



Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map Term 1 2023/2024

| | <u>WEEK 1</u> Wb-4.9.23 | <u>WEEK 2</u> Wb-11.9.23 13.9.23-Gallery art due 15.9.23-Corridor displays up | <u>WEEK 3</u> Wb-18.9.23 23.9.23-Hall display up | <u>WEEK 4</u> Wb-25.9.23 | <u>WEEK 5</u> Wb-2.10.23 2/3.10 23-School photographs | <u>WEEK 6</u> Wb-9.10.23 | <u>WEEK 7</u> Wb-16.10.23 17.10.23 Cauliflower cards completed. 19.10.23 Cauliflower card forms sent home. |
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| LEAD TEXT/TOPIC | <u>Changes in Britain from the Stone Age to the iron Age</u> Stone Age Boy by Satoshi Kitamura Who Were the First People? by Phil Roxbee-Cox | | | | | | |
| ENGLISH Genres Article 29 | See weekly plan About me, SPAG focus, building up stamina. | See weekly plan Setting description – Toy Story | See weekly plan Setting description – planning linked to lead text | See weekly plan NCR on the woolly mammoth – planning/research Assessed Writing Link to Stone Age Boy | See weekly plan NCR on the woolly mammoth – writing Assessed Writing Link to Stone Age Boy | See weekly plan Newspaper report on the discovery of Skara Brae-planning | See weekly plan Newspaper report on the discovery of Skara Brae-writing |
| MATHS Refer to Maths Hub Planning Article 29 and 31 | See weekly plan Number-Place Value | See weekly plan Number-Place Value | See weekly plan Number-Place Value | See weekly plan Number-Place Value | See weekly plan Number-addition and subtraction | See weekly plan Number-addition and subtraction | See weekly plan Number-addition and subtraction |
| SCIENCE Refer to the Kent Scheme of Work unit plans Article 29 | <u>States of Matter</u> LI: To be able to explain what I know about states of matter. Front Page Targets Vocabulary Discussions on what we know for the display. | <u>States of Matter</u> LI: To be able to compare and group materials. Identifying solids, liquids and gases. Use of clips, balloons and drama to show difference. LOTG | <u>States of Matter</u> LI: To be able to set up a fair test. Fair test done badly about liquid moving the fastest. Discuss what makes a fair test. Chn to complete experiment but ensure a fair test. | <u>States of Matter</u> LI: To be able to observe that some materials can change state when heated. Heating solids activity. Use of thermometers and use a range of solids which can melt. | <u>States of Matter</u> LI: To be able to observe that some materials can change state when cooled. Frozen balloon, watch process of melting with food colouring and salt as hook. Chn plan a set of liquids to see if they freeze. | <u>States of Matter</u> LI: To be able to observe that some materials can change state when heated. Test to see what happens to water when it is heated. Explain why the water level might drop. Puddle investigation LOTG | <u>States of Matter</u> Review of topic. What have we learnt? |



