**Medium Term Planning: Summer 1 2019**

**Year 4**

| **The topic for this term is:** The Iron Giant | | | **The launch event for this topic will be**: Investigating strange items found on the school grounds. | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:** Building a robot using different materials and electrical circuits | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:** Lynn- Jacob’s factory | | | |
| **Class trip/workshop linked to the topic:** | | | | | **Other information:** | | | |
| **Wk commencing** | **23.04.19** | **29.04.19** | **06.05.19** | **13.05.19** | **20.05.19** |  |  |  |
| English  **The Iron Man** | * Introduce the text: The children find giant footprints on the school playground. The children investigate. * Intial ideas of the text * Depth focus of similes * Comprehension of chapter 2 (draw inferences) * Sentence grammar (use an punctuate sentences) | * Short composition 1 – plan and write a conversation. * Comprehension of chapter 4 (explore language and structure * Comprehension of chapter 5 (make predictions and draw inferences) * Plan diary entries * Write diary entries * Complete writing, read aloud, evaluate and edit. | * Sentence grammar (use expanded noun phrases) * Long composition (plan writing) * Long composition day 2 , write using oral rehearsal. * Long composition – review and improve own and others’ writing. * Long composition – edit own writing and read aloud. | * Non-fiction focus using “The Iron Man” | * DT week to build Iron Man |  |  |  |
| Mathematics | MEP | MEP | MEP | MEP | MEP |  |  |  |
| Science  **Electricity** | I can explain what I know about electricity.  I can explain where electricity comes from. | I can identify electrical appliances and  non-electrical appliances.  I can sort appliances based on whether  they use mains or battery power. | I can identify what makes a circuit  complete.  I can follow instructions to set up circuits.  I can identify complete and incomplete  circuits. | I can explain that some materials  conduct electrical currents and that  others don’t.  I can test materials to check if they  are conductors or insulators of  electrical current. | I can explain that a switch turns the  electric current on and off.  I can create a circuit containing a switch. |  |  |  |
| Geography  **How does water go round and round?** | To introduce the land part of the water cycle using geographical  vocabulary | To introduce the sky (atmosphere) and its role in the water cycle | To learn about a major UK river – the River Thames – and to follow a river  from source to mouth | To explore the ways in which people use and change some of the world’s  major rivers | To name and locate some of the world’s main mountainous areas, and to  learn about how these are shaped |  |  |  |
| Art / DT  **Electricity and control** | To create their own landscape of Anthony Gormley’s iron men. | To design a robot using a range of materials and electrical circuits. | To plan building a robot. | To write instructions for building a robot. | To build a robot using a range of materials and electrical circuits. |  |  |  |
| Religious Education World Views  **Theme:** Rites of passage and good works  **Key question:** What is the best way for a Jew to show commitment to God?  **Religion:** Judaism |  |  |  |  |  |  |  |  |
| Computing  **We are Meteorologists** | • Understand different measurement techniques for  • Weather, both analogue and digital  • Use computer-based data logging to automate the  • Recording of some weather data  • Use spreadsheets to create charts  • Unalyse data, explore inconsistencies in data and  • Make predictions  • Practise using presentation software and,  • Optionally, video. | • Weather, both analogue and digital  • Use computer-based data logging to automate the  • Recording of some weather data  • Use spreadsheets to create charts  • Unalyse data, explore inconsistencies in data and  • Make predictions  • Practise using presentation software and,  • Optionally, video. | • Recording of some weather data  • Use spreadsheets to create charts | • Recording of some weather data  • Use spreadsheets to create charts | • Unalyse data, explore inconsistencies in data and  • Make predictions  • Practise using presentation software and Optionally, video. |  |  |  |
| Music | Wider Opps | Wider Opps | Wider Opps | Wider Opps | Wider Opps |  |  |  |
| PE  **Athletics** | Show differences between sprinting and running speeds over a variety of distances | Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone | Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone | Perform a range of jumps with consistency, sometimes approaching jump with a run up | Decide on ways to improve, run, jumps and throws and implement changes |  |  |  |
| PSHE/RSE |  |  |  |  |  |  |  |  |
| Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting |  |  |  |
| MFL | To recall and repeat names for classroom objects. | To name family members | To describe family members using adjectives of size/characteristics | To recognise classroom objects/family members in written form | To write simple sentences using a model or from memory about a family member(s) using knowledge of adjectives to describe characteristics |  |  |  |

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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects  **English-Science:** Children will use their growing knowledge of scientific vocabulary in their English writing  **English-DT:** Children will create their own iron man  **Science-DT:** Children will use their knowledge of circuits to build their own iron man |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool |