**Medium Term Planning: Spring 1 2020**

**Year 4**

| **The topic for this term is:** Travelling to Rwanda | | | **The launch event for this topic will be:** Scavenger hunt following journey to the United Kingdom from Rwanda. | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:**  **Rwanda Day -** Music, Own clothes (colourful clothing), creating African patterns, African stories, African dancing | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  Miss Qershori | | | |
| **Class trip/workshop linked to the topic:** | | | | | **Other information:** | | | |
| **Wk commencing** | **07.01.20** | **13.01.20** | **20.01.20** | **27.01.20** | **03.02.20** | **10.02.10** |  |  |
| English  **Christophe’s story**  **Poetry writing (Creating an image & haiku)** | **Christophe’s Story**   * Initial ideas on story based on cover * Make inferences about characters feeling. * Character exploration * Writing a letter from the point of view of Christophe | **Christophe’s Story**   * Editing letter from Christophe based on success criteria * Drawing inferences from text * Vocabulary exploration * Grammar focus * Writing a recount from the point of view of Christophe and other characters | **Christophe’s Story**   * Grammar focus * Plan and write own narrative * Edit own and peers writing based on success criteria | **The unforgotten coat (Comparison story)**   * Initial ideas of The unforgotten coat * Infer and deduce characters and motives from story * Identify similarities and differences between stories * Write narrative of Christophe and Chingis meeting | **Creating images (poetry)**   * Identify use of figurative language * Inference and deduction skills using a range of poems * Draft and write own poem using figurative language | **Haiku (poetry)**   * Focus on performance poetry * Compare two poems * Identify features of a haiku and cinquain * Write haiku poem |  |  |
| Mathematics | MEP Maths | MEP Maths | MEP Maths | MEP Maths | MEP Maths | MEP Maths |  |  |
| Science  **States of Matter** | * Vocabulary focus | **States of Matter**   * Compare and group materials together according to solids, liquids and gases. | **States of Matter**   * Investigate materials which change state when heated. | **States of Matter**   * Investigate materials which change state when cooled. | **States of Matter**   * The water cycle. | **States of Matter**   * Identify the part played by evaporation and condensation. |  |  |
| History  **CRIME AND PUNISHMENT** | * Do laws and punishments change over time? | * What is a crime? | * How has the police force changed over time? | * What were punishments in the past meant to achieve? | * How and why have attitudes changed towards the suffragettes? | * How has Crime and Punishment changed over time? |  |  |
| Art / DT | **African patterns**   * Create art using African patterns | **African patterns- Printing**   * Create art using African patterns | **African masks**   * Design an African mask | **African masks**   * Design an African mask | **Cookery (DT)**   * Explore different types of Rwandan dish | **Cookery (DT)**   * Plan to cook own Rwandan dish |  |  |
| Religious Education World Views | How important is it for Jewish people to do what God asks them to do? |  | How important is it for Jewish people to do what God asks them to do? |  | Could the Buddha’s teachings make  the world a better place? |  |  |  |
| Computing  **We are Co-Authors** | * Research webpages * Evaluate webpages | * Design own webpages | * Create own webpages | * Create own webpages | * Evaluate peers webpages | * Edit own webpages |  |  |
| Music  **Wider opps** | **Wider opps**   * Ukulele | **Wider opps**   * Ukulele | **Wider opps**   * Ukulele | **Wider opps**   * Ukulele | **Wider opps**   * Ukulele | **Wider opps**   * Ukulele |  |  |
| PE | **Beth Tweddle Gymnasics** | **Beth Tweddle Gymnastics** | **Beth Tweddle Gymnastics** | **Beth Tweddle Gymnastics** | **Beth Tweddle Gymnastics** | **Beth Tweddle Gymnastics** |  |  |
| PSHE/RSE |  | * To know what alcohol is and how it affects the body * To understand that everyone will be affected differently by alcohol |  | To know there are risks to drinking alcohol |  | To know some laws about drinking alcohol  To consider ways of persuading people to drink alcohol sensibly |  |  |
| Handwriting | **Nelson Handwriting** | **Nelson Handwriting** | **Nelson Handwriting** | **Nelson Handwriting** | **Nelson Handwriting** | **Nelson Handwriting** |  |  |
| MFL | **School Subjects** | **School Subjects** | **School Subjects** | **Sports** | **Sports** | **Sports** |  |  |

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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects  **Science-Maths** Recording results from investigations  **Art-RE** African culture (masks and patterns)  **DT-RE** Cooking a Rwandan dish |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  **English-** Comparison book is The Unforgotten Coat, it is written by a Liverpool author and set in Liverpool. |