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| HISTORY Article 29 | <u>Changes in Britain from the Stone Age to the iron Age</u> <u>L.I:</u> To consider what I know already and would like to find out about the Stone Age? Ch. explore range of books and resources to create front covers for topic books. Ch. create a mind map of what they already know and as a class, generate questions for display/books | <u>Changes in Britain from the Stone Age to the iron Age</u> <u>L.I:</u> To understand when the Stone Age was and order events chronologically. Answer introductory questions about the main periods of the Stone Age. Timeline activity – where does the period from the Stone Age to the Iron Age fit into British history, related to key events they know? Sequence key events within the period. | <u>Changes in Britain from the Stone Age to the iron Age</u> <u>L.I:</u> To know about and understand sources of evidence which tell us about the Stone Age Analysing examples of cave paintings and looking for clues (Art lesson link). Looking at pictures of other evidence found and considering what it tells us about the Stone Age. | <u>Changes in Britain from the Stone Age to the iron Age</u> <u>L.I:</u> To understand how the Stone Age people used their environment to help them survive? Ch. learn about Stone Age people as hunter gatherers. Carry out research and then answer questions to show understanding. Link to Stone Age Boy | <u>Changes in Britain from the Stone Age to the iron Age</u> <u>L.I:</u> To understand how homes changed during the Stone Age. Analyse evidence and learn about homes in the Stone Age period and how they changed over time. Draw the different examples of homes and label with key features. Link to Stone Age Boy | <u>Changes in Britain from the Stone Age to the iron Age</u> <u>L.I:</u> To research the history of Skara Brae and how life changed during the Stone Age Ch. learn about the discovery of Skara Brae and discuss/write about what the evidence tells us about how Stone Age life was changing. Linked to Geography and map work. | <u>Changes in Britain from the Stone Age to the iron Age</u> <u>L.I:</u> To understand what changes happened in the Bronze Age? Overview of changes/differences between Stone Age to Bronze Age. NB Iron Age to be covered at beginning of Roman topic. |
| GEOGRAPHY Article 29 | | | | | | <u>L.I</u> To locate Skara Brae on a map of UK | |
| COMPUTING Articles 16, 17, 29 | <u>Rings of Responsibility</u> <u>L.I:</u> To be able to use search technologies effectively and safely. Pupils will explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be a good digital citizen. | | <u>Internet safety</u> <u>L.I:</u> To understand computer networks including the internet. Pupils to use the internet effectively to carry out research linked to topic: Stone Age to Iron Age. | | | | |
| ART & DESIGN Article 29 | <u>L.I:</u> To understand how to draw a self-portrait. | <u>L.I</u> To incorporate drawing and painting into their collage. Perseverance superhero pictures. | <u>L.I:</u> To use light and dark within paintings to show understanding of complimentary colours. Children will use different pastel techniques to create a Stone Age cave painting. | <u>L.I:</u> To use recycled, natural, and manmade materials to create sculptures. Children will design and make a 3D model woolly mammoth. | <u>L.I:</u> To use recycled, natural, and manmade materials to create sculptures. Children will design and make a 3D model woolly mammoth. | <u>L.I:</u> To mix colour, shades, and tones with increasing confidence. Children will create their own Stonehenge piece of art. | |



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| DESIGN TECHNOLOGY Article 29 | | | | | | | |
| MUSIC Articles 29 | <u>Music Express</u> Environment Lesson 1 L.I: To explore how different timbres can be descriptive | | <u>Music Express</u> Environment Lesson 2 L.I: To explore combinations of different timbres to accompany a song. L.I: To learn how to accompany a song with drone and ostinato on tuned percussion. | | <u>Music Express</u> Environment Lesson 3 L.I: To explore the descriptive music of two different composers | | <u>Music Express</u> Environment Consolidation |
| PE Articles 23, 24, 27, 29, 31 | OAA Developing Teamwork Sports hall Athletics | | | | | | |
| PMFL Article 29 | <u>Salut - Core Unit 1</u> Hello L.I to use the correct vocabulary and phrases for French greetings. | <u>Salut - Core Unit 1</u> How are you? L.I To use the correct vocabulary and phrases to ask key questions. | <u>Salut - Core Unit 1</u> What's your name? L.I To use the correct vocabulary and phrases to ask/answer questions about my name. | <u>Salut - Core Unit 1</u> How old are you? L.I To use the correct vocabulary and phrases to ask/answer questions about my age. | <u>Salut - Core Unit 1</u> My family L.I To use the correct vocabulary and phrases to ask/answer questions about my family. | <u>Salut - Core Unit 1</u> My fantastic family L.I To use the correct vocabulary and phrases to ask/answer questions about my family. | <u>Salut - Core Unit 1</u> Consolidation L.I To consolidate the vocabulary learnt this term. |



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| <p>PSHCE Articles 9, 12, 24, 25, 27, 29, 30</p> | <p><u>Living in the Wider World</u></p> <p><u>Week 1</u> <u>L.I:</u> To discuss and agree to class rules.</p> <p>Children discuss in groups what rules they think are important to ensure that everyone in the class is happy, safe and able to learn.</p> <p>Establish class rules together.</p> | <p><u>Living in the Wider World</u></p> <p><u>Week 2</u> <u>L.I:</u> To assess my understanding of 'Living in the Wider World'.</p> <p>Children will learn about what the world around us is like and discuss the different things that they would like to find out about the wider world. They will also discover what living in the wider world means to them and to others.</p> | <p><u>Living in the Wider World</u></p> <p><u>Week 3</u> <u>L.I:</u> To discuss and debate issues concerning health and wellbeing.</p> <p>Children will identify issues for others concerning health and wellbeing (e.g., healthy eating, sleep, being active, etc.). They will share their views and opinions on issues concerning health and wellbeing and suggest what would help the issues discussed.</p> | <p><u>Living in the Wider World</u></p> <p><u>Week 4</u> <u>L.I:</u> To learn about the ways that laws and rules keep people safe.</p> <p>Children will understand why there are rules and laws and identify some consequences of these being broken. They will identify issues that concern them in school and what they can do about them, including making or changing rules.</p> | <p><u>Living in the Wider World</u></p> <p><u>Week 5</u> <u>L.I:</u> To understand that everyone has human rights.</p> <p>Children will recognise what is meant by a 'basic human right' and understand why rules and laws are made specifically to protect children. They will identify what is meant by the UN declaration on the Rights of the Child and identify some human rights that relate to their lives¹ and are important to them. They will explain why it is very important that people speak out about human rights.</p> | <p><u>Living in the Wider World</u></p> <p><u>Week 6</u> <u>L.I:</u> To understand what anti-social behaviour is and how it affects people.</p> <p>Children will identify what is meant by anti-social behaviour and identify the impact that anti-social and aggressive behaviour could have in school and in the wider community. They will identify the potential consequences of anti-social and aggressive behaviour for the people involved and give examples of who they can go to for support.</p> | <p><u>Living in the Wider World</u></p> <p><u>Week 7</u> <u>L.I:</u> To understand about their responsibilities, rights and duties.</p> <p>Children will recognise the relationship between rights and responsibilities and describe rights and responsibilities they have at home, at school, in the community and environment. They will identify steps they can take and the skills they need to help fulfil duties/responsibilities and give examples of how they can make a difference to local and world-wide environment issues</p> |
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| RE Articles 2, 12, 14, 29, 30 | <u>What can we learn from religions about deciding what's right and wrong?</u> | <u>What can we learn from religions about deciding what's right and wrong?</u> | <u>What can we learn from religions about deciding what's right and wrong?</u> | <u>What can we learn from religions about deciding what's right and wrong?</u> | <u>What can we learn from religions about deciding what's right and wrong?</u> | <u>What can we learn from religions about deciding what's right and wrong?</u> | <u>What can we learn from religions about deciding what's right and wrong?</u> |
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| | <p><u>LI:</u> To know what rules are important and why.</p> <p>Children will consider the Golden rules from main religions and think about how they can incorporate good deeds into their lives.</p> | <p><u>LI:</u> To learn about important messages that are in the Ten Commandments.</p> <p>Children will learn about the Ten commandments and consider the commandments that they believe are the most important.</p> | <p><u>LI:</u> To understand what Christianity says about how to live a good life.</p> <p>Pupils will learn that many Christians are guided by words of Jesus, including the beatitudes and the great commandments and will discuss and compare the similarities and differences.</p> | <p><u>LI:</u> To understand how people can decide what is right and wrong without God's help.</p> <p>Pupils will learn how Humanists come to decisions about how to act and identify some values of that matter to Humanists.</p> | <p><u>LI:</u> To know and understand what religious stories tell believers about temptation?</p> <p>Pupils will learn how temptation is part of two religious' stories. What is temptation? How does temptation affect people's behaviour?</p> <p>The Story of Adam and Eve in the garden – what tempted Adam and Eve?</p> | <p><u>LI:</u> To know and understand what religious stories tell believers about temptation?</p> <p>Pupils will learn how temptation is part of two religious' stories. What is temptation? How does temptation affect people's behaviour?</p> <p>The Story of the temptations of Jesus.</p> | <p><u>LI:</u> To know and understand how religious teachings help to affect somebody's actions.</p> <p>Pupils will learn about the life and work of at least one religious figure and link somebody's beliefs with their own lives.</p> |

LOTC to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning