

ST. WILFRID'S PRIMARY SCHOOL MEDIUM TERM PLANNING



YEAR GROUP: 4

TERM: Summer 1

YEAR: 2018 - 2019

<p>SCIENCE – Electricity 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 basic parts including cells, wires, bulbs, switches and buzzers. • 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>TECHNOLOGY – Roman Shields Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks. • 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>Evaluate</p> <ul style="list-style-type: none"> • 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>Technical Knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	
<p>SEAL / P.S.H.E. – Relationship S See SEAL documentation</p>	<p>P.E. - Athletics Pupils should be taught to;</p> <ul style="list-style-type: none"> • 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. • Enjoy communicating, collaborating and competing with each other. • Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • Compare their performances with previous ones and demonstrate improvements to achieve their personal best. 	<p>P.E. – Invasion Games Pupils should be taught to;</p> <ul style="list-style-type: none"> • 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. • Enjoy communicating, collaborating and competing with each other. • Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • Compare their performances with previous ones and demonstrate improvements to achieve their personal best.

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<p>R.E. – Spiritual expression: Christianity, music and worship: what can we learn?</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Explore and respond thoughtfully to examples of Christian music such as Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian songs for children. (A2) • Describe the impact of examples of religious music on those who sing or play it, exploring the spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? (A3) • Express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited or perhaps worshipful or close to God. They consider thoughtfully issues and questions, giving reasons for their thoughts. (A3) • Discuss and debate reasons why music matters to us and enables us to express deep feelings and ideas, including spiritual feelings and ideas for some people. (C1) 	<p>HISTORY – Is it better to be a child now or in the past?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • be inspired to know more about the past, ask perceptive questions, think critically and weigh evidence • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, and create their own structured accounts • study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. 	<p>GEOGRAPHY See Summer 2</p> <hr/> <p>FRENCH – Carnival of the animals</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> • Name common animals. • Describe the animals. • Tell the time. • Use of apostrophes with an article before a noun (l’elephant). • Name some habitats. • Ask and answer questions.
<p>MUSIC Mrs Hirst</p> <p>Exploring song, rhythm, pitch and tone.</p>	<p>ART See Summer 2</p>	<p>COMPUTING – We are Co-Authors</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> • Understand the conventions for collaborative online work, particularly wikis • Be aware of the responsibility when editing other people’s work. • Become familiar with Wikipedia, including potential problems associated with its use. • Practise research skills. • Write for a target audience using a wiki tool. • Develop collaboration skills. • Developing proofreading skills.

