



## Summer Medium Term Plan – Year 4

### School Driver Focus

#### Summer 1 – Independent Enquirer

#### Summer 2 – Reflective Learner

	Strand	National curriculum	Expectation
<b>Science</b>	Working scientifically	<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<p>Use diagrams, keys, bar charts and tables; using scientific language</p> <p>Gather, record, classify and present data in different ways to answer scientific questions</p> <p>Use equipment, including thermometers and data loggers to make measurements</p> <p>Make careful and accurate observations, including the use of standard units</p> <p>Set up a fair test and explain why it is fair.</p> <p>Set up a test to compare two things</p> <p>Set up a simple enquiry to explore a scientific question</p> <p>Use observations and knowledge to answer scientific questions</p> <p>Ask relevant scientific questions</p> <p>Use diagrams, keys, bar charts and tables; using scientific language</p> <p>Use findings to report in different ways, including oral and written explanations, presentation</p> <p>Draw conclusions and suggest improvements</p> <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"> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	



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	Living things and their habitats	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
<b>Computing</b>	Technology (Digital Literacy)	Understand the opportunities [networks] offer for communication and collaboration 4. Be discerning in evaluating digital content 5.	<ul style="list-style-type: none"> <li>• To tell you whether a resource I am using is on the Internet, the school network or my own device.</li> <li>• To identify key words to use when searching safely on the World Wide Web.</li> <li>• To think about the reliability of information I read on the World Wide Web.</li> <li>• To tell you how to check who owns photos, text and clipart.</li> <li>• To create a hyperlink to a resource on the World Wide Web.</li> </ul>
	Information technology	2. Use search technologies effectively 3. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> <li>• To begin to understand what a Wiki is.</li> <li>• To begin to understand how using a Wiki can make mass editing simpler.</li> </ul>
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
<b>G</b>	Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,	<ul style="list-style-type: none"> <li>• To recognise the different shapes of continents.</li> </ul>



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	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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 these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<ul style="list-style-type: none"> <li>• To demonstrate knowledge of features about places around them and beyond the UK</li> <li>• To identify where countries are within Europe; including Russia.</li> <li>• To recognise that people have differing qualities of life living in different locations and environments.</li> <li>• To know how a locality is set within a wider geographical context.</li> </ul> <p>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 these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
Place knowledge	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<ul style="list-style-type: none"> <li>• To know about the wider context of places – region, country.</li> <li>• To understand why there are similarities and differences between places.</li> </ul>
Geographical skills and fieldwork	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-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 ☑</p> <p>use fieldwork to observe, measure, record and present the human</p>	<p>Representation</p> <ul style="list-style-type: none"> <li>• To begin to recognise symbols on an OS map.</li> </ul> <p>Using Maps</p> <ul style="list-style-type: none"> <li>• To locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>• To follow a route on a large scale map.</li> </ul> <p>Scale and Distance</p>



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		and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none"> <li>• To begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul> Styles of Map <ul style="list-style-type: none"> <li>• To use large and medium scale OS maps.</li> <li>• To use junior atlases.</li> <li>• To use map sites on internet.</li> <li>• To identify features on aerial/oblique photographs.</li> </ul>
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
<b>History</b>	Chronological understanding	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	<ul style="list-style-type: none"> <li>• To place the time studied on a timeline, compare where this fits in to topics previously studied.</li> <li>• To use terms related to the period and begin to date events.</li> <li>• 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.</li> </ul>
	Range and depth of historical knowledge	Pupils should note connections, contrasts and trends over time.	<ul style="list-style-type: none"> <li>• To use evidence to reconstruct life in the time studied.</li> <li>• To identify key features and events of time studied.</li> <li>• To look for links and effects in the time studied.</li> <li>• To offer a reasonable explanation for some events.</li> </ul>
	Historical interpretation	Children should understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> <li>• To look at and evaluate the evidence available.</li> <li>• To begin to evaluate the usefulness of different sources.</li> <li>• To note connections in Historical periods studied.</li> </ul>
	Historical enquiry	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none"> <li>• To use evidence to build up a picture of a past event.</li> <li>• To choose relevant material to present a picture of one aspect of life in time past.</li> </ul>



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			<ul style="list-style-type: none"> <li>• To ask and answer a variety of questions.</li> <li>• To use the library and the internet for own personal research.</li> <li>• To answer and begin to devise own Historically valid questions</li> </ul>
	Organising and presenting	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> <li>• To communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</li> <li>• To construct own responses beginning to select and organise relevant Historical information.</li> <li>• To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</li> </ul>
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
Art and Design	Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To express likes and dislikes through annotations</li> <li>• To use a sketch book to adapt and improve original ideas</li> <li>• To keep notes to indicate their intentions/purpose of a piece of work</li> </ul>
	Painting	KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	<ul style="list-style-type: none"> <li>• To work in the style of a selected artist (not copying).</li> </ul>
	Printing	KS2 Pupils should be taught to improve their mastery of art/ design techniques, including drawing and painting with a range of materials.	<ul style="list-style-type: none"> <li>• To increase awareness of mono and relief printing.</li> <li>• To demonstrate experience in fabric printing.</li> <li>• To expand experience in 3 colour printing.</li> <li>• To continue to experience in combining prints taken from different objects to produce an end piece.</li> </ul>



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	Art through technology		<ul style="list-style-type: none"> <li>• To create repeating patterns.</li> <li>• To create a piece of art which includes integrating a digital image they have taken.</li> <li>• To take a photo from an unusual or thought-provoking viewpoint</li> </ul>
	Responding to art	KS2 pupils should be taught about great artists, architects and designers in history.	<ul style="list-style-type: none"> <li>• To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>• To begin to explore a range of great artists, architects and designers in history.</li> </ul>
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
PE	Games	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways 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"> <li>• use running, jumping, throwing and catching in isolation and in combination;</li> <li>• 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;</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> </ul>	<p>Health and fitness</p> <ul style="list-style-type: none"> <li>• To describe how the body reacts at different times and how this affects performance.</li> <li>• To explain why exercise is good for your health.</li> <li>• To know some reasons for warming up and cooling down.</li> </ul> <p>Striking and hitting a ball</p> <ul style="list-style-type: none"> <li>• To use a bat or stick to hit a ball or shuttlecock with accuracy and control.</li> <li>• To accurately serve underarm.</li> <li>• To build a rally with a partner.</li> <li>• To use at least two different shots in game.</li> <li>• To use hand-eye coordination to strike a moving and stationary ball.</li> </ul> <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> <li>• To develop different ways of throwing and catching.</li> </ul> <p>Travelling with a ball</p>



