




## Castercliff Primary Academy – Medium Term Plan.



<b>Year Group: 4</b>	<b>Overarching Question:</b> From place to place – how can these maps help us plan our travels? How is Electricity used throughout our lives?	
<b>Term: Summer 1</b>	<b>Topic Driver: Geography and Science</b>	
<b>Geography:</b> Mapwork 2		
<b>Science:</b> Electricity	<b>RE:</b> Islam – Why do Muslims fast during Ramadan?	
<b>MFL:</b> Feeling Unwell & Animals Part 2	<b>Computing:</b> Programming 2 – Computational Thinking	
<b>Art:</b> Fabric of Nature: Sculpture/Craft and Design (William Morris)	<b>Music:</b> Guitar, Lancashire.	
<b>PSHE:</b> My Happy Mind – engage		
 <b>myHappy mind</b>	<b>engage</b>	
<b>Class Novel</b>	<b>English</b>	
	<b>Narrative Advert</b>	<b>Gulivers World Retold by Mary Webb</b>
<b>Enrichment</b>		



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<b>Week: 1</b>	<p><b>Subsidiary question: Geography:</b> Where are the UK's mountains and rivers?  <b>Science:</b> What powers each object around us?</p>	
<b>Topic Driver knowledge &amp; skills</b>	<p><b>Geography</b>            Know where the main mountain regions are in the UK (Pennines, Cambrian, Grampian)            Know, name and locate the main rivers in the UK (River Trent, River Thames, River Severn, River Mersey)            Observe and record physical features of the environment.            Use a range of sources including satellite images and atlases to research geographical information.</p> <p><b>Science</b>            Identify common appliances that run on electricity.</p>	<b>Secondary Subject knowledge &amp; skills</b>
<b>Vocabulary-</b>	<p><b>Science:</b> electricity, electrical appliance/device, mains, plug, battery</p>	<p><b>R.E.:</b> commitment, sacrifice  <b>Computing:</b> abstraction, algorithm design, computational thinking, decompose, pattern recognition  <b>P.S.H.E.:</b> appreciate, grateful, thankful, habit, Wheel of Gratitude  <b>M.F.L.:</b> J'ai mal... aux dents, à la tête, à l'oreille, au ventre  <b>Art:</b> designer, inspiration, colour palette, hue, shade, pattern, repeat, symmetrical, motif</p>



## Castercliff Primary Academy – Medium Term Plan.



<b>Week: 2</b>	<p><b>Subsidiary question: Geography:</b> What is the River Mersey like?  <b>Science:</b> Which components are needed to make a simple circuit?</p>						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #fff9c4;"> <th style="width: 50%; text-align: left;">Topic Driver knowledge &amp; skills</th> <th style="width: 50%; text-align: left;">Secondary Subject knowledge &amp; skills</th> </tr> <tr> <td style="vertical-align: top;"> <p><b>Geography</b>            Know, name and locate the main rivers in the UK (River Trent, River Thames, River Severn, River Mersey)            Observe and record human and physical features of the environment.            Use a range of sources including digital maps and satellite images to research geographical information.            Use Google Earth to follow the journeys of rivers, etc.</p> <p><b>Science</b>            Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.            Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.</p> </td> <td style="vertical-align: top;"> <p><b>R.E.</b>            Explore Islamic teachings about Ramadan from the Qur'an            Make links between Islamic values and the beliefs explored so far in their study of Islam</p> <p><b>Computing</b>            Using decomposition to solve a problem by finding out what code was used.            Using decomposition to understand the purpose of a script of code.</p> <p><b>P.S.H.E</b>            To know how feeling good supports us being able to do good</p> <p><b>M.F.L.</b>            To explain, in French, what hurts and why I am feeling unwell.</p> <p><b>Art</b>            Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas            Use subject vocabulary confidently to describe and compare creative works            Use their own experiences of techniques and making processes to explain how art works may have been made</p> </td> </tr> <tr style="background-color: #e6f2e6;"> <td style="vertical-align: top;"> <p><b>Vocabulary-</b>  <b>Geography:</b> river, source, meander, mouth, confluence, satellite  <b>Science:</b> electricity, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb</p> </td> <td style="vertical-align: top;"> <p><b>Vocabulary -</b>  <b>R.E.:</b> commitment, sacrifice, pillars, Saum, Ramadan, fast, Muhammad (pbuh), Night of Power, Qur'an  <b>Computing:</b> abstraction, algorithm design, decompose  <b>P.S.H.E.:</b> appreciate, grateful, thankful, attitude, Domino Effect  <b>M.F.L.:</b> J'ai mal... aux dents, à la tête, à l'oreille, au ventre</p> </td> </tr> </table>	Topic Driver knowledge & skills	Secondary Subject knowledge & skills	<p><b>Geography</b>            Know, name and locate the main rivers in the UK (River Trent, River Thames, River Severn, River Mersey)            Observe and record human and physical features of the environment.            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**Art:** designer, inspiration, colour palette, hue, shade, pattern, repeat, symmetrical, motif

**Week: 3**  
**Subsidiary question: Geography:** What can we find beside the River Mersey?  
**Science:** What affect does a switch have on a circuit?

**Topic Driver knowledge & skills**  
**Geography**  
Know how to use four figure grid references and some OS symbols.  
Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.  
To use four figure grid references, symbols and keys of OS maps to build knowledge of the United Kingdom.  
Use a range of sources including Ordnance Survey maps and satellite images to research geographical information.  
Observe and record, physical and human features of the environment.  
**Science**  
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.

