

Medium Term Plan

Spring Term 2024 - Year 4

Foundation Subjects

|                     | Humanities   | Art / D&T  | R.E   | Spanish   | Music  | P.E   | PHSE / Life Skills   | Computing   |
|---------------------|--|--|---|---|--|---|--|---|
| W1<br>WC<br>8.1.24  | <b><u>Anglo-Saxons and Scots</u></b><br>To know who the Anglo-Saxons were, and why and when they chose to settle in England. | <b><u>Storybooks</u></b><br>To investigate and evaluate products with lever and linkage systems. | <b><u>What does it mean to be Jewish?</u></b><br>To understand what Jews believe about God and how they remember their beliefs. | <b><u>Presenting Myself</u></b><br>To learn how to ask and answer the question 'What is your name?' in Spanish. | <b><u>Stop! Listen and Appraise</u></b><br>To confidently identify and move to the pulse.<br>To talk about the musical dimensions working together in songs.<br>To talk about the music and how it makes them feel.<br>To listen carefully and respectfully to other people's thoughts about the music.          | <b><u>Basketball</u></b><br>To refine dribbling in order to keep the control and possession of the ball.<br><br><b><u>Bridges</u></b><br>To explore movements and balances creating bridges.  | <b><u>Dreams and Goals</u></b><br>To tell you about some of my hopes and dreams.<br><br>To know how it feels to have hopes and dreams.   | <b><u>Online Safety</u></b><br>To be aware that our online content lasts forever.       |
| W2<br>WC<br>15.1.24 | <b><u>Anglo-Saxons and Scots</u></b><br>To know who the Anglo-Saxons were, and why and when they chose to settle in England. | <b><u>Storybooks</u></b><br>To create a moving mechanism.  | <b><u>What does it mean to be Jewish?</u></b><br>To learn about the importance of the Torah in the Jewish religion.             | <b><u>Presenting Myself</u></b><br>To consolidate numbers 1-10 and to introduce numbers 11-20 in Spanish        | <b><u>Stop! Singing</u></b><br>To sing in unison and in simple two-parts.<br>To demonstrate a good singing posture.<br>To follow a leader when singing.<br>To enjoy exploring singing solo.<br>To sing with awareness of being 'in tune'.<br>To rejoin the song if lost.<br>To listen to the group when singing. | <b><u>Basketball</u></b><br>To effectively apply passing and moving skills to keep possession.<br><br><b><u>Bridges</u></b><br>To re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence. | <b><u>Dreams and Goals</u></b><br>To understand that sometimes hopes and dreams do not come true and that this can hurt.<br><br>To know how disappointment feels and can identify when I have felt that way. | <b><u>We are Musicians</u></b><br>To recall earlier work on creating a percussion loop. |
| W3<br>WC<br>22.1.24 | <b><u>Anglo-Saxons and Scots</u></b><br>To discover how the Anglo-Saxons lived using   | <b><u>Storybooks</u></b><br>To create a moving mechanism - window flaps.                         | <b><u>What does it mean to be Jewish?</u></b><br>To learn about   | <b><u>Presenting Myself</u></b><br>To consolidate knowledge of numbers 1-20 in Spanish and to                   | <b><u>Stop! Playing</u></b><br>To treat instruments carefully and with respect.<br>To play any one, or all four,   | <b><u>Basketball</u></b><br>To develop passing and dribbling to create space.   | <b><u>Dreams and Goals</u></b><br>To know that reflecting on positive and  | <b><u>We are Musicians</u></b><br>To experiment with the touch instruments in           |

