



Spring Medium Term Plan – Year 4

School Driver Focus

Spring 1 – Effective Participator

Spring 2 – Creative Thinker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	Use diagrams, keys, bar charts and tables; using scientific language Gather, record, classify and present data in different ways to answer scientific questions Use equipment, including thermometers and data loggers to make measurements Make careful and accurate observations, including the use of standard units Set up a fair test and explain why it is fair. Set up a test to compare two things Set up a simple enquiry to explore a scientific question Use observations and knowledge to answer scientific questions Ask relevant scientific questions Use diagrams, keys, bar charts and tables; using scientific language Use findings to report in different ways, including oral and written explanations, presentation Draw conclusions and suggest improvements	Previous vocab plus enquiry types Increase, decrease, identify, classify, order, notice patterns, relationships, appearance, present results, data loggers.	



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		<ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings 	<p>Make a prediction with a reason</p> <p>Identify differences, similarities and changes related to an enquiry</p>		
	Animals, including humans	<ul style="list-style-type: none"> • 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 	.	<p>Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, tip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain.</p>	
	Electricity	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, 	.	<p>Electricity, appliance, device, mains, plus, electrical circuit, complete circuit, circuit diagram, circuit symbol, components cell, battery, positive/negative, connect,</p>	



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		<p>including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors 		<p>connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, motor, faster/slower, conductor, insulator, metal/non metal.</p>	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Computing	E Safety	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • To begin to understand restrictive blocks on websites and why we have them. • To fully understand how we can stay safe online and incorporate strategies into online gaming. • To begin to understand age restrictions to join websites and why we have them 	<p>E-safety rules Secure passwords Report abuse button Gaming Blogs Type + edit logo commands Sensors Open-ended problems Bugs in programs</p>	
	Computer science	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including 	<ul style="list-style-type: none"> • To begin to understand HTML. • To use HTML language to arrange text on a web browser. 	<p>Complex programming Creating + modifying Specific purpose</p>	



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		<p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web • Appreciate how [search] results are selected and ranked 	<ul style="list-style-type: none"> • To use HTML language to edit pictures on a web browser. • To know what an algorithm is. • To begin to explore blocky code using minecraft. • To begin to animate a sprite.. • To debug an algorithm on a game. • To use and adapt an already available template to design a times table game. 	<p>Photo modifying</p> <p>Keyboard shortcuts</p> <p>Bullet points</p> <p>Spell check</p> <p>Constructive feedback</p> <p>Different networks</p> <p>Information collection</p> <p>Reliability</p> <p>Owners Database creation</p> <p>Database searches</p> <p>Inaccurate data</p>	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives	<ul style="list-style-type: none"> • To place the time studied on a timeline, compare where this fits in to topics previously studied. • To use terms related to the period and begin to date events. 	<p>Civilisation Empire Pharaoh</p> <p>Pyramid Tomb Sarcophagus</p> <p>Mythology Nile Mummy</p> <p>Hieroglyphics Monument</p> <p>Papyrus Archaeologist</p> <p>Tutankhamen</p>	



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	within and across the periods they study.	<ul style="list-style-type: none"> • To understand more complex Historical terms e.g. BC/AD/CENTURY • To begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. 	Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends Time difference, Continuity, Change	
Range and depth of historical knowledge	Pupils should note connections, contrasts and trends over time.	<ul style="list-style-type: none"> • To use evidence to reconstruct life in the time studied. • To identify key features and events of time studied. • To look for links and effects in the time studied. • To offer a reasonable explanation for some events. 		
Historical interpretation	Children should understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> • To look at and evaluate the evidence available. • To begin to evaluate the usefulness of different sources. • To note connections in Historical periods studied. 		
Historical enquiry	Pupils should regularly address and sometimes devise historically valid questions about change,	<ul style="list-style-type: none"> • To use evidence to build up a picture of a past event. • To choose relevant material to present a picture of one aspect of life in time past. 		



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		cause, similarity and difference, and significance.	<ul style="list-style-type: none"> • To ask and answer a variety of questions. • To use the library and the internet for own personal research. • To answer and begin to devise own Historically valid questions 		
	Organising and presenting	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> • To communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. • To construct own responses beginning to select and organise relevant Historical information. • To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Art and Design	Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> • To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • To express likes and dislikes through annotations • To use a sketch book to adapt and improve original ideas 	Embellish Fineliners Form Fresco Implements Impressed print Malleable Marbelling Model Overlays	



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			<ul style="list-style-type: none"> To keep notes to indicate their intentions/purpose of a piece of work 	Pastels Pattern Pencils Rigid	
	Drawing	KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.	<ul style="list-style-type: none"> To develop intricate patterns using different grades of pencil and other implements to create lines and marks. To draw for a sustained period of time at an appropriate level. To experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. To have opportunities to develop further drawings featuring the third dimension and perspective. To further develop drawing a range of tones, lines using a pencil. To include in their drawing a range of technique and begin to understand why they best suit. To begin to show awareness of representing texture through the choice of marks and lines made 	Running stitch Shades Shape Stitched Texture Third dimension Tints Tones Wash Watercolour	
	Painting	KS2 Pupils should be taught to improve their mastery of art and design techniques,	<ul style="list-style-type: none"> To start to develop a painting from a drawing. 		