**Secondary Subject knowledge & skills**  
**R.E.**  
Use subject specific language to describe how and why Muslims fast at Ramadan  
Explain the importance of Ramadan in the context of the Five Pillars of Islam  
Consider the impact that fasting might have on individuals, families and communities  
**Computing**  
To understand that pattern recognition means identifying patterns to help them work out how the code works.  
Identifying patterns through unplugged activities.  
Using past experiences to help solve new problems.  
Using abstraction to identify the important parts when completing both plugged and unplugged activities.  
**P.S.H.E.**  
To know what perseverance means  
To know what resilience is  
**M.F.L.**  
I can understand jungle nouns.  
**Art**  
Use more complex techniques to mould and form malleable materials  
Show an understanding of appropriate finish and present work to a good standard  
Begin to make choices about materials used to work in 3D  
Evaluate their work more regularly and independently during the planning and making process.



## Castercliff Primary Academy – Medium Term Plan.



**Vocabulary- Geography:** Ordnance Survey, symbol, key, northings, eastings, grid reference  
**Science:** electricity, circuit, complete, component, cell, battery, positive, negative, connect / connections, crocodile clip, bulb, switch

**Vocabulary**  
**R.E.:** commitment, sacrifice Ramadan, fast, Iftar, Eid al-Fitr  
**Computing:** abstraction, code, pattern recognition, variable  
**P.S.H.E.:** appreciate, grateful, thankful, hormone, dopamine, neuroplasticity  
**M.F.L.:** la jungle, la girafe, le serpent, le perroquet, le singe, le tigre, l'éléphant  
**Art:** malleable, sculpture, form

**Week: 4**

**Subsidiary question: Geography:** How could we travel beside the River Mersey?  
**Science:** Which materials conduct electricity?

### Topic Driver knowledge & skills

#### Geography

Know how to plan a journey within the UK, using a road map (journey along River Mersey)

To use eight points of a compass.

Use a range of sources to research geographical information.

#### Science

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors.

### Secondary Subject knowledge & skills

#### R.E.

Reflect on their own beliefs, values and commitments

Consider and discuss how they demonstrate their personal commitments

#### Computing

To understand that pattern recognition means identifying patterns to help them work out how the code works.

Creating algorithms for a specific purpose.

#### P.S.H.E.

To summarise our learning from the year.

#### M.F.L.

I can understand jungle nouns.

I can describe jungle nouns using adjectives in French.

#### Art

Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome

To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.

Evaluate their work more regularly and independently during the planning and making process



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<p><b>Vocabulary-</b></p> <p><b>Geography:</b> key, compass, north, east, south, west, north east, south east, south west, north west</p> <p><b>Science:</b> electricity, electrical circuit, complete circuit, component, cell, battery, crocodile clip, bulb, switch, conductor, insulator, metal, non-metal</p>	<p><b>Vocabulary</b></p> <p><b>R.E.:</b> commitment, sacrifice, duty, choice</p> <p><b>Computing:</b> algorithm, input, logical reasoning, output</p> <p><b>P.S.H.E.:</b> appreciate, grateful, thankful, character</p> <p><b>M.F.L.:</b> la jungle, la girafe, le serpent, le perroquet, le singe, le tigre, l'éléphant, petit, gros, grand, long, rapide, multicolore, terrible</p> <p><b>Art:</b> pattern, repeat, symmetrical, motif, reflection</p>

<b>Week: 5</b>	<p><b>Subsidiary question:</b></p> <p><b>Geography:</b> How can we find out about the traffic in our local area?</p> <p><b>Science:</b> Which electrical components can be used to solve a problem?</p>
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<p><b>Topic Driver knowledge &amp; skills</b></p> <p><b>Geography</b></p> <p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Express their opinions on environmental issues and recognise that other people may think differently.</p> <p>To use fieldwork to observe and measure a travel survey in the local area.</p> <p><b>Science</b></p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Secondary Subject knowledge &amp; skills</b></p> <p><b>Computing</b></p> <p>To know that combining computational thinking skills can help you to solve a problem.</p> <p><b>P.S.H.E.</b></p> <p>To recognise the importance of behaving in a responsible manner in a range of situations</p> <p>To describe a range of situations where being on time is important</p> <p>Explain the importance of having rules in the home</p> <p>Describe ways that behaviour can be seen to be sensible and responsible</p> <p><b>M.F.L.</b></p> <p>I can understand jungle nouns.</p> <p>I can describe jungle nouns using adjectives in French.</p> <p><b>Art</b></p>
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	<p>Use more complex techniques to mould and form malleable materials, adding detailed surface decoration.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials used to work in 3D</p>
<p><b>Vocabulary-</b></p> <p><b>Geography:</b> fieldwork, survey, traffic, vehicle, opinion, advantage, disadvantage</p> <p><b>Science:</b> electricity, electrical circuit, complete circuit, component, cell, battery, crocodile clip, bulb, buzzer, switch, symbol, conductor, insulator, metal, non-metal</p>	<p><b>Vocabulary</b></p> <p><b>Computing:</b> abstraction, algorithm, computational thinking, decompose, pattern recognition</p> <p><b>P.S.H.E.:</b> responsible, rules, influence, punctual</p> <p><b>M.F.L.:</b> la jungle, la girafe, le serpent, le perroquet, le singe, le tigre, l'éléphant, petit, gros, grand, long, rapide, multicolore, terrible</p> <p><b>Art:</b> malleable, sculpture, form, surface</p>