

Repton Manor Primary School Medium Term Plan



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

Topic: Harry Potter and The Vikings

Year Group: 4

Terms: 3 and 4

Subject - Discrete	Maths			
Unit	Multiplication and Division (1)	Multiplication and Division (2)	Length and Perimeter / Area	Fractions
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2-digits by 1-digit (1) Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (1) 	<ul style="list-style-type: none"> Equivalent lengths - m and cm Equivalent lengths - mm and cm Kilometres Add lengths Subtract lengths Measure perimeter Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes What is area? Counting squares Making shapes Comparing area 	<ul style="list-style-type: none"> Unit and non-unit fractions What is a fraction? Tenths Count in tenths Equivalent fractions (1) Equivalent fractions (2) Equivalent fractions (1) Equivalent fractions (2) Fractions greater than 1 Count in fractions Add fractions Add 2 or more fractions

Subjects - Discrete	RE	MFL	Computing	PE - Outdoors	PE - Indoors
Unit	<p>Easter - Christianity</p> <p>Is forgiveness always possible? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p> <p>Passover - Judaism</p> <p>How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?</p>	<p>Unit F - My Town</p> <p>Topic: My Town</p> <ul style="list-style-type: none"> - Learn about the Euro and money in Europe. - Learn different names for shops and how to ask the cost of an item. - Ask for directions and give them. - Role play shopping trips. <p>Targets:</p> <ul style="list-style-type: none"> - Understand and be able to give simple directions to town buildings. - Say and write from memory a few sentences about where they live. - Be able to recognise some French prices with minimal aid. - Read part of a story aloud to the class, with some support. 	<p>E-safety: On-line reputation, online relationships</p> <p>E-safety: Online bullying</p> <p>Data Logging</p> <p>In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p> <p>Audio Editing</p> <p>In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>	Netball	Dodgeball

NC objectives	<p>I can use the right vocabulary for some things that are special to Jews.</p> <p>I can talk about what I find interesting about the Jewish food laws or the Seder meal or another way Jews choose to do as God asks them.</p> <p>I can tell you about some of the things Jews can and can't eat if they keep Kosher.</p> <p>I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can start to identify how it would feel to keep Kashrut.</p> <p>I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.</p> <p>I can give you my opinion as to whether these ways are important to Jews.</p> <p>I can give examples of how, because Jews believe they are in a special covenant with God, they try to show Him their respect and gratitude by doing as He asks them to do.</p> <p>I can explain my opinion as to which ways may be more or less important for Jews to show respect to God.</p>	<p><u>NC points:</u></p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>describe people, places, things and actions orally* and in writing</p> <p>understand basic grammar appropriate to the language being studied</p>	<p>Data Logging .</p> <ul style="list-style-type: none"> ..work with various forms of input 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>Audio editing</p> <ul style="list-style-type: none"> 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>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
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Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities	Objectives Covered (Copied from NC)
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<p>Class Reader:</p> <p>SS: Trip to HP world</p> <p>MM: Create own map of castle</p> <p>FF: Interhouse PE event (parents invited)</p>	<p>BQ1: How can you use Cubism to represent your favourite theme in HP?</p> <p>2 weeks</p> <p>Big Answer: Create a cubist piece of art which represents HP to them.</p>	<p>Reading: Harry Potter and the Philosopher's Stone</p> <p>Writing: Descriptive writing (of the great hall)</p> <p>GPS: Subordinate clauses Verb tenses Adverbs Apostrophes (possessive and contractions)</p> <p>Art: Cubism (create a castle in the style of Castle and Sun by Paul Klee)</p>	<ol style="list-style-type: none"> 1. Introduce Cubism and explore different artists who used it. 2. Look at Castle and Sun - Comparison to Salvador Dali 3. Mind Map of HP to identify the key themes and then sketch their own design. 4. Create it (first draft with feedback) 5. Improve it and final draft. 	<p>Art:</p> <p>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>To be taught about great artists, architects and designers in history.</p>
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	<p>BQ2: Why is a compass important?</p> <p>(2 weeks)</p> <p>Big Answer: Create their own map of a castle and navigate a person round it.</p>	<p>Reading:</p> <p>Writing: Narrative - Adventure Story Ending to narrative</p> <p>GPS: Subordinate clauses Verb tenses Adverbs Apostrophes (possessive and contractions)</p>	<ol style="list-style-type: none"> 1. Use a compass (4 points first) and navigate a partner round the room. 2. Features/OS Key of a map. (map of Ashford?) 3. Use 4 figure grid ref to navigate round the Marauders Map. 4. Create their own map. 5. Create grid and key and locations to visit. 6. Use it with a partner. 	<p>Geography: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
	<p>BQ3: How does the water cycle work?</p> <p>(1 week)</p> <p>Big Answer: Children create a water cycle presentation (invite the Y3s to show it to)</p>	<p>Reading: Script to be given to children for production. Auditions held to assign roles.</p> <p>Writing: Poetry - Water Poems</p> <p>GPS: Subordinate clauses Verb tenses Adverbs Apostrophes (possessive and contractions)</p> <p>Science: States of Matters</p>	<ol style="list-style-type: none"> 1. Solid or Liquid? 2. It's a bit gassy. 3. Particle Party - Use thermometer to see how water changes. 4. Evaporation and Condensation. 5. Make it rain 6. Welcome to the science fair. 	<p>Geography: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Science: compare and group materials together, according to whether they are solids, liquids or gases</p> <p>-observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>

<p>SS: Lost viking visits the classroom.</p> <p>MM: Set designing</p> <p>FF: Production</p>	<p>BQ3: Who are the vikings?</p> <p>(5 Weeks to make sure time allotted for production)</p> <p>Big Answer: Children create a piece of work that shows everything they know about the Vikings.</p>	<p>Reading:</p> <p>Writing:</p> <p>Playscripts (3 Weeks)</p> <p>Non-Chron (2 Weeks)</p> <p>GPS:</p> <p>Pronouns</p> <p>Parenthesis</p> <p>Compound and complex sentences</p> <p>Prepositions</p> <p>Drama:</p> <p>PE:</p> <p>Music: Production</p> <p>British Values: Rule of Law (Anglo Saxon Law vs British)</p>	<ol style="list-style-type: none"> Who were the Vikings? Where were the Vikings from? Why and where did the vikings trade? The Viking home On the Viking farm A job for everyone! Viking fashion. Viking myths Viking Gods 	<p>History: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice.</p> <p>Music: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
	<p>BQ4: How does a circuit work?</p> <p>Big Answer: Create a working circuit for their wand.</p>	<p>GPS:</p> <p>Pronouns</p> <p>Parenthesis</p> <p>Compound and complex sentences</p> <p>Prepositions</p>	<ol style="list-style-type: none"> Electrical safety Electrical fun! Building a circuit Good Conductor/Bad Conductor Wand Building (Day) 	<p>Science: identify common appliances that run on electricity</p> <ul style="list-style-type: none"> construct a simple series electrical circuit, identifying and naming its 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

British Values:

Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance
	Respecting the rules of society			