

## Repton Manor Primary School Medium Term Plan

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Greater Depth Skills</b>
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			<b>Expected Skills</b>
<b>Remembering</b> Remember and recall info			<b>Emerging Skills</b>

**Topic:** Dreams  
**Year Group:** 4  
**Terms:** 3 and 4

<b>Subject - Discrete</b>	<b>Maths</b>					
<b>Unit</b>	Place Value	Place Value	Addition	Addition & Subtraction	Length and Perimeter	Multiplication and Division

Subjects - Discrete	RE	MFL	Computing	PE - Outdoors	PE - Indoors
<b>Unit</b>	<b>Term 1</b> Prayer and Worship <b>Term 2</b> Christmas  <b>Christianity</b>	<b>Term 1</b> Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family <b>Term 2</b> Saying the days of the week Naming colours Counting between 11 and 20 Expressing likes and dislikes	<b>Term 1</b> Computer Systems and Networks – The Internet <b>Term 2</b> Multimedia – Photo Editing	Tag Rugby	Floor Gymnastics
<b>NC objectives</b>	An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and	Engage in conversations; ask and answer questions; express opinions and respond to those of others	<ul style="list-style-type: none"> <li>Understand computer networks, including the internet; how they can provide multiple services,</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance.</li> </ul>

	<p>tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures Describe people, places, things and actions orally* and in writing</p>	<p>such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use search technologies effectively</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate.</li> <li>• Apply basic principles for attacking and defending.</li> </ul>	
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<b>Topic</b>	<b>Big Questions</b>	<b>Subject Coverage</b> (Subject, Context)	<b>Objectives Covered</b> (Copied from NC)
<p><b>Class Reader:</b> The BFG</p> <p><b>SS:</b> Children to create dream jars with their dream for what they'd like to achieve in life.</p> <p><b>MM:</b> Create dreamcatchers</p> <p><b>FF:</b> Children to write an inspiring letter to themselves at age 11 about everything they hope to achieve in life.</p> <p><b>Learning Environment:</b> Dream clouds on the door. Dream Jars on the door. Writing displayed.</p>	<p><b>BQ1: How do dreams affect our lives and the way we live?</b></p> <p><b>Big Answer:</b> <b>How do people achieve their dreams?</b></p> <p><b>(children to choose one or three people we have studied and show in their own way, how that person achieved their dream.)</b></p>	<p><b>Reading:</b> The BFG The Lost Happy Endings</p> <p><b>Writing:</b> Diary Entries</p> <p><b>History:</b> Roald Dahls life</p> <p><b>Geography:</b> Map of Giant land Rock layers</p> <p><b>D.T.</b> Design and create clothes for the BFG</p> <p><b>Art:</b> Tree silhouette</p> <p><b>Music:</b> Create a piece to describe the mood of an illustration</p>	<p><b>Art:</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>D.T:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Geography:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Music:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
	<p><b>BQ2: How are dreams represented in different cultures?</b></p>	<p><b>Geography:</b> The study of North America; looking at Native American tribes and their beliefs</p> <p><b>DT:</b> Make dreamcatchers</p>	<p><b>Geography:</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Geography:</b> 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>

	<p><b>Big Answer: What did Native American's believe would help them to achieve their dreams?</b></p>	<p><b>Writing:</b> Write a story involving a dream</p> <p><b>Reading:</b> The Lost Happy Endings Native American Stories</p>	<p>Geography: 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</p> <p>Geography: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>DT: to improve their mastery of art and design techniques.</p>
	<p><b>BQ3: How did Martin Luther King's dream change the world?</b></p> <p><b>Big Answer: What dream do you have that could change the world? (Children to present their ideas – project work).</b></p>	<p><b>Writing:</b> Motivational Speeches</p> <p><b>History:</b> History of Civil Rights Movement</p> <p><b>Art:</b> Dali - Surrealist dreams paintings</p> <p><b>RE:</b> Beliefs of NA</p>	<p>History: a study of an aspect of history (segregation)</p> <p>Art: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Art: about great artists, architects and designers in history.</p>
	<p><b>BQ4: How can living things be sorted?</b></p> <p><b>Big Answer: Can you create your own classification for living things?</b></p>	<p><b>Science:</b> Living things and their habitats</p> <p><b>Writing:</b> Persuasive writing on deforestation</p> <p><b>Reading:</b> Greenpeace letters (science link)</p>	<p><b>Science:</b> Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>

<b>British Values:</b>			
Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
<ul style="list-style-type: none"> <li>• Solidarity</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting the rules of society</li> </ul>	<ul style="list-style-type: none"> <li>• Equality</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance of different cultures and religions</li> <li>• Mutual respect for each other</li> </ul>