

<u>Medium Term Plan for Year 4 Oak Class</u>	<u>Summer Term 2: Blue Abyss</u> <u>Focus: Science and Geography led topic</u>	
<u>Memorable Experience</u>	Visit to the a Sea Life establishment / Sea Life establishment visitor	
<u>Explicit Knowledge</u>	Children will understand what living things exist in their local environment. They will undertake investigations to discover life around school and the local area whilst developing their knowledge of how living things interact with each other. They will examine the wildlife of the oceans and construct food chains with use of key vocabulary such as predator, prey and producer. They will locate the oceans around the world and look at the specific environment of the Great Barrier Reef off Australia. They will identify how climate change and pollution are affecting these areas and discuss ways we could help to slow this down or prevent it in future.	
<u>Prior knowledge</u>	The children will have looked at habitats in Year 2 and have knowledge of the globe from previous work undertaken in Year 3 (rivers) and 4 (Misty Mountain Sierra). They will have made observations and have an understanding of the school site through their orienteering and map reading work in previous years.	
<u>Vocabulary</u>	Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate, food chain, producers, consumers, predator, prey, organism, ocean layers, vertebrates, invertebrates, specimen, characteristics	
<u>Forward links</u>	Children will look in more detail at habitats and life cycles in Upper Key Stage 2 (allotment Year 5 and frozen kingdom Year 6). The children will look at differences and similarities between living things and provide more detailed reasons behind classifying them. The children will also look at reasons behind change and how living things have adapted to their environment through evolution.	
	KNOWLEDGE	SKILLS
<u>Science</u>	To identify ways of grouping living things To examine local habitats and environments To sort living things using different criteria To construct and interpret food chains To identify that environments change and the causes behind these changes	Use scientific vocabulary to aid explanation and description. Read OS maps of the local area/school site Use prior knowledge of living things and habitats to help inform choices behind grouping living things Compare living things and identify the relationship between themselves, the environment and other living things

	<p>To identify the effects of such changes on living things</p>	<p>Sort items by criteria and find similarities and differences between living things</p> <p>Generate questions to help complete a sorting diagram</p> <p>Observe natural environment and record findings</p> <p>Link wider understanding of national issues of global warming and pollution with own actions and the impact on environments</p>
<p><u>Geography</u></p>	<p>To locate oceans around the world</p> <p>To identify how global warming effects areas of the world and its implications on the future</p> <p>To identify ways to help combat global warming and pollution</p> <p>To conduct surveys</p>	<p>Use prior knowledge of the globe to help locate different oceans</p> <p>Use atlases and maps to help locate areas on the globe</p> <p>Use a variety of sources to identify the effects of global warming and pollution on environments</p> <p>Link to own choices/decisions on preventing/slowing down global warming and pollution</p> <p>Gather information about an environment</p> <p>Use technology to help record and present that data</p> <p>Present findings to peers</p>
<p><u>English</u> <u>We are Reading:</u> Charlotte's Web - E. B White and Why the Whales Came - Michael Morpurgo</p> <p>Fictional narrative: Talk for Writing, The King of Fishes</p> <p>Non-Fiction - Explanation Texts - Pollution fighting inventions</p>	<p>To learn a narrative story / model text</p> <p>To identify features of a text</p> <p>To use fronted adverbials to open sentences</p> <p>To use speech punctuation in a story</p> <p>To edit and improve work after identifying errors or areas for improvement</p> <p>To use features of explanation texts: title, introduction, paragraphs, third person, Conclusion</p> <p>To use time conjunctions to link ideas in order</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing by discussing and recording ideas</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Understands the grammatical difference between plural and possessive -s and use apostrophes to mark plural possession e.g. the girl's name, the girls' names</p>

		<p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>Draft and write non-narrative material, using simple organisational devices</p>
<p><u>Mathematics</u></p> <p>Power Maths Units</p>	<p>Unit 11 - Decimals (2)</p> <p>Unit 12 - Money</p> <p>Unit 13 - Time</p> <p>Unit 14 - Statistics</p> <p>Unit 15 - Geometry - angles and 2D shapes</p>	<p>Recall multiplication and division facts for multiplication tables up to 12 × 12 Use arrays to help visualise multiplication</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Convert between different units of measure e.g. kilometre to metre; hour to minute</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>
<p><u>RE</u></p> <p>Building Bridges</p> <p>God's People</p>	<p>Understand that everyone is loved by Jesus</p> <p>Identify the importance of reconciliation in our lives</p> <p>Understand the role of the priest in absolution</p> <p>Understand that ordinary people can make a difference to the world</p>	<p>Recount stories from the Gospel in their own words.</p> <p>Use religious vocabulary to describe and explain events from the Gospel</p> <p>Record ideas clearly and explain reasons behind people's actions</p>