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	<ul style="list-style-type: none"> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• To move with the ball using a range of techniques showing control and fluency.</li> </ul> <p>Passing a Ball</p> <ul style="list-style-type: none"> <li>• To pass the ball with increasing speed, accuracy and success in a game situation</li> </ul> <p>Possession</p> <ul style="list-style-type: none"> <li>• To occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</li> </ul> <p>Using Space</p> <ul style="list-style-type: none"> <li>• To make the best use of space to pass and receive the ball.</li> </ul> <p>Attacking and Defending</p> <ul style="list-style-type: none"> <li>• To use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</li> </ul> <p>Tactics and Rules</p> <ul style="list-style-type: none"> <li>• To vary the tactics they use in a game.</li> <li>• To adapt rules to alter games.</li> </ul> <p>Compete/Perform</p> <ul style="list-style-type: none"> <li>• To perform and apply skills and techniques with control and accuracy.</li> <li>• To take part in a range of competitive games and activities.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>• To modify their use of skills or techniques to achieve a better result</li> </ul>
Gymnastics	The main KS2 national curriculum aims covered in the Gymnastics units are:	<p>Health and fitness</p> <ul style="list-style-type: none"> <li>• To describe how the body reacts at different times and how this affects performance.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>• To explain why exercise is good for your health.</li> <li>• To know some reasons for warming up and cooling down.</li> </ul> <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> <li>• To create a sequence of actions that fit a theme.</li> <li>• To use an increasing range of actions, directions and levels in their sequences.</li> <li>• To move with clarity, fluency and expression.</li> <li>• To show changes of direction, speed and level during a performance.</li> <li>• To travel in different ways, including using flight.</li> <li>• To improve the placement and alignment of body parts in balances.</li> <li>• To use equipment to vault in a variety of ways.</li> <li>• To carry out balances, recognising the position of their centre of gravity and how this affects the balance.</li> <li>• To begin to develop good technique when travelling, balancing and using equipment.</li> <li>• To develop strength, technique and flexibility throughout performances.</li> </ul> <p>Rolls</p> <ul style="list-style-type: none"> <li>• To complete forward roll from standing</li> <li>• To complete straddle forward roll</li> <li>• To complete tucked backward roll</li> <li>• To complete backward roll to straddle</li> </ul> <p>Jumps</p> <ul style="list-style-type: none"> <li>• To complete straight jump</li> <li>• To complete tuck jump</li> <li>• To complete jumping jack</li> <li>• To complete star jump</li> </ul>
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|  |  |  | <ul style="list-style-type: none"><li>• To complete straddle jump</li><li>• To complete pike jump</li><li>• To complete straight half turn</li><li>• To complete straight full turn</li><li>• To complete Cat leap</li><li>• To complete Cat leap half turn</li></ul> <p>Vault</p> <ul style="list-style-type: none"><li>• To hurdle step onto springboard</li><li>• To squat on vault</li><li>• To straddle on vault</li><li>• To star jump off</li><li>• To tuck jump off</li><li>• To straddle jump off</li><li>• To pike jump off</li></ul> <p>Handstands, cartwheels and round-offs</p> <ul style="list-style-type: none"><li>• To lunge into handstand</li><li>• To lunge into cartwheel</li><li>• To lunge into round-off</li></ul> <p>Travelling and Linking actions</p> <ul style="list-style-type: none"><li>• To tiptoe, step, jump and hop</li><li>• To hopscotch</li><li>• To skip</li><li>• To complete chassis steps</li><li>• To complete straight jump half turn</li><li>• To complete straight jump full turn</li><li>• To cat leap</li><li>• To cat leap half turn Pivot</li></ul> |
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			<p>Shapes &amp; Balances</p> <ul style="list-style-type: none"> <li>• To complete 1, 2, 3 and 4- point balances</li> <li>• To balances on apparatus</li> <li>• To balances with and against a partner</li> <li>• To complete pike, tuck, star, straight, straddle shapes</li> <li>• To front and back support</li> </ul> <p>Compete/Perform</p> <ul style="list-style-type: none"> <li>• To perform and create sequences with fluency and expression.</li> <li>• To perform and apply skills and techniques with control and accuracy.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>• To modify their use of skills or techniques to achieve a better result</li> </ul>
Swimming		<p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>	<p>Emerging</p> <ul style="list-style-type: none"> <li>• To put face in water and blow bubbles.</li> <li>• To fully submerge under water.</li> <li>• To swim 10 metres across the pool without support.</li> <li>• To develop swimming strokes of back stroke and a front stroke over the distance of 10 metres</li> </ul> <p>Developing</p> <ul style="list-style-type: none"> <li>• To be able to swim 20 metres across the pool without support.</li> <li>• To swim 10 metres front crawl and back stroke.</li> <li>• To dive down below the water surface to pick up an item.</li> </ul> <p>Standard</p> <ul style="list-style-type: none"> <li>• To be able to swim 25 metres any style, unsupported.</li> <li>• To be able to swim in the deep end of the pool with confidence.</li> </ul>



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			Self-rescue and ability in different water-based situations To be able to perform safe self-rescue in different water-based situations.
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
<b>Music</b>	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"> <li>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).</li> <li>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.</li> </ul> To perform a range of songs in school assemblies.
	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"> <li>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)</li> <li>To begin to make compositional decisions about the overall structure of improvisations.</li> </ul>
	Composting	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>



