

## 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>Applying</b> Use info in a new situation		
<b>Understanding</b> Understand and make sense of info		
<b>Remembering</b> Remember and recall info		

**Greater Depth Skills**

**Expected Skills**






**Emerging Skills**

**Topic:** Dreams

**Year Group:** 4

**Terms:** 1 and 2

Subject - Discrete	Maths			
Unit	Place Value	Addition & Subtraction	Length and Perimeter	Multiplication and Division
	<ul style="list-style-type: none"> <li>Represent numbers to 1,000</li> <li>100s, 10s and 1s</li> <li>Number line to 1,000</li> <li>Round to the nearest 10</li> <li>Round to the nearest 100</li> <li>Count in 1,000s</li> <li>1,000s, 100s, 10s and 1s</li> <li>Partitioning</li> <li>Number line to 10,000</li> <li>Find 1, 10, 100 more or less</li> <li>1,000 more or less</li> <li>Compare numbers</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract 1s, 10s, 100s and 1,000s</li> <li>Add two 3-digit numbers - not crossing 10 or 100</li> <li>Add two 4-digit numbers - no exchange</li> <li>Add two 3-digit numbers - crossing 10 or 100</li> <li>Add two 4-digit numbers - one exchange</li> <li>Add two 4-digit numbers - more than one exchange</li> <li>Subtract a 3-digit number from a 3-digit number - no exchange</li> <li>Subtract two 4-digit numbers - no exchange</li> <li>Subtract a 3-digit number from a 3-digit number - exchange</li> <li>Subtract two 4-digit numbers - one exchange</li> <li>Subtract two 4-digit numbers - more than one exchange</li> <li>Efficient subtraction</li> <li>Estimate answers</li> <li>Checking strategies</li> </ul>	<ul style="list-style-type: none"> <li>Equivalent lengths - m and cm</li> <li>Equivalent lengths - mm and cm</li> <li>Kilometres</li> <li>Add lengths</li> <li>Subtract lengths</li> <li>Measure perimeter</li> <li>Perimeter on a grid</li> <li>Perimeter of a rectangle</li> <li>Perimeter of rectilinear shapes</li> </ul>	

	 Order numbers  Round to the nearest 1,000  Count in 25s  Negative numbers  Roman numerals to 100			Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 and itself Multiply and divide by 3 The 3 times-table Multiply and divide by 6 6 times table and division facts Multiply and divide by 9 9 times table and division facts Multiply and divide by 7 7 times table and division facts
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Subjects - Discrete	RE	MFL	Computing	PE - Outdoors	PE - Indoors
Unit	<u>Term 1</u> Prayer and Worship <u>Term 2</u> Christmas  <b>Christianity</b>	<u>Term 1</u> Playtime  <u>Term 2</u> My home	<u>Term 1</u> Computer Systems and Networks – The Internet <u>Term 2</u> Multimedia – Photo Editing	Tag Rugby	Floor Gymnastics
NC objectives	An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	FL2/1.1c Engage in conversations; ask and answer questions; express opinions and respond to those of others  FL2/1.1d Speak in sentences, using familiar vocabulary, phrases and basic language structures Describe people, places, things and actions orally* and in writing	Co2/1.4 Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Co2/1.5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<b>PE2/1.1a</b> Use running, jumping, throwing and catching in isolation and in combination.  PE2/1.1b Play competitive games, modified where appropriate.  PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team	PE2/1.1c Develop flexibility, strength, technique, control and balance.