	Investigate the relationship between individuals and God	<p>Show understanding of how the Bible shapes the lives of Christians</p> <p>Ask questions about people's choices and how these effect actions of others</p> <p>Make links to show how actions makes and breaks friendship and how God forgives those who seek absolution</p> <p>Describe parts of the mass and role of the priest in helping people to seek forgiveness from God</p>
<u>ART</u>	<p>Use sketchbook for recording textures/patterns</p> <p>Interpret environmental and manmade patterns</p> <p>Modify and adapt print</p>	<p>Examine a variety of patterns of nature through examining pictures</p> <p>Cut and carve patterns into materials for printing</p> <p>Use understanding of colour mixing to create different colours</p> <p>Replicate patterns on materials</p>
<u>PE</u> Athletics Tennis (JK)	<p>Use running, jumping and throwing to meet objectives</p> <p>Accelerate over short distances</p> <p>Manage pace over long distances</p> <p>Identify different stride lengths for running</p> <p>Work as part of a team in relay events</p>	<p>Take off from different positions</p> <p>Develop different ways to throw different objects accurately at a target</p> <p>Pass a baton between each other whilst running</p> <p>Develop different stride lengths and pace when running in different events</p> <p>Stay in correct lines when running on a track</p> <p>Running around curves</p>
	<p>Use tennis equipment correctly</p> <p>Strike a ball and hit a target</p> <p>Use movement to return</p>	<p>Use a variety of equipment to accurately pass balls over a net</p> <p>Use aiming skills to accurately return object over the next</p> <p>Anticipate path of objects and position oneself correctly in order to return the object</p> <p>Work with a partner to cover areas of a court and return items over a next</p>
<u>Music</u>	<p>Listen and appraise songs from various artists</p> <p>Perform alongside music</p> <p>Identify different genres of music and periods of history</p> <p>Recap learning from previous units</p>	<p>Sing in tune with expression and sense of phrase, showing control in my voice</p> <p>Use my voice or an instrument to maintain a simple part</p> <p>Pronouncing the words in a song clearly</p> <p>Perform with control and awareness of what others in the group are</p>

		<p>singing or playing</p> <p>Give opinion and views on songs learnt through the year</p> <p>Keep time with a piece of music</p> <p>Understand beats and note formations/meanings</p>
<u>ICT / Computing</u>	<p>To record data electronically</p> <p>Generate graphs and charts using data</p> <p>Analyse information/data gathered to discover trends</p> <p>Ask questions to inform research</p>	<p>Use programs such as excel to record/log data</p> <p>Create charts electronically using computers</p> <p>Use mathematics knowledge to read and interpret charts</p> <p>Print information</p> <p>Identify similarities and trends in data and use this to make judgments/hypothesis for future learning</p>
<u>RHE (Relationships and Health Education)</u>	<p><u>Keeping Safe</u></p> <p>Sharing Online</p> <p>Chatting Online</p> <p>Safe in My Body</p> <p>Drugs, Alcohol & Tobacco</p> <p>First Aid Heroes</p> <p><u>Religious Understanding</u></p> <p>A Community of Love</p> <p>What is the Church?</p> <p><u>Living in the Wider World</u></p> <p>How do I Love Others?</p>	<p><u>Keeping Safe</u></p> <p>Children can explain:</p> <p>That their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>How to use technology safely</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>How to use technology safely</p> <p>That bad language and bad behaviour are inappropriate</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</p>

		<p>That medicines are drugs, but not all drugs are good for us</p> <p>That alcohol and tobacco are harmful substances</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>That in an emergency, it is important to remain calm</p> <p>That quick reactions in an emergency can save a life</p> <p>How to help in an emergency using their First Aid knowledge</p> <p><u>Religious Understanding</u></p> <p>Children can describe that:</p> <p>God is Love as shown by the Trinity - a 'communion of persons supporting each other in their self-giving relationship'</p> <p>The human family can reflect the Holy Trinity in charity and generosity</p> <p>The Church family comprises home, school and parish (which is part of the diocese)</p> <p><u>Living in the Wider World</u></p> <p>Children can explain:</p> <p>That God wants His Church to love and care for others</p> <p>Practical ways of loving and caring for others</p>
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