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			<ul style="list-style-type: none"> <li>• To explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>• To introduce major and minor chords.</li> <li>• To include instruments played in whole- class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>• To capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul>
	Performing	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"> <li>• To develop facility in the basic skills of a selected musical instrument over a sustained learning period.</li> <li>• 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.</li> <li>• 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.</li> <li>• To copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</li> </ul>
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
<b>Design</b>	Design	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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<ul style="list-style-type: none"> <li>• To use research for design ideas</li> <li>• To show design meets a range of requirements and is fit for purpose</li> <li>• To begin to create own design criteria</li> <li>• To have at least one idea about how to create product and suggest improvements for design.</li> <li>• To produce a plan and explain it to others</li> <li>• To say how realistic plan is.</li> </ul>



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		<ul style="list-style-type: none"> <li>• To include an annotated sketch</li> <li>• To make and explain design decisions considering availability of resources</li> <li>• To explain how product will work</li> <li>• To make a prototype</li> <li>• To begin to use computers to show design.</li> </ul>
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"> <li>• To select suitable tools/equipment, explain choices; begin to use them accurately</li> <li>• To select appropriate materials, fit for purpose.</li> <li>• To work through plan in order</li> <li>• To consider how good product will be</li> <li>• To begin to measure, mark out, cut and shape materials/components with some accuracy.</li> <li>• To begin to assemble, join and combine materials and components with some accuracy</li> <li>• To begin to apply a range of finishing techniques with some accuracy</li> </ul>
Evaluate	<p>Investigate and analyse a range of existing products.</p> <p>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"> <li>• To refer to design criteria while designing and making</li> <li>• To use criteria to evaluate product</li> <li>• To begin to explain how I could improve original design</li> <li>• To evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</li> <li>• To discuss by whom, when and where products were designed</li> <li>• To research whether products can be recycled or reused</li> <li>• To know about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products</li> </ul>



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	Technical Knowledge: Electrical systems	Apply their understanding of computing to program, monitor and control their products . understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	<ul style="list-style-type: none"> <li>• To use number of components in circuit</li> <li>• To program a computer to control product</li> </ul>
	Technical Knowledge: Textiles	Select from and use a wide range of textiles according to their characteristics	<ul style="list-style-type: none"> <li>• To think about user when choosing textiles</li> <li>• To think about how to make product strong</li> <li>• To begin to devise a template</li> <li>• To explain how to join things in a different way</li> <li>• To understand that a simple fabric shape can be used to make a 3D textiles project</li> </ul>
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
RE	What can we learn from religions about deciding what is right and wrong? (living)		<ul style="list-style-type: none"> <li>• Give examples of rules for living and suggest ways they help believers with difficult decisions.</li> <li>• Give examples of inspirational people who have been guided by their religion.</li> <li>• Discuss their own ideas and others' about right and wrong.</li> </ul>

	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
P	Health and Wellbeing	Pupils will be taught: 1. What is meant by a healthy lifestyle?	Identifying Strengths - I'm Good At That <ul style="list-style-type: none"> <li>• To understand that everyone has different strengths and weaknesses</li> </ul>



