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| Year 4 – Summer 1 Medium Term Plan | | | | | | | | | | | | | | | | | | | | |
|  | Week 1 | | Week 2 | | | | | Week 3 | | Week 4 | | | | Week 5 | | | Week 6 | | | Week 7 |
| Events |  | |  | | | | |  | |  | | | |  | | |  | | |  |
| Wider Experiences |  | |  | | | | |  | |  | | | |  | | |  | | |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | | What makes me unique?  (RSE) | | | | |  | | Why is learning important?  (History) | | | |  | | | What is the church?  (RSE) | | |  |
| Guided Reading | Sorted  My Uncle the Film Star | | | | | | | | | | | | | Sorted  Jeremy’s First Day | | | | | | |
| Independent Questions | Coram Boy | | The Missing Diamond | | | | | Poems about the Weather | | Lily Rice | | | | The Lion, the Witch, and the Wardrobe | | | A Letter from Barak Obama | | | The Jungle Book |
| SPaG | Recap from Spring Term | | Suffix –ly | | | | | Prefixes Sub-, Anti- and Auto- | | Statutory word list | | | | Prefix inter- | | | Statutory Word list | | | Inverted Commas |
| Writing  Charlie and the Chocolate Factory | Paragraph 1- Describe Characters using descriptive language.  Paragraph 2- Describe chocolate factory room using inverted commas  Final Draft- Hidden Chapter with new character | | | | | | | | Paragraph 1- description of Willy Wonka’s childhood  Paragraph 2- paragraph of Willy Wonka in the jungle  Final Draft – Prequel Diary of Willy Wonka’s Life | | | | | | | | | | |  |
| Maths | Decimals A and B  18 lessons  3 weeks 3 days  1 day of money | | | | | | | | | | | Money  6 lessons  1 week | | Time  5 lessons | | | | | Shape  8 lessons | |
| RSE |  | | | We don’t have to be the same.  Respect our bodies | | What is puberty?  Changing bodies | | | | | What am I feeling?  What am I looking at? | | | | | I am thankful  Life Cycles- version 2 | | A community of love  What is the church? | | How do I love others? |
| RE | Unit 5 Giving and Receiving | | | | Islam | | Islam | | | | Unit 7: Pentecost | | | | | | | | | |
| Science |  |  | | | | |  | | | |  | |  | |  | | | | |  |
| Topic  Baghdad – Golden Age of Islam (Non-European Society) | Geography  LO: To explore the rivers of the world   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   LO: To describe and understand the features of a river  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers | Geography  LO: To understand erosion and deposition   To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle     Identify features on an aerial photograph, digital or computer map    LO: To explore how we use rivers and their benefits  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | | | | | History  LO: To find out when and where the Golden Age of Islam took place   History - Put events, people, places and artefacts on a time-line   Geography—Begin to match boundaries (e.g. find same boundary of a country on different scale maps)   Geography—describe and understand key aspects of: human geography, including: types of settlement and land use    2. LO: To find out what the importance of Baghdad in the early Islamic civilisation.   Construct and organise responses by selecting relevant historical data | | | | History  LO: To find out what the importance of the House of Wisdom in it becoming the centre for learning.   Identify and give reasons for historical events, situations and changes    LO: To explain some of the significant discoveries led by the early Islamic scholars.   Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | | History  LO: TO describe who Muhammad is and how the first caliphate came to be formed.   Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual    LO: To identify reasons why the early civilisation became a major power  Develop use of appropriate subject terminology, such as: empire, civilisation, monarch  Locate places using a range of maps including OS & digital | | Art  LO: Identify and talk about different forms of Islamic art  Look at the work of artists who formed geometric abstract paintings.  LO: To create my own geometric pattern based on traditional techniques  Explore complementary and opposing colours in creating patterns | | | | | DT  Making food  LO: TO plan and make a traditional dish  know to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking  LO: To evaluate my traditional dish. |
| MFL |  |  | | | | |  | | | |  | |  | |  | | | | |  |

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