




## Castercliff Primary Academy – Medium Term Plan.



<b>Year Group: 4</b>	<b>Overarching Question: <i>How is life different in the UK to Italy?</i></b>	
<b>Term: Summer 2</b>	<b>Topic Driver: Geography</b>	
<b>Geography: Investigating the UK and Europe (Italy)</b>	<b>PSHE: My happy mind</b>	
<b>Science: Living things and their habitats – biodiversity, classification, care of environments.</b>	<b>RE: Church – love thy neighbour</b>	
<b>Art: Formal elements – texture, patterns, mark making and printing.</b>	<b>Computing: data handling, weather, online safety</b>	
	<b>Music: Lancashire Ukulele</b>	
	<b>Engage</b>	
	<b>Enrichment</b> Whitehough Outdoor Centre	
<b>Class Novel</b>	<b>English</b>	
<b>JK Rowling Harry Potter and The Philosophers Stone</b>	<b>Varjak Paw Narrative</b>	



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Week: 1	Subsidiary question: How do we take care of our environment?
<p><b>Topic Driver knowledge &amp; skills</b></p> <ul style="list-style-type: none"><li>. Know the names of and locate at least eight European countries (Spain, Italy, Greece, France, Germany, Norway, Sweden, Denmark, Russia)</li></ul>	<p><b>Secondary Subject knowledge &amp; skills</b></p> <p><b>Science-</b></p> <ul style="list-style-type: none"><li>. Recognise that living things can be grouped in a variety of ways</li><li>. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li><li>. Recognise that environments can change and that this can sometimes pose dangers to living things</li><li>. Identify and name a variety of plants and animals in their habitats, including micro-habitats</li></ul> <p><b>Art-</b></p> <ul style="list-style-type: none"><li>. To investigate different ways of applying paint. To mix tints and shades of a colour.</li></ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"><li>. We are learning how to understand and Celebrate our differences.</li><li>. We are learning what Stop, Understand and Consider means and how it can help</li></ul> <p><b>Music -</b></p> <ul style="list-style-type: none"><li>. Recognising Notes</li><li>. Playing music to a tune (Rhythm)</li></ul>



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**Vocabulary-** Cities, Capitals, Countries, European, Spain, Italy, Greece, France, Germany, Norway, Sweden, Denmark, Russia, Madrid, Rome, Athens, Paris, Berlin, Oslo, Stockholm, Copenhagen, Moscow

### **Science**

Classification, Classification Keys, Environment, habitat, human impact, positive, negative, migrate, hibernate.

### **Art**

Shade, contrasting, texture, landscape, portrait, composition

### **PSHE**

Character Strengths, Relate, Get along, People, Active Listening, Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives

### **Music**

Rhythm, pulse, dynamics, syncopated Rhythm, texture

### **Week: 2**

**Subsidiary question: How do we take care of our environment?**

#### **Topic Driver knowledge & skills**

##### **Geography**

- . Know the names of and locate at least eight European countries (Spain, Italy, Greece, France, Germany, Norway, Sweden, Denmark, Russia)
- . Know the names of a number of European capitals (Madrid, Rome, Athens, Paris, Berlin, Oslo, Stockholm, Copenhagen, Moscow)

#### **Secondary Subject knowledge & skills**

##### **Science**

- . Recognise that living things can be grouped in a variety of ways
- . Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

##### **Art-**

- . To use tints and shades to give a three-dimensional effect when painting.
- . To explore how paint can create very different effects

##### **PSHE**

- . We are learning how to better understand differences.
- . We are learning how we can use our strengths in different ways.

##### **Music -**



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	. Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm.
<b>Vocabulary-</b> Cities, Capitals, Countries, European, Spain, Italy, Greece, France, Germany, Norway, Sweden, Denmark, Russia, Madrid, Rome, Athens, Paris, Berlin, Oslo, Stockholm, Copenhagen, Moscow	<b>Vocabulary -</b> <b>Science</b> Classification, Classification Keys, Environment, habitat, human impact, positive, negative, migrate, hibernate. <b>Art</b> Shade, contrasting, texture, landscape, portrait, composition <b>PSHE</b> Character Strengths, Relate, Get along, People, Active Listening, Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives

<b>Week: 3</b>	<b>Subsidiary question: How do we take care of our environment?</b>	
<b>Topic Driver knowledge &amp; skills</b>	<b>Secondary Subject knowledge &amp; skills</b>	
<b>Geography</b> . Use maps to locate European countries and capitals (capitals of Spain, Italy, Greece, France, Germany, Netherlands, Norway, Sweden, Denmark, Russia)	<b>Science-</b> . Recognise that living things can be grouped in a variety of ways . Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  <b>Art -</b> . To consider proportion and composition when planning a still-life painting. . To apply knowledge of colour mixing and painting techniques to create a finished piece.  <b>PSHE</b> . We are learning what makes a good friend.	



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	<ul style="list-style-type: none"> <li>. We are learning how friends help us solve problems.</li> <li>. We are learning why it is important to show Gratitude to friends.</li> </ul> <p><b>Music -</b></p> <ul style="list-style-type: none"> <li>. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</li> </ul>
<p><b>Vocabulary- Cities, Capitals, Countries, European, Spain, Italy, Greece, France, Germany, Norway, Sweden, Denmark, Russia, Madrid, Rome, Athens, Paris, Berlin, Oslo, Stockholm, Copenhagen, Moscow</b></p>	<p><b>Vocabulary</b></p> <p><b>Science</b> Classification, Classification Keys, Environment, habitat, human impact, positive, negative, migrate, hibernate.</p> <p><b>Art</b> Shade, contrasting, texture, landscape, portrait, composition</p> <p><b>PSHE</b> Character Strengths, Relate, Get along, People, Active Listening, Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives</p> <p><b>Music</b> Rhythm, pulse, dynamics, syncopated Rhythm, texture</p>

<b>Week: 4</b>	<b>Subsidiary question: How do we take care of our environment?</b>
<p><b>Topic Driver knowledge &amp; skills</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>. To describe and understand key aspects of human geography including types of settlements and land use within the Bologna region of Italy</li> <li>. To describe and understand key aspects of physical geography within the Bologna region of Italy</li> </ul>	<p><b>Secondary Subject knowledge &amp; skills</b></p> <p><b>Science-</b></p> <ul style="list-style-type: none"> <li>. Recognise that living things can be grouped in a variety of ways</li> <li>. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>. How should we live our lives?</li> </ul>



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	<p>. How should we behave towards others?</p> <p><b>Music -</b> . Play their break in time with the rest of their group and play in the correct place in the piece.</p> <p><b>Computing-</b> . Search the web efficiently to find temperatures of different cities and record this accurately. . Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use.</p> <p><b>PSHE</b> . We are learning how Active Listening can help us to relate with others. . We are learning how Active Listening can help us to Stop, Understand and Consider</p>
<p><b>Vocabulary-</b> Cities, Capitals, Countries, European, Spain, Italy, Greece, France, Germany, Norway, Sweden, Denmark, Russia, Madrid, Rome, Athens, Paris, Berlin, Oslo, Stockholm, Copenhagen, Moscow</p>	<p><b>Vocabulary</b> <b>Science</b> Classification, Classification Keys, Environment, habitat, human impact, positive, negative, migrate, hibernate. <b>PSHE</b> Character Strengths, Relate, Get along, People, Active Listening, Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives <b>Music</b> Rhythm, pulse, dynamics, syncopated Rhythm, texture <b>Computing</b> Accurate, collaboration, sensitive, tablet, digital camera <b>RE</b></p>



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	Morale, fable, parable
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<b>Week: 5</b>	<b>Subsidiary question: How do we take care of our environment?</b>
<b>Topic Driver knowledge &amp; skills</b> <b>Geography</b> . Know at least five differences and similarities between living in the UK and a Mediterranean country (Italy - Bologna)	<b>Secondary Subject knowledge &amp; skills</b> <b>Science-</b> . Recognise that environments can change and that this can sometimes pose dangers to living things.  <b>RE</b> . What does the word 'moral' mean? . How and why do we use stories to teach important values?  <b>Music -</b> . Play in time and with confidence; accurately playing their break.  <b>Computing-</b> . Design an automated machine that uses selection to respond to sensor data. . Search for and record weather forecast information in a spreadsheet and explain how this data is collected.
<b>Vocabulary-</b> <b>Cities, Capitals, Countries, European, Spain, Italy, Greece, France, Germany, Norway, Sweden, Denmark, Russia, Madrid, Rome, Athens, Paris, Berlin, Oslo, Stockholm, Copenhagen, Moscow</b>	<b>Vocabulary</b> <b>Science</b> Classification, Classification Keys, Environment, habitat, human impact, positive, negative, migrate, hibernate. <b>PSHE</b>



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Character Strengths, Relate, Get along, People, Active Listening, Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives

### **Music**

Rhythm, pulse, dynamics, syncopated Rhythm, texture

### **Computing**

Accurate, collaboration, sensitive, tablet, digital camera

### **RE**

Commandment, neighbour, charity