**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
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| 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 andnon-electrical appliances.I can sort appliances based on whetherthey use mains or battery power. | I can identify what makes a circuitcomplete.I can follow instructions to set up circuits.I can identify complete and incompletecircuits. | I can explain that some materialsconduct electrical currents and thatothers don’t.I can test materials to check if theyare conductors or insulators ofelectrical current. | I can explain that a switch turns theelectric 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 geographicalvocabulary | 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 riverfrom source to mouth | To explore the ways in which people use and change some of the world’smajor rivers | To name and locate some of the world’s main mountainous areas, and tolearn 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 |