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	<ol style="list-style-type: none"> <li>2. How to maintain physical, mental and emotional health and wellbeing.</li> <li>3. How to manage risks to physical and emotional health and wellbeing.</li> <li>4. Ways of keeping physically and emotionally safe.</li> <li>5. about managing change, including puberty, transition and loss.</li> <li>6. How to make informed choices about health and wellbeing and to recognise sources of help with this.</li> <li>7. How to respond in an emergency.</li> <li>8. To identify different influences on health and wellbeing.</li> </ol>	<p>Self Respect - Let's Rock!</p> <ul style="list-style-type: none"> <li>• To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul> <p>Identifiable Strengths - Future Me</p> <ul style="list-style-type: none"> <li>• To know how to set realistic targets</li> </ul> <p>To self-assess, understanding how this will help their future actions</p> <p>Setting Goals - That's My Goal!</p> <ul style="list-style-type: none"> <li>• To understand how to break down the steps needed to achieve a goal</li> </ul> <p>Settling Goals - the Impossible Dream</p> <ul style="list-style-type: none"> <li>• To identify and talk about their own and others' strengths and weaknesses and how to improve</li> </ul> <p>To reflect on the range of skills needed in different jobs</p>
Growing and Relationships	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> <li>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</li> <li>2. How to recognise and manage emotions within a range of relationships.</li> <li>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</li> <li>4. How to respond to risky or negative relationships and ask for help.</li> <li>5. How to respect equality and diversity in relationships</li> </ol>	<p>Connections - Paper Chains</p> <ul style="list-style-type: none"> <li>• To understand how we are all connected by our similarities</li> </ul> <p>To recognise and respect similarities and differences between people</p> <p>Family Links - family Trees</p> <ul style="list-style-type: none"> <li>• To know and understand how the make-up of family units can differ</li> </ul> <p>To empathise with another viewpoint</p> <p>Religious Views - Faith Finders</p> <ul style="list-style-type: none"> <li>• To understand and appreciate the range of different cultures and religions represented within school</li> </ul> <p>To learn about the need for tolerance for those of different faiths and beliefs</p> <p>Celebrate Diversity - Inside Out</p> <ul style="list-style-type: none"> <li>• To understand the term 'diversity' and appreciate diversity within school</li> </ul>



## Summer Medium Term Plan – Year 4

### School Driver Focus

#### Summer 1 – Independent Enquirer

#### Summer 2 – Reflective Learner

			To recognise and challenge stereotyping and discrimination
	Living in the Wider World and Being a Responsible Citizen	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> <li>1. About respect for self and others and the importance of responsible behaviours and actions.</li> <li>2. About rights and responsibilities as members of families, other groups and ultimately as citizens.</li> <li>3. About different groups and communities.</li> <li>4. To respect equality and to be a productive member of a diverse community.</li> <li>5. About the importance of respecting and protecting the environment.</li> <li>6. About where money comes from, keeping it safe and the importance of managing it effectively.</li> <li>7. How money plays an important part in people’s lives.</li> <li>8. A basic understanding of enterprise.</li> </ol>	<p>Gender Stereotypes - His and Hers</p> <ul style="list-style-type: none"> <li>• To know and understand the terms ‘discrimination’ and ‘stereotype’</li> <li>• Challenge stereotypes relating to gender and work</li> </ul> <p>Feelings – Overreacting</p> <ul style="list-style-type: none"> <li>• To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul> <p>Money Choices - a Million Dollars</p> <ul style="list-style-type: none"> <li>• To learn about and reflect on their own spending habits / choices</li> </ul> <p>To understand why financial management and planning is important from a young age</p> <p>Managing Money - Design Choices</p> <ul style="list-style-type: none"> <li>• To learn about and reflect on their own spending habits / choices</li> </ul> <p>To understand why financial management and planning is important from a young age</p>
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
<b>Spanish</b>	Listening	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• To understand and respond to a range of familiar spoken words and short phrases.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>	<ul style="list-style-type: none"> <li>• To use common phrases</li> </ul>



## Summer Medium Term Plan – Year 4

### School Driver Focus

#### Summer 1 – Independent Enquirer

#### Summer 2 – Reflective Learner

	<ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• To develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</li> <li>• To perform short role plays on one topic, with several exchanges and secure pronunciation.</li> <li>• To produce short prepared phrases on a familiar topic, with secure pronunciation.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• To write simple words and several short phrases from memory</li> <li>• To use understandable spelling.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise simple written phrases and understand a range of familiar written phrases.</li> <li>• To read and show understanding of more complex written phrases.</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• To use indefinite and definite articles with singular and plural nouns.</li> <li>• To use prepositions of place and sequencers.</li> </ul>



## Summer Medium Term Plan – Year 4

**School Driver Focus**

**Summer 1 – Independent Enquirer**

**Summer 2 – Reflective Learner**

	Culture		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
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