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| Year 4 – Summer 1 Medium Term Plan  |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Events |  |  |  |  |  |  |  |
| Wider Experiences |  |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | What makes me unique? (RSE) |  | Why is learning important?(History) |  | What is the church?(RSE) |  |
| Guided Reading | Sorted My Uncle the Film Star | SortedJeremy’s First Day  |
|  Independent Questions | Coram Boy  | The Missing Diamond | Poems about the Weather  | Lily Rice | The Lion, the Witch, and the Wardrobe  | A Letter from Barak Obama  | The Jungle Book  |
| SPaG | Recap from Spring Term | Suffix –ly | Prefixes Sub-, Anti- and Auto- | Statutory word list | Prefix inter- | Statutory Word list | Inverted Commas |
| WritingCharlie and the Chocolate Factory  | Paragraph 1- Describe Characters using descriptive language. Paragraph 2- Describe chocolate factory room using inverted commasFinal Draft- Hidden Chapter with new character  | Paragraph 1- description of Willy Wonka’s childhoodParagraph 2- paragraph of Willy Wonka in the jungleFinal Draft – Prequel Diary of Willy Wonka’s Life |  |
| Maths |  Decimals A and B18 lessons 3 weeks 3 days 1 day of money  | Money 6 lessons 1 week  | Time5 lessons | Shape 8 lessons |
| RSE |  | We don’t have to be the same.Respect our bodies | What is puberty?Changing bodies  | What am I feeling?What am I looking at? | I am thankful Life Cycles- version 2  | A community of loveWhat is the church? | How do I love others? |
| RE | Unit 5 Giving and Receiving  | Islam  | Islam | Unit 7: Pentecost  |
| Science |  |  |  |  |  |  |  |
| TopicBaghdad – Golden Age of Islam (Non-European Society) | Geography LO: To explore the rivers of the world* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

LO: To describe and understand the features of a river To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers   | GeographyLO: To understand erosion and deposition  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   Identify features on an aerial photograph, digital or computer map  LO: To explore how we use rivers and their benefitsTo describe and understand key aspects of 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 | History LO: To find out when and where the Golden Age of Islam took place History - Put events, people, places and artefacts on a time-line  Geography—Begin to match boundaries (e.g. find same boundary of a country on different scale maps)  Geography—describe and understand key aspects of: human geography, including: types of settlement and land use  2. LO: To find out what the importance of Baghdad in the early Islamic civilisation. Construct and organise responses by selecting relevant historical data   | History  LO: To find out what the importance of the House of Wisdom in it becoming the centre for learning.  Identify and give reasons for historical events, situations and changes  LO: To explain some of the significant discoveries led by the early Islamic scholars. Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual   | HistoryLO: TO describe who Muhammad is and how the first caliphate came to be formed. Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual  LO: To identify reasons why the early civilisation became a major powerDevelop use of appropriate subject terminology, such as: empire, civilisation, monarch Locate places using a range of maps including OS & digital | ArtLO: Identify and talk about different forms of Islamic artLook at the work of artists who formed geometric abstract paintings. LO: To create my own geometric pattern based on traditional techniques Explore complementary and opposing colours in creating patterns | DT Making foodLO: TO plan and make a traditional dishknow to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and bakingLO: To evaluate my traditional dish.  |
| MFL  |  |  |  |  |  |  |  |

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