## Medium Term Plan

|                     |   |  |   |   |  |  |  |  |
|---------------------|---|--|---|---|--|--|--|--|
|                     | archaeological evidence.  |  | the 10 commandments.  | learn how to ask and answer the question How old are you?   | differentiated parts on a tuned instrument.<br>To rehearse and perform their part within the context of the song.<br>To listen to and follow musical instructions from a leader.<br>To experience leading the playing by making sure everyone plays in the playing section of the song.  | <b>Bridges</b><br>To move over and under individual bridges on apparatus.  | happy experiences can help me to counteract disappointment.<br><br>To know how to cope with disappointment and how to help others cope with theirs.  | GarageBand   |
| W4<br>WC<br>29.1.24 | <b><u>Anglo-Saxons and Scots</u></b><br>To be able to explain why the Staffordshire Hoard was so significant.                       | <b><u>Storybooks</u></b><br>To plan a storybook using moving mechanisms.   | <b><u>What does it mean to be Jewish?</u></b><br><br>To know why Jewish people keep kosher.           | <b><u>Presenting Myself</u></b><br>To learn how to ask and answer the question 'Dónde vives?' (Where do you live?) and the basics of adjectival agreement in Spanish. | <b><u>Stop! Composition</u></b><br>To help create at least one simple melody using one, three or all five different notes.<br>To plan and create a section of music that can be performed within the context of the song.<br>To talk about how it was created.<br>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.<br>To record the composition in any way appropriate that recognises the connection between sound and symbol. | <b><u>Basketball</u></b><br>To apply passing and dribbling to create an attack, resulting in a shooting opportunity.<br><br><b><u>Bridges</u></b><br>To apply an understanding of excellent gymnastics by starting to develop a sequence, using pair and individual bridges. | <b><u>Dreams and Goals</u></b><br>To know how to make a new plan and set new goals even if I have been disappointed.<br><br>To know what it means to be resilient and to have a positive attitude. | <b><u>We are Musicians</u></b><br>To create a tune in Piano Roll View.   |
| W5<br>WC<br>5.2.24  | <b><u>Anglo-Saxons and Scots</u></b><br>To know about some of the key documents related to Anglo-Saxon times and their limitations. | <b><u>Storybooks</u></b><br>To create a storybook using moving mechanisms. | <b><u>What does it mean to be Jewish?</u></b><br><br>To understand how Shabbat affects Jewish people. | <b><u>Presenting Myself</u></b><br>To revise all language covered so far and to complete the end of unit assessment.  | <b><u>Stop! Performance</u></b><br>To choose what to perform and create a programme.<br>To present a musical performance designed to capture the audience.<br>To communicate the meaning of the words and clearly articulate them.<br>To talk about the best place to be when performing and how to stand or sit.  | <b><u>Basketball</u></b><br>To use defending (marking) to prevent attacking opportunities.<br><br><b><u>Bridges</u></b><br>To complete their sequences.  | <b><u>Dreams and Goals</u></b><br>To know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.<br><br>To enjoy being part of a group challenge.   | <b><u>We are Musicians</u></b><br>To create a piece of music using Live Loops.<br><br>To create a multi-track composition in GarageBand. |

## Medium Term Plan

|                              |   |   |   |  |   |   |  |   |
|------------------------------|---|---|---|--|---|---|--|---|
| <p>W6<br/>WC<br/>12.2.24</p> | <p><b><u>Anglo-Saxons and Scots</u></b><br/>To produce a valid argument about whether this period deserves to be called a 'Dark Age'.</p> | <p><b><u>Storybooks</u></b><br/>To create a storybook using moving mechanisms.</p>                            | <p><b><u>What does it mean to be Jewish?</u></b><br/>To understand what Pesach is important to Jewish people.</p>   | <p><b><u>Presenting Myself</u></b><br/>To revise all language covered so far and to complete the end of unit assessment.</p>   | <p><b><u>Stop!</u></b><br/>To record the performance and say how they were feeling, what they were pleased with, what they would change and why.</p>  | <p><b><u>Bridges</u></b><br/>To perform completed sequences.</p>  | <p><b><u>Dreams and Goals</u></b><br/>To identify the contributions made by myself and others to the group's achievement.<br/>To identify the contributions made by myself and others to the group's achievement.</p>  | <p><b><u>We are Musicians</u></b><br/>To refine and perform a piece of music</p>                |
| <p>W7<br/>WC<br/>26.2.24</p> | <p><b><u>Rivers</u></b><br/>To describe the water cycle, explain what a river is and locate the world's longest rivers on a map.</p>      | <p><b><u>Sonia Delaunay</u></b><br/>To become familiar with the early life and artwork of Sonia Delaunay.</p> | <p><b><u>What does it mean to be a Hindu?</u></b><br/>To know what Hindus believe about God.</p>                    | <p><b><u>My Family</u></b><br/>To revise the vocabulary previously taught in the 'Presenting Myself' unit and to learn how to say the various nouns for family members in Spanish.</p>   | <p><b><u>Lean On Me Listen and Appraise</u></b><br/>To confidently identify and move to the pulse.<br/>To talk about the musical dimensions working together in the songs.<br/>To talk about the music and how it makes them feel.<br/>To listen carefully and respectfully to other people's thoughts about the music.</p>         | <p><b><u>Hockey</u></b><br/>To refine dribbling in order to keep control and possession of the ball.<br/><br/><b><u>Space (dance)</u></b><br/>To explore movement through improvisation, introducing unison and matching.</p>             | <p><b><u>Healthy Me</u></b><br/>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.<br/><br/>To identify the feelings I have about my friends and my different friendship groups.</p>   | <p><b><u>Online Safety</u></b><br/>To consider how to manage risks when using the internet.</p> |
| <p>W8<br/>WC<br/>4.3.24</p>  | <p><b><u>Rivers</u></b><br/>To describe how rivers are used around the world</p>  | <p><b><u>Sonia Delaunay</u></b><br/>To learn about the Delaunays and Orphism.</p>                             | <p><b><u>What does it mean to be a Hindu?</u></b><br/>To understand how Hindus express their beliefs about God.</p> | <p><b><u>My Family</u></b><br/>To continue and consolidate the nouns and definite articles/determiners for members of the family in Spanish and to learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding.</p> | <p><b><u>Lean On Me Singing</u></b><br/>To sing in unison and in simple two-parts.<br/>To demonstrate a good singing posture.<br/>To follow a leader when singing.<br/>To enjoy exploring singing solo.<br/>To sing with awareness of being 'in tune'.<br/>To rejoin the song if lost.<br/>To listen to the group when singing.</p> | <p><b><u>Hockey</u></b><br/>To refine passing and receiving in order to keep possession of the ball.<br/><br/><b><u>Space (dance)</u></b><br/>To apply a canon into movements when performing as a character reacting to a discovery.</p> | <p><b><u>Healthy Me</u></b><br/>To understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.<br/><br/>To be aware of how different people and groups impact on me and can recognise the people I most</p> | <p><b><u>We are Bloggers</u></b><br/>To identify features of a good blog.</p>                   |

## Medium Term Plan

|                                 |  |   |  |   |   |   |   |  |
|---------------------------------|--|---|--|---|---|---|---|--|
|                                 |  |   |  |   |   |   | want to be friends with.  |  |
| <b>W9</b><br><b>WC 11.3.24</b>  | <b><u>Rivers</u></b><br>To identify the stages and features of a river and the way that land use changes from the source to the mouth. | <b><u>Sonia Delaunay</u></b><br>To explore how Sonia Delaunay created rhythm and movement in her artwork. | <b><u>What does it mean to be a Hindu?</u></b><br>To learn about Hindu deities and understand what we can learn about them from stories. | <b><u>My Family</u></b><br>To introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?)  | <b><u>Lean On Me Playing</u></b><br>To treat instruments carefully and with respect.<br>To play any one, or all four, differentiated parts on a tuned instrument.<br>To rehearse and perform their part within the context of the song.<br>To listen to and follow musical instructions from a leader.<br>To experience leading the playing by making sure everyone plays in the playing section of the song.   | <b><u>Hockey</u></b><br>To apply passing and dribbling to create an attack resulting in a shooting opportunity.<br><br><b><u>Space (dance)</u></b><br>To build on character work, adding drama and emotion to a dance.  | <b><u>Healthy Me</u></b><br>To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.<br><br>To recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. | <b><u>We are Bloggers</u></b><br>To write a blog post.     |
| <b>W10</b><br><b>WC 18.3.24</b> | <b><u>Rivers</u></b><br>To recognise and explain how human activity affects rivers.  | <b><u>Sonia Delaunay</u></b><br>To know how Sonia Delaunay expanded her artwork to include fashion.       | <b><u>What does it mean to be a Hindu?</u></b><br>To know how Diwali is celebrated and how Vishnu is involved.                           | <b><u>My Family</u></b><br>To consolidate the previously learnt language and introduce the question ¿Cómo se llama? (what is he/she called). To learn how to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama). | <b><u>Lean On Me Composition</u></b><br>To help create at least one simple melody using one, three or all five different notes.<br>To plan and create a section of music that can be performed within the context of the song.<br>To talk about how it was created.<br>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.<br>To record the composition in any way appropriate that recognises the connection between sound and symbol. | <b><u>Hockey</u></b><br>To develop passing and dribbling to create space to create an attack resulting in a shooting opportunity.<br><br><b><u>Space (dance)</u></b><br>To extend dance skills by using more complex interacting movements and actions and incorporating apparatus. | <b><u>Healthy Me</u></b><br>To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.  | <b><u>We are Bloggers</u></b><br>To comment on blog posts. |
| <b>W11</b><br><b>WC</b>         | <b><u>Rivers</u></b><br>To recognise and   | <b><u>Sonia Delaunay</u></b>  | <b><u>What does it mean to be a</u></b>  | <b><u>My Family</u></b><br>To learn how to say  | <b><u>Lean On Me Performance</u></b>  | <b><u>Hockey</u></b><br>To introduce the  | <b><u>Healthy Me</u></b><br>To recognise when   | <b><u>We are Bloggers</u></b>                              |

## Medium Term Plan

|         |   |  |  |   |   |  |  |   |
|---------|---|--|--|---|---|--|--|---|
| 25.3.24 | explain how flooding affects communities. | To explore the influence and legacy of Sonia Delaunay. | <b><u>Hindu?</u></b><br>To understand how important karma and dharma are to the journey of life. | and recognise numbers 1-100 in Spanish and use this knowledge to be able to say how old our family members are. | To choose what to perform and create a programme.<br>To present a musical performance designed to capture the audience.<br>To communicate the meaning of the words and clearly articulate them.<br>To talk about the best place to be when performing and how to stand or sit.<br>To record the performance and say how they were feeling, what they were pleased with, what they would change and why. | concept of defending and how this can prevent attacking opportunities.<br><br><b><u>Space (dance)</u></b><br>To bring together choreography from the unit. | people are putting me under pressure and can explain ways to resist this when I want.<br><br>To identify feelings of anxiety and fear associated with peer pressure. | To comment on blog posts.<br><br>To add images to blog posts. |
|---------|---|--|--|---|---|--|--|---|