

To select appropriate tools and techniques for making their product. *Food- To select appropriate tools and techniques to make their design.*

**EVALUATING**

To evaluate their work both during and at the end.

**OUTCOME- Create a healthy a nutritious meal**

**GEOGRAPHY**

LOCATION KNOWLEDGE

Locate and name the countries making up the British Isles with their capital cities.

Locate and name the main counties and cities in/around Lancashire. Consider how architecture and culture differ.

HUMAN AND PHYSICAL

Consider changes in both physical and human geography in the towns with a thriving cotton industry.

**Physical geography**: natural landscape, embankment, flood defence.

**Human geography**: development, economy, industrial, enterprise, urbanisation, employment.

GEOGRAPHICAL SKILLS AND FIELDWORK

Use source material both written and visual as well as going on a trip to understand the changes in both physical and human geography at the time.

Children will also look at maps over time and use 4 digit grid references.

Continue to create map including greater road/building detail. Use a key effectively.

**Outcome- A report to detail what Stanah was like before and after estuary.**

**MFL** **French**

To understand written and spoken phrases about the weather (French).

To understand written and spoken phrases about sports (French) PE Link.

To take part in a simple conversation. To ask and answer simple questions.

**MUSIC**

-Play instruments confidently and fluently keeping an appropriate pulse and playing rhythms in time.

-Create simple rhythmic patterns, short melodies and accompaniments.

-Determine upwards and downwards direction in pitch when listening and reviewing music.

-Explore and compare sounds from the different instrumental families and name a variety of instruments.

- Begin to understand how music can be organised to communicate different moods.

**Outcome-Use instruments to accompany a song about healthy eating**

**OUTDOOR LEARNING**

-Planting

-Geographical fieldwork

**PE Continued**

**SWIMMING** (DOVES Monday afternoon)

To develop basic pool safety skills and confidence in water.

To develop travel in vertical or horizontal position and introduce floats.

To develop push and glides, any kick action on front and back with or without support aids.

To develop entry and exit, travel further, float and submerge.

To develop balance, link activities and travel further on whole stroke.

To show breath control. Introduction to deeper water. Treading water. swim competently, confidently and proficiently over a distance of at least 25 metres.

To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.

**SMSC/ PSHE / BRITISH VALUES**

Staying safe- To know the different ways to ask for help and receive help to stay healthy and safe. Healthy lifestyles- To discuss what positively and negatively affects their physical, mental and emotional health. E-safety- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

**SCIENCE**

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers to living things.

Describe the simple functions of the basic parts of the digestive system in humans.

Identify the different types of teeth in humans and their simple functions.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

**Asking Questions:**

Ask relevant questions and use different types of scientific enquiries to answer them.

Set up simple practical enquiries, comparative and fair tests.

**Measuring and Recording:**

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Gather, record, classify and present data in a variety of ways to help in answering questions.

**Concluding:**

Identify differences, similarities or changes related to simple scientific ideas and processes.

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Use straightforward scientific evidence to answer questions or to support their findings.

**Evaluating:**

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

**Outcomes-Persuade someone about the benefits of dental hygiene.**

**Write a letter to a housing developer/ people chopping down rainforests highlighting the effects on animals of destroying habitats.**

**RE**

CHRISTIANITY

Explain (with examples) how and why people might use stories to pass on wisdom and guidance

Discuss how and why fables might be an important aspect of human history and culture

Describe and explain (with examples) Christian attitudes about how to treat others

Explain the importance of love for all as part of Christian life

Retell some of the main parables of Jesus. Explain how and why these might be an important source of guidance for Christians Discuss examples of wisdom and guidance that they have learnt from stories

SIKHISM

Discuss (with relevant examples) the importance of how we view and behave towards others

Talk about how our outward behaviour reflects our inner beliefs, values and commitments

Explain how clothing and behaviour might be symbolic of beliefs, values and commitments

Explore teachings and stories from Sikhism

Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus

Reflect on their own concept of living a good life and how this influences the way that they treat others

**MATHS**

To know all times tables up to 12x12

Decimals including money

To recognise and write decimal equivalents to 1/4, 1/2, 3/4.

To continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence.

To write amounts of money using decimal notation. I can add and subtract amounts of money to give change, using both £ and P in practical contexts.

To solve simple measure and money problems involving fractions and decimals to two decimal places.

Time

To convert between different units of measure (hour to minute).

To read and write time between analogue and digital 12 hour and 24hour clocks.

To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures.

To compare durations.

To estimate and read time with increasing accuracy to the nearest minute.

To know the number of seconds in a minute and the number of days in each month, year and leap year.

To tell and write the time from an analogue clock.

Statistics

To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

To solve one step and two step questions using information in a chart.

To interpret and present data using bar charts.

Properties of shape

To compare and classify geometric shapes.

To compare and order angles up to two right angles by size.

To identify right angles, acute and obtuse angles.

To identify horizontal and vertical lines.

Draw 2D shapes and make 3D shapes.

To recognise pairs of perpendicular and parallel lines.

To recognise 3D shapes in different orientations.

To identify lines of symmetry in 2D shapes presented in different orientations.

Position and Direction

To describe positions on a square grid labelled with letters and numbers.

To describe movements between positions as translations of a given unit to the left/right and up/down.

To describe positions on a 2D grid as coordinates in the first quadrant. To plot specified points and draw sides to complete a given polygon.