



Year 4 Spring 2 Medium Term Plan

Science Content	Science week – research scientist – Jane Goodall – who is she, what is she known for, what are some of her achievements and discoveries?					
How did Jane Goodall learn about the habits and behaviours of chimpanzees and why does she still need to work to protect their habitat?	Can you group living things in different ways?	Can you use a classification key to group animals?	What living things can we find in our outdoor learning area?	What would happen if habitats change?		
Skill	To create appropriate groups for sorting.	To use a spider key with fine differences.	To collect data using tall charts and tables.	To construct bar charts to represent data.	To predict what may happen to a habitat if we made changes.	To present data as charts and graphs.
History	To compare the differences between children's lives in Victorian times and now.	To understand the difference between industrialists and reformers.		To understand how cities have changed over time. <i>Geography</i>	To use a timeline to place historical events in chronological order.	
Geography			To name and locate cities of the UK and their identifying human and physical characteristics.			



			<i>History</i>			
Art Can you create a piece of art in the style of William Morris?	To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. To select and record from first hand observation, experience and imagination, and explore ideas for different purposes. To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	To investigate different types of pattern printing – build up repeat patterns. To complete self-evaluations where appropriate, adapt their work according to their views and describe how they might develop it further.	To investigate different types of pattern printing – build up repeat patterns. To overlap/rotate/reflect the block to create various shapes. To place shapes edge-to-edge and link them to form new shapes.			To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To complete self-evaluations where appropriate, adapt their work according to their views and describe how they might develop it further.
DT	Continued from Spring 1					
RE Why is Lent such an important period for Christians?	To understand how to look after our planet.	To understand why Lent is such an important period for Christians.	To understand the story of Lent.	To make a palm cross and discuss why this is important during Lent.		



<p>PHSE</p> <p>How can you keep yourself safe against cyber bullying?</p>	<p>Assessment for learning – what do pupils already know about the topics covered in this module?</p>	<p>I have explored different types of relationships.</p>	<p>I understand the difference between secrets and surprises: reminders about CP procedures.</p>	<p>I know what is meant by 'Stereotypes'. I can discuss people's differences and celebrate these.</p>	<p>I know how to protect myself against Cyber bullying.</p>	
<p>Computing</p> <p>Can you explain what how you have animated your toy?</p>	<p>I can select, save and digitally alter an image to use in an animation.</p>	<p>I can use my image to add simple code to begin to create an animated toy.</p>	<p>I can develop my animated toy coding.</p>	<p>I can ensure that my coding allows me to control eyes, ears, mouth and other aspects of my toy.</p>	<p>I can apply my coding skills to plan and begin an educational game.</p>	<p>I can solve bugs to complete my educational game.</p>
<p>Music</p> <p>Can you play a variety of notes on a recorder?</p>	<p>Perform a repeated pattern to a steady pulse using notation. Perform rhythms with awareness of different parts—keeping a steady pulse. Play from dot notation and staff notation. Play 2 different pitched tunes using the same rhythm. Play recorder and read notation up to 8 bars long follow symbols for dynamics and begin to play in 2 parts.</p>					
<p>PE</p> <p>How many different ways can you send and receive a ball?</p>	<p>To receive a ball and get it under control with your hands.</p>	<p>To be accurate with the weight of your pass when sending a ball with your hands.</p>	<p>To receive a ball and get it under control with your feet.</p>	<p>To be accurate with the weight of your pass when sending a ball with your feet.</p>	<p>To make up your own rules within a game.</p>	<p>To use all the ways we have learnt to send and receive a ball in a game situation.</p>



<p>French</p> <p>Can you say what day of the week it is and what the weather will be like?</p>	<p>To recap French vocabulary covered so far.</p>	<p>To repeat French words for the days of the week.</p>	<p>To begin to match French and English words for the days of the week.</p>	<p>To be able to pronounce French words for the days of the week correctly.</p>	<p>To use French vocabulary to speak and answer questions about the days of the week.</p>	<p>To use French vocabulary learnt so far to describe the weather and the days of the week.</p>
<p>Spelling</p>	<p>school going want like loud lazy shout when some these come</p>	<p>much most many more made where would want what will when</p>	<p>wander warn want wage wake watch wallet water swamp swallow dwarf reward towards beware</p>	<p>woman wound wonder wobble worry would won't woke swollen sword swore awoke</p>	<p>tries told thought turn everyone everybody everything</p>	