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		including painting with a range of materials.	<ul style="list-style-type: none"> To use light and dark within painting and show understanding of complimentary colours. 		
	Sculpture	KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	<ul style="list-style-type: none"> To gain more confidence in carving as a form of 3D art. 		
	Texture pattern colour line and tone	KS2 Pupils should be taught to improve their mastery of art and design techniques with a range of materials.	<ul style="list-style-type: none"> To experiment with different grades of pencil and other implements to achieve variations in tone. To use complimentary and contrasting colours for effect 		
	Responding to art	KS2 pupils should be taught about great artists, architects and designers in history.	<ul style="list-style-type: none"> To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. To begin to explore a range of great artists, architects and designers in history. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PE	Games	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways	Health and fitness <ul style="list-style-type: none"> To describe how the body reacts at different times and how this affects performance. 	Attack Defend Dribble Passing	



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		<p>and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate 	<ul style="list-style-type: none"> • To explain why exercise is good for your health. • To know some reasons for warming up and cooling down. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform and apply skills and techniques with control and accuracy. • To take part in a range of competitive games and activities. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • To modify their use of skills or techniques to achieve a better result 	<p>Play</p> <p>Receiving</p> <p>Support</p> <p>Backhand</p> <p>Drop Serve</p> <p>Forehand</p> <p>Rally</p> <p>Rally building</p> <p>Receive</p> <p>Send</p> <p>Trap</p>	
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		improvement to achieve their personal best.				
	Gymnastics	<p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Health and fitness</p> <ul style="list-style-type: none"> • To describe how the body reacts at different times and how this affects performance. • To explain why exercise is good for your health. • To know some reasons for warming up and cooling down. <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> • To create a sequence of actions that fit a theme. • To use an increasing range of actions, directions and levels in their sequences. • To move with clarity, fluency and expression. • To show changes of direction, speed and level during a performance. • To travel in different ways, including using flight. • To improve the placement and alignment of body parts in balances. • To use equipment to vault in a variety of ways. • To carry out balances, recognising the position of their 	<p>Asymmetry</p> <p>Balance</p> <p>Body</p> <p>Canon</p> <p>Counterbalance</p> <p>Moves</p> <p>Pike</p> <p>Posture</p> <p>Sequence</p> <p>Straddle</p> <p>Symmetry</p> <p>Techniques</p> <p>Tension</p> <p>Tuck</p> <p>Unison</p>		



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			<p>centre of gravity and how this affects the balance.</p> <ul style="list-style-type: none"> • To begin to develop good technique when travelling, balancing and using equipment. • To develop strength, technique and flexibility throughout performances. <p>Rolls</p> <ul style="list-style-type: none"> • To complete forward roll from standing • To complete straddle forward roll • To complete tucked backward roll • To complete backward roll to straddle <p>Jumps</p> <ul style="list-style-type: none"> • To complete straight jump • To complete tuck jump • To complete jumping jack • To complete star jump • To complete straddle jump • To complete pike jump • To complete straight half turn • To complete straight full turn • To complete Cat leap • To complete Cat leap half turn <p>Vault</p> <ul style="list-style-type: none"> • To hurdle step onto springboard 		
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			<ul style="list-style-type: none"> • To squat on vault • To straddle on vault • To star jump off • To tuck jump off • To straddle jump off • To pike jump off <p>Handstands, cartwheels and round-offs</p> <ul style="list-style-type: none"> • To lunge into handstand • To lunge into cartwheel • To lunge into round-off <p>Travelling and Linking actions</p> <ul style="list-style-type: none"> • To tiptoe, step, jump and hop • To hopscotch • To skip • To complete chassis steps • To complete straight jump half turn • To complete straight jump full turn • To cat leap • To cat leap half turn Pivot <p>Shapes & Balances</p> <ul style="list-style-type: none"> • To complete 1, 2, 3 and 4- point balances • To balances on apparatus • To balances with and against a partner • To complete pike, tuck, star, straight, straddle shapes • To front and back support 		
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			<p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform and create sequences with fluency and expression. • To perform and apply skills and techniques with control and accuracy. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • To modify their use of skills or techniques to achieve a better result 		
	Swimming	<p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 	<p>Emerging</p> <ul style="list-style-type: none"> • To put face in water and blow bubbles. • To fully submerge under water. • To swim 10 metres across the pool without support. • To develop swimming strokes of back stroke and a front stroke over the distance of 10 metres <p>Developing</p> <ul style="list-style-type: none"> • To be able to swim 20 metres across the pool without support. • To swim 10 metres front crawl and back stroke. • To dive down below the water surface to pick up an item. 		



