

**Greenwood Primary – Medium Term Planning 2017-18**

Year Group .....4.....

Term ...Autumn... .....1<sup>st</sup> Half.....

Week beginning	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7
Maths:	Place Value focus/ 2D shapes (triangles) & property	Place value focus (Roman numerals) /2D shapes (quadrilaterals) and properties	Addition/ 2D shapes(polygons) and properties	Addition /2D shapes lines of symmetry	Subtraction/2D shapes lines of symmetry	Subtraction/Venn Diagram	Multiplication/ Carroll diagrams
English	Vocabulary focus	Sentence focus Setting description	Stories from Historical settings (Character description)	Stories from Historical settings (Diary)	Stories from Historical settings (Diary)	Stories from Historical settings (dialogue) Comprehension	Stories from Historical settings (Story) Comprehension
Science	To find out that sounds are made when objects and materials vibrate.	To investigate whether sounds can travel through different materials.	To find out that some materials are effective in preventing vibrations from sound sources reaching the ear. To make a prediction and test it, choosing appropriate equipment for the test	To find out how the length, thickness and tightness of a string affects its pitch. To make a string telephone	To find out if a string telephone is able to pass a sound message to someone else	To investigate how sounds can be different pitches and volumes.	Revision

PE.	<p><b>Netball</b> I can identify and complete the different passes used in netball.</p> <p>Gym Balances/ coordination. Floor movement patterns</p>	<p>I can identify and complete the different passes used in netball.</p> <p>Gym Balances/ coordination. Floor movement patterns</p>	<p>I can understand the rule of contact.</p> <p>I can understand that marking helps to intercept the ball and dodging enables a player to get away from a marker.</p> <p>Gym Balances/ coordination. Floor movement patterns</p>	<p>I can state the difference between attacking skills and defending skills.</p> <p>I can shoot accurately in a range of ways</p> <p>Gym Balances/ coordination. Floor movement patterns</p>	<p>I can identify the different positions in netball and the different areas players can be in.</p> <p>Gym Balances/ coordination. Floor movement patterns</p>	<p>I can practise a throw in from the side line.</p> <p>I can state the difference between attacking skills and defending skills.</p> <p>Gym Balances/ coordination. Floor movement patterns</p>	<p>I can shoot accurately in a range of ways. I can look at different strategic attack formations and defence formations.</p> <p>Gym Balances/ coordination. Floor movement patterns</p>
History	To find out who the Anglo-Saxons were and where they came from	To find out where the Anglo-Saxons settled and why	To explore what Anglo-Saxons settlements were like	To investigate what Anglo-Saxons grew and ate	To find out what clothes and jewellery they wore	To understand Anglo-Saxon beliefs and their conversion to Christianity	To explore Sutton Hoo and its significance
Geography	Blocked with History						→

Art	To investigate and sketch Saxon patterns	To use ICT to recreate Saxon patterns	To design Saxon jewellery	To explore Saxon helmets	To design a Saxon Helmet	To make Saxon helmets using paper mache	To decorate Saxon helmet
D.T	Project in second half term linked with science electricity	Project in second half term linked with science electricity	Project in second half term linked with science electricity	Project in second half term linked with science electricity	Project in second half term linked with science electricity	Project in second half term linked with science electricity	Project in second half term linked with science electricity
Music	Recorders - planned by music teacher Time & Tempo	Recorders - planned by music teacher Time & Tempo	Recorders - planned by music teacher Time & Tempo	Recorders - planned by music teacher Time & Tempo	Recorders - planned by music teacher Time & Tempo	Recorders - planned by music teacher Time & Tempo	Recorders
Computing	Explore scratch 2 program	Explore scratch 2 program	Create a simple script using scratch 2	Create a simple script using scratch 2	Add broadcast to their script	Add broadcast to their script	Add animations
RE	Festivals Introduction to topic What do they know about festivals	Continue What do they know about festivals	Hanukkah To explore the festival of Hanukkah	Continue to explore the festival of Hanukkah	Diwali To research the story of Diwali	Continue with Diwali	Sikh Festival Guru Nanak's Birthday
PHSE	Class rules	To learn how to get on with others	→	To develop an understanding of the qualities of a friend	→	To acknowledge the benefits of Special friends	→

2<sup>nd</sup>. Half Term

Week beginning	Wk.8	Wk.9	Wk.10	Wk.11	Wk.12	Wk.13	Wk.14
Maths:	Place value (x div.10, 100) Multiplication/bar charts, Tally, frequency	Division/bar charts, Tally, frequency	Division /bar charts, Tally, frequency	Division/time	Fractions of shapes/time	Equivalent fractions & add & Sub fractions /time	Revise a range of calculation methods & Assessment
English:	Recounts Holiday recount	Recounts Newspaper Reports	Recounts Newspaper Reports	Story & comprehension focus	Story & comprehension focus	Poetry & Imagery	Poetry
Science	To identify common appliances that run on electricity	To investigate and construct a simple series electrical circuit	To explain how a circuit works naming its basic parts	To investigate how to use switches to control a bulb and buzzer	To explain how to create a working torch	To draw and explain the function of a switch	To recognise some common conductors and insulators
PE.	<b>Basketball</b> perform <i>dribbling</i> skills with accuracy, confidence and control	practise a <b>jump stop</b> and <b>bounce pass</b>	practise <b>shooting skills</b>	practise <b>pivoting</b>	perform <i>dribbling, passing</i> and <i>shooting</i> skills with accuracy, confidence and control in full game situations	Develop and practise skills	Develop and practise skills

	Gym: Develop the core fundamental skills- dynamic balance to agility	Develop the core fundamental skills- dynamic balance to agility	Develop the core fundamental skills- dynamic balance to agility	Develop the core fundamental skills- dynamic balance to agility	Develop the core fundamental skills- dynamic balance to agility	Develop the core fundamental skills- dynamic balance to agility	Practice Physical challenges
History	To understand who the Vikings were and why they raided Britain	To explore where the Vikings settled	To explore Viking life	To research Viking culture	To investigate resistance by Alfred the Great	To explore who Edward the confessor was including his death	Review learning
Geography	Blocked with History						→
Art:	To design and make a Viking shield	To complete Viking shields	To investigate what a Viking longhouse was like	To design and make a longhouse	To decorate longhouse	To explore Viking Patterns and create a design for printing	To print Viking patterns
D.T	To investigate a variety of lights and how they are designed and used.	To be able to design a light for a particular purpose	To be able to design a light for a particular purpose	To be able to make a product from a design.	To be able to make a product from a design.	To be able to evaluate a finished product	To be able to evaluate a finished product
Music	Recorders- planned by recorder teacher	Recorders- planned by recorder teacher	Recorders- planned by recorder teacher	Recorders- planned by recorder teacher	Recorders- planned by recorder teacher	Recorders- planned by recorder teacher	Recorders- planned by recorder teacher
Computing	Add animations	Add sound	Add sound	Use the forever command to	Run and Test a script	Present to the rest of the class	Present to the rest of the class