			<p>Co2/1. 6 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</p> <p>Co2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
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Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities	Objectives Covered (Copied from NC)
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<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> Dream exhibition. Show off artwork that represents Dreams.</p> <p><b>Learning Environment:</b> Dream clouds on the display. Dream Jars on the display. Writing displayed.</p>	<p><b>BQ1: What is your Dream?</b></p> <p><b>4 weeks</b></p> <p><b>Big Answer: Create a dream jar. (Label with dream job)</b></p>	<p><b>Reading:</b> <b>BFG</b> Roald Dahl Biography Stories from kids who dare to be different</p> <p><b>Writing:</b> <b>Create a newspaper report based on information found in SS.</b></p> <p><b>GPS:</b> <b>Full Stops</b> <b>Capital Letters</b> <b>Commas</b> <b>Expanded Noun Phrases</b></p> <p><b>Science:</b> <b>Living Things and their Habitats</b></p>	<p><b>STEM (1 week)</b></p> <p><b>SS: We find something of the BFG's! BING BONG – Claire – Y4 to the playground.</b></p> <ol style="list-style-type: none"> <li>1. Chn discover something as a cohort. Newspaper report found in playground. BFG nets to try to capture the newspaper. Discuss what we have found. Inference. Use PEE on flip chart paper.</li> <li>2. Read chapter 1 but don't reveal what the book is. – draw what he looks like. Watch a clip from the video. Evaluate how close we were to the real deal.</li> <li>3. Pupil Voice – flipchart paper. K and W grid.</li> <li>4. Design front cover of book. Chn can design their own or choose from a selection of templates. Perhaps their BFG drawn picture. (Stick in title page, pupil voice, big question1)</li> <li>5. Stories for kids who dare to be different - choose a dream. Read text, act out.</li> <li>6. Lesson learning about Marcus Rashford and how he had to work hard to achieve his dream - working hard to give. Comic strip overcoming a personal struggle.</li> <li>7. What job would you like when you're older? First step/promise to themselves.</li> <li>8. Plan dream jar - what colours represents your dream?</li> <li>9. Create labels for dream jar.</li> <li>10. Create the dream jar.</li> </ol> <p>Model text of Newspaper Report. (Chn will write their own report about the Stunning Start)</p> <p>DT: Design Hand Grabbing Device. Design, Create, Evaluate, Recreate.</p> <p>Life Skills: Families and People who care for me/ Caring Friendships (How do we help each other achieve our dreams?)</p> <p>Science: Look at living, dead and inanimate objects. Compare them and explore the differences. MRS GREN Sort into categories - Things that are alive, things that are dead and things that were never alive. Explore microhabitats and explore what could live inside them and how they are suited to the animal they home.</p> <p>Computing: Draw a diagram of a network. Label the parts of the network and explain how it works. Explore the features of the websites. Explore what and how far things can be shared on the world wide web.</p>	<p><b>English:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In non-narrative material, using simple organisational devices [for example, headings and sub-headings Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p><b>GPS:</b> Using commas after fronted adverbials</p> <p><b>Reading:</b> Reading books that are structured in different ways and reading for a range of purposes. Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than 1 paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Computing</b> Co2/1.4 Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Co2/1.5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Co2/1. 6 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 Co2/1.7 Use technology safely, respectfully and responsibly;</p>
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				<p>recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Science:</b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Explore/compare the differences between things that are living, dead, and things that have never been alive.</p> <p><b>Art:</b> Ar2/1.2 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> DT2/1.1b Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT2/1.2b 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 DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures DT2/1.4b understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
	<p><b>BQ2: Why did Native Americans have dreamcatchers?</b></p> <p><b>(3 weeks)</b> <b>Big Answer: Create and annotate pictures of dreamcatcher.</b></p>	<p><b>Reading:</b> <b>BFG</b> <b>Native American myths and legends</b> <b>The Lost Happy Endings</b></p> <p><b>Writing:</b> <b>Diary Entry of life as a NA</b></p> <p><b>GPS:</b> <b>Adverbs</b> <b>Fronted Adverbials</b> <b>Exclamation Sentences</b></p> <p><b>Science: Living Things and their Habitats</b></p>	<ol style="list-style-type: none"> <li>1. Learn about Native Americans and their culture.</li> <li>2. Where did they live? Compare to England.</li> <li>3. Compare Native Americans to our own culture.</li> <li>4. Why did they have Dream catchers?</li> <li>5. Design Dreamcatcher</li> <li>6. Make Dreamcatcher</li> </ol> <p><b>Geography:</b> The study of North America; looking at Native American tribes and their beliefs</p> <p><b>DT:</b> Make dream catchers</p> <p><b>Reading:</b> The Lost Happy Endings</p>	<p><b>English:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Organising paragraphs around a theme. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.</p> <p><b>GPS:</b> Using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p> <p><b>Reading:</b> Reading books that are structured in different ways and reading for a range of purposes.</p>

			<p>Native American Stories</p> <p><b>Science:</b> Research creatures in larger habitats and ask: Why do these living things live here? Research. Explore Food chains and understand in healthy habitats all living things depend on each other in different ways.</p> <p><b>Computing:</b> Create and add our own content to the internet. Explore creating music on a website.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than 1 paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Computing:</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><b>Geography:</b> Ge2/1.1a 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. Ge2/1.2 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 Ge2/1.3c 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 Ge2/1.4a Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>History:</b>  Hi2/1.9 A non-European society that provides contrasts with British history (Native Americans)</p>
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	<p><b>BQ3: How have people's dreams changed the world?</b></p> <p><b>(5 weeks)</b></p> <p><b>Big Answer:</b> Children choose how they would like to represent their influential person's dream and how it changed the world.</p>	<p><b>Reading:</b> BFG 'I have a Dream' Martin Luther King jr Speech Greenpeace Letters Amazing Grace</p> <p><b>Writing:</b> Write own motivational speech</p> <p><b>GPS:</b> Sentence Types Conjunctions Direct Speech</p> <p><b>History:</b> History of Civil Rights Movement</p> <p><b>Science: Living Things and their Habitats</b></p>	<ol style="list-style-type: none"> <li>1. Segregate class - debate, how did you feel? Was it fair?</li> <li>2. Learn about Martin Luther King and his life</li> <li>3. Create a timeline of MLK jr life</li> <li>4. Compare to modern day - BLM?</li> <li>5. Learn about influential people within history</li> <li>6. look at ⅔ people in more detail (Rosa Parks)</li> <li>7. Create a poster about the influential person you chose.</li> <li>8. Big answer - create your presentation (2 lessons)</li> </ol> <p>Present big answer ( linked with writing and public speaking)</p> <p><b>Art:</b> Dali - Surrealist dreams paintings</p> <p><b>RE:</b> Beliefs of NA</p> <p><b>Science:</b> Drawing on your knowledge of habitats, design a bug hotel. Create microhabitat layers using found material.</p> <p><b>Music:</b> Finish, edit and present the music we have created.</p>	<p><b>English:</b> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><b>GPS:</b> Using and punctuating direct speech. Using conjunctions, adverbs and prepositions to express time and cause. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p><b>Reading:</b> Reading books that are structured in different ways and reading for a range of purposes. Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than 1 paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p><b>History:</b> a study of an aspect of history (segregation)</p> <p><b>Art:</b> Ar2/1.2 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>
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				Ar2/1.3 About great artists, architects and designers in history.
	Science (1 lesson per week)			<b>Science:</b> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.

British Values:			
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>