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			<p>Standard</p> <ul style="list-style-type: none"> • To be able to swim 25 metres any style, unsupported. • To be able to swim in the deep end of the pool with confidence. <p>Self-rescue and ability in different water-based situations</p> <p>To be able to perform safe self-rescue in different water-based situations.</p>		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> • To continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • To sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. <p>To perform a range of songs in school assemblies.</p>	<p>accompaniment body percussion call and response conductor duet duration dynamics tempo timbre rhythm pitch structure improvise internalise interval lyrics melodic phrase motif musical elements notation ostinato/ostinati pentatonic programme music pulse/ beat rest [musical silence] scale score glockenspiel xylophone castanets</p>	



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Music	Listening	Listen with attention to detail and recall sounds with increasing aural memory; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.	<ul style="list-style-type: none"> • To improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato) • To begin to make compositional decisions about the overall structure of improvisations. 		
	Composting	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • To arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • To explore developing knowledge of musical components by composing music to create a specific mood, for example creating 		



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			<p>music to accompany a short film clip.</p> <ul style="list-style-type: none"> • To introduce major and minor chords. • To include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • To capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. 		
	Performing	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<ul style="list-style-type: none"> • To develop facility in the basic skills of a selected musical instrument over a sustained learning period. • To play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • To perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. 		



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			<ul style="list-style-type: none"> • To copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Design Technology	Design	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<ul style="list-style-type: none"> • To use research for design ideas • To show design meets a range of requirements and is fit for purpose • To begin to create own design criteria • To have at least one idea about how to create product and suggest improvements for design. • To produce a plan and explain it to others • To say how realistic plan is. • To include an annotated sketch • To make and explain design decisions considering availability of resources • To explain how product will work • To make a prototype • To begin to use computers to show design. 	<p>Name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savory, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/ varied</p> <p>Shell, structure, three dimensional (3-d) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesive, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle,</p>	



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	Make	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<ul style="list-style-type: none"> • To select suitable tools/equipment, explain choices; begin to use them accurately • To select appropriate materials, fit for purpose. • To work through plan in order • To consider how good product will be • To begin to measure, mark out, cut and shape materials/components with some accuracy. • To begin to assemble, join and combine materials and components with some accuracy • To begin to apply a range of finishing techniques with some accuracy 	<p>corrugating, ribbing, laminating, font, lettering, text, graphics, decision.</p> <p>Fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing, technique, strength, weakness, stiffen, templates, stitch, seam, seam allowance</p> <p>Series circuit, fault, connection, toggle, switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p>	
	Evaluate	<p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<ul style="list-style-type: none"> • To refer to design criteria while designing and making • To use criteria to evaluate product • To begin to explain how I could improve original design • To evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose 		



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			<ul style="list-style-type: none"> • To discuss by whom, when and where products were designed • To research whether products can be recycled or reused • To know about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products 		
	<p>Technical Knowledge: Cooking and Nutrition</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, ca</p>	<ul style="list-style-type: none"> • To explain how to be safe/hygienic • To think about presenting product in interesting/attractive ways • To understand ingredients can be fresh, pre-cooked or processed • To begin to understand about food being grown, reared or caught in the UK or wider world • To describe eat well plate and how a healthy diet=variety / balance of food and drinks • To explain importance of food and drink for active, healthy bodies • To prepare and cook some dishes safely and hygienically • To use some of the following techniques: peeling, chopping, 		



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			slicing, grating, mixing, spreading, kneading and baking		
	Technical Knowledge: Mechanisms	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	<ul style="list-style-type: none"> To use levers and linkages to create movement To use pneumatics to create movement 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	Why are festivals important to religious communities? (expressing)		<p>Make connections between stories, symbols & beliefs with what happens in at least 2 different festivals.</p> <p>Ask questions about what matters to believers in festivals.</p> <p>Suggest and explore ideas about what is worth celebrating and remembering in religious communities and their own lives.</p>	<p>Christianity</p> <p>Christian, Jesus, Bible, Creation and Fall, Gospel, Trinity, Incarnation, Holy Spirit, resurrection,</p> <p>Christmas, Holy Week, Easter, Pentecost, Eucharist, advent, disciple, ascension</p>	
	What does it mean to be a Hindu in Britain today?		<ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 	<p>Islam</p> <p>Muslim, Allah, Ummah, 5 Pillars,</p> <p>Prophet Muhammad, Iman (faith), Mosque, Hajj, akhlaq (character or moral conduct)</p>	<ul style="list-style-type: none">



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			<ul style="list-style-type: none"> • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 	<p>Hinduism</p> <p>Reincarnation, karma, dharma</p> <p>Humanism</p> <p>Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', secular, rationalist, science, natural selection, reason</p> <p>Buddhism</p> <p>Pilgrimage, suffering, Meditation, The Four Noble Truths, vows, rebirth</p> <p>General religious vocabulary</p> <p>Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom,</p>	
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				spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	Pupils will be taught: 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing. 4. Ways of keeping physically and emotionally safe. 5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency. 8. To identify different influences on health and wellbeing.	A Balanced Diet - Plant or Animal • To know where different foods come from A Balance Diet - A Balancing Act • To know about and understand the function of different food groups for a balanced diet Working with Food - Master Chef • To identify the range of jobs carried out by the people they know • To reflect on the range of skills needed in different jobs Working With Food - Our food Hall • To learn to prepare and cook a variety of dishes To work co-operatively, showing fairness and consideration to others Loss/ Separation Left Behind	• impact • software features • consequences • responsible choices • positive contribution • local organisations • sensitivity • challenges, • co-operatively • fairness • consideration • strategies • managing • controlling • feelings • stereotyping • balance • skills • agreement • discussions • appropriate • relationship • discrimination • safely • form • maintain • lifestyle choices • empathise • consideration • views • issues • managing • controlling • feelings • emotions • self-assess • identify • positive • feelings • contribute • improve • future actions • reflect • worth • responsible choices • appropriate • relationships	



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			<ul style="list-style-type: none"> • To develop strategies for managing and controlling strong feelings and emotions Family Changes - two Homes • To understand that family units can be different and can sometimes change 	<ul style="list-style-type: none"> •recognise •stereotyping •issues •challenge •discrimination •empathise •needs •wants •set goals •prioritise •manage time •manage resources •money 	
	Growing and Relationships	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. 2. How to recognise and manage emotions within a range of relationships. 3. How to recognise risky or negative relationships including all forms of bullying and abuse. 4. How to respond to risky or negative relationships and ask for help. 5. How to respect equality and diversity in relationships 	<p>Responding to Others - Agony Aunts</p> <ul style="list-style-type: none"> • To talk about their views on issues that affect themselves and their class <p>Expressing Opinions -It's Debatable</p> <ul style="list-style-type: none"> • To know how to communicate their opinions in a group <p>To listen to and show consideration for other people's views</p>		
	Living in the Wider World and Being a Responsible Citizen	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. About respect for self and others and the importance of responsible behaviours and actions. 2. About rights and responsibilities as members of 	<p>Money Choices - a Million Dollars</p> <ul style="list-style-type: none"> • To learn about and reflect on their own spending habits / choices <p>To understand why financial management and planning is important from a young age</p>		



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		<p>families, other groups and ultimately as citizens.</p> <p>3. About different groups and communities.</p> <p>4. To respect equality and to be a productive member of a diverse community.</p> <p>5. About the importance of respecting and protecting the environment.</p> <p>6. About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>7. How money plays an important part in people’s lives.</p> <p>8. A basic understanding of enterprise.</p>	<p>Managing Money - Design Choices</p> <ul style="list-style-type: none"> • To learn about and reflect on their own spending habits / choices <p>To understand why financial management and planning is important from a young age</p>		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Spanish	Listening	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> • To listen attentively to spoken language and to show understanding by joining in and responding (e.g. with an action). Pick out known words in an ‘authentic’ conversation • To understand and respond to a range of familiar spoken words and short phrases. 		



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Spanish	Speaking	<ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> To use common phrases To develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers To perform short role plays on one topic, with several exchanges and secure pronunciation. To produce short prepared phrases on a familiar topic, with secure pronunciation. 		
	Writing	<ul style="list-style-type: none"> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> To write simple words and several short phrases from memory To use understandable spelling. 		
	Reading	<ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> To recognise simple written phrases and understand a range of familiar written phrases. To read and show understanding of more complex written phrases. 		



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		<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 			
	Grammar	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> • To use indefinite and definite articles with singular and plural nouns. • To use prepositions of place and sequencers. 		
	Culture		<p>Identify similarities and differences in my culture to that of another Remember some key facts about a country – bordering countries, currencies, capital cities Have an awareness of a Spanish festival - Las Fallas (religious) Why must we respect different cultures and their traditions?</p>		