



Medium Term Plan - Year 4 – Term 5



Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: The Day I was Erased by Lisa Thompson						
English	A diary entry character study – to recount. Lesson 1: LO: To explore understanding of character. LKS2: EN RC1e, EN SL 7. Lesson 2: LO: To explore understanding of character. LKS2: EN RC3, LKS2: EN RC2c, EN SL 7.	A missing chapter in the style of the author – to entertain. Lesson 1: LO: To understand the function of dialogue. EN SL 4, LKS2: EN RC2c, EN SL 7, EN SL 8. Lesson 2: LO: To explore the effect of sentence structures. LKS2: EN RC2e, EN SL 2, EN SL 3, EN SL 4. Lesson 3: LO: To develop comprehension skills and record answers succinctly. LKS2: EN RC1e.	A comparative description – to explain. Lesson 1: LO: To summarise characters and plot, and to review Chapter 14. LKS2: EN W C3a, LKS2: EN RC2d. Lesson 2: LO: To investigate language and its effect. LKS2: EN RC1e. Lesson 3: LO: To investigate language and its effect. LKS2: EN RC2e, EN SL 2, EN SL 3.	A report in the form of an interview – to entertain and inform. A speech to other Year 4 children – to explain and inform. Lesson 1: LO: To infer how a character feels and acts. LKS2: EN RC2c, LKS2: EN RC2d. Lesson 2: LO: To explore historical links. LKS2: EN RC1e, LKS2: EN RC2.	A letter to Charlie – to persuade and explain. ‘Maxwell’s top five’ – to explain and describe. Lesson 1: LO: To explore the relationship between Maxwell and Charlie. EN SL 7, LKS2: EN RC1e, LKS2: EN RC2e, EN SL 4, LKS2: EN RC2c. Lesson 2: LO: To explore the relationship between Maxwell and Charlie. EN SL 2, EN SL 3, EN SL 7, EN SL 8, LKS2: EN RC2e.	A written analysis – to describe and explain. A character discussion – to inform and persuade. Lesson 1: LO: To predict the ending. EN SL 4, LKS2: EN RC2d. Lesson 2: LO: To critically analyse a section of text. EN SL 4. Lesson 3: LO: To explain why Lisa Thompson chose to include the character of Reg.



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	<p>Lesson 3: LO: To understand cause and consequence within a plot. LKS2: EN RC2e.</p> <p>Lesson 4: LO: To summarise what has been read. LKS2: EN RC2e, EN SL 4, LKS2: EN RC2c.</p> <p>Lesson 5: LO: To recount what has been read so far in the form of a diary entry. LKS2: EN W VGP1c, LKS2: EN W VGP2, LKS2: EN W VGP3.</p>	<p>Lesson 4: LO: To create predictions based on what has been read. LKS2: EN W VGP1, LKS2: EN W C3, LKS2: EN W C2a.</p> <p>Lesson 5: LO: To create predictions based on what has been read. LKS2: EN W VGP1, LKS2: EN W C3, LKS2: EN W C2a.</p>	<p>Lesson 4: LO: To compare life for Maxwell and to use contrasting language. LKS2: EN RC1e.</p> <p>Lesson 5: LO: To compare life for Maxwell and to use contrasting language. LKS2: EN RC1e.</p>	<p>Lesson 3: LO: To explore historical links. LKS2: EN W C3b, LKS2: EN W VGP1.</p> <p>Lesson 4: LO: To research through notetaking and to carry out an interview. LKS2: EN W VGP1, LKS2: EN W VGP1f, LKS2: EN W VGP3.</p> <p>Lesson 5: LO: To explain why a historical person/thing should never be forgotten. LKS2: EN W VGP1, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W C3.</p>	<p>Lesson 3: LO: To demonstrate Maxwell's feelings in the form of a persuasive letter. LKS2: EN W C5, LKS2: EN W C4a, LKS2: EN W C3, LKS2: EN W VGP1, LKS2: EN W VGP3.</p> <p>Lesson 4: LO: To analyse the relationship between Maxwell and Reg. EN SL 7, EN SL 8 LKS2: EN RC1e, EN SL 4.</p> <p>Lesson 5: LO: To reflect on the plot so far. EN SL 3, EN SL 7, EN SL 8.</p>	<p>LKS2: EN W C1, LKS2: EN W C2a LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C3, LKS2: EN W VGP1, LKS2: EN W VGP3.</p> <p>Lesson 4: LO: To explain why Lisa Thompson chose to include the character of Reg. LKS2: EN W C1, LKS2: EN W C2a LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C3, LKS2: EN W VGP1, LKS2: EN W VGP3.</p> <p>Lesson 5: LO: To explain why Lisa Thompson chose to include the character of Reg. LKS2: EN W C1, LKS2: EN W C2a LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C3, LKS2:</p>
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						EN W VGP1, LKS2: EN W VGP3.
SPAG	Standard English Standard English forms for verb inflections instead of local spoken form (e.g. for we were, instead of we was or I did instead of I done). Y4:G7.1 Terminology: Determiner, pronoun, possessive pronoun and adverbial.	Standard English Standard English forms for verb inflections instead of local spoken form (e.g. for we were, instead of we was or I did instead of I done). Y4:G7.1 Terminology: Determiner, pronoun, possessive pronoun and adverbial.	Paragraphs Use of paragraphs to organise ideas around a theme.	Paragraphs Use of paragraphs to organise ideas around a theme.	Paragraphs Use of paragraphs to organise ideas around a theme.	Assessment and Revision
Maths	To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Y4:ST1	To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Y4:ST2	To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Y4:S1	To identify acute and obtuse angles and compare and order angles up to two right angles by size Y4:S2	To identify lines of symmetry in 2-d shapes presented in different orientations Y4:S3	To complete a simple symmetric figure with respect to a specific line of symmetry. Y4:S4



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Science	Science: Electricity	Science: Electricity	Science: Electricity	Science: Electricity	Science: Electricity	Science: Electricity
	Lesson 1: Appliances	Lesson 2: Making Circuits	Lesson 3: Complete Circuits	Lesson 4: Conductors and Insulators	Lesson 5: Switches	Lesson 6: Electrical Discussions
	LO: To classify and present data, identifying common appliances that run on electricity. Sc:WS9, Y4:Sc: E1	LO: To identify circuit components and build working circuits. Y4:Sc: E1	LO: To investigate whether circuits are complete or incomplete. Y4:Sc: E2, Y4:Sc: E3, Sc:WS7	LO: To investigate which materials are electrical conductors or insulators. Y4:Sc: E2, Y4:Sc: E5, Sc:WS3	LO: To explain how a switch works in a circuit, build switches and report my findings. Y4:Sc: E2, Y4:Sc: E4, Sc:WS5	LO: To discuss and solve problems about electricity using reasoning skills. Y4:Sc: E2, Sc:WS5, Sc:WS6
	Big Idea (Aspect): Investigation (Questioning, Gather & record data) Creativity (Gather & record data) Comparison (Physical things)	Big Idea (Aspect): Humankind (Staying safe) Processes (Forces, Modelling, Modelling) Comparison (Physical things)	Big Idea (Aspect): Humankind (Staying safe) Processes (Forces, Modelling, Modelling) Materials (Properties and Uses) Investigation (Questioning, Investigation, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data)	Big Idea (Aspect): Humankind (Staying safe) Processes (Forces, Modelling, Modelling) Materials (Properties and Uses) Investigation (Questioning, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data)	Big Idea (Aspect): Humankind (Staying safe) Processes (Forces, Modelling, Modelling) Comparison (Physical things) Materials (Properties and Uses)	Big Idea (Aspect): Humankind (Staying safe) Processes (Forces) Comparison (Physical things) Materials (Properties and Uses) Creativity (Report & conclude) Investigation (Questioning, Report & conclude)



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History	<p>History: How have children's lives changed?</p> <p>Lesson 1: What do sources tell us about how children's lives have changed?</p> <p>LO: To identify how children's lives have changed using a range of sources. KS2: Hi 6</p> <p>Big Idea (Aspect): Change (changes over time) Materials (artefacts and sources) Creativity (communication) Investigation (investigate and interpret evidence) Comparison (compare and contrast) Humankind (hierarchy and power)</p>	<p>History: How have children's lives changed?</p> <p>Lesson 2: Why did Tudor children work and what was it like?</p> <p>LO: To understand why children worked in Tudor times and what working conditions were like. KS2: Hi 6</p> <p>Big Idea (Aspect): Change (chronology) Creativity (communication) Investigation (investigate and interpret evidence) Humankind (everyday life)</p>	<p>History: How have children's lives changed?</p> <p>Lesson 3: What jobs did children have in Victorian England and what were they like?</p> <p>LO: To understand the types of jobs Victorian children had and their working conditions. KS2: Hi 6</p> <p>Big Idea (Aspect): Change (chronology) Investigation (investigate and interpret evidence) Place (local history) Humankind (civilisation) Significance (significant events)</p>	<p>History: How have children's lives changed?</p> <p>Lesson 4: How did Lord Shaftesbury help to change the lives of children?</p> <p>LO: To understand how Lord Shaftesbury changed children's lives. KS2: Hi 6</p> <p>Big Idea (Aspect): Change (change over time, chronology) Investigation (investigate and interpret evidence) Humankind (civilisation) Significance (significant people and events)</p>	<p>History: How have children's lives changed?</p> <p>Lesson 5: How and why has children's leisure time changed?</p> <p>LO: To understand how and why children's leisure time has changed. KS2: Hi 6</p> <p>Big Idea (Aspect): Change (change over time, chronology) Materials (artefacts and sources) Creativity (report and conclude) Investigation (investigate and interpret evidence) Comparison (compare and contrast) Humankind (civilisation)</p>	<p>History: How have children's lives changed?</p> <p>Lesson 6: What were the diseases children caught and how were they treated?</p> <p>LO: To understand which diseases children caught and how they were treated. KS2: Hi 6</p> <p>Big Idea (Aspect): Investigation (investigate and interpret evidence) Humankind (everyday life) Significance (significant events)</p>
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Art	<p>Art: Sculpture & 3D – Mega Materials</p> <p>Lesson 1: From 2D to 3D</p> <p>LO: To develop ideas for 3D work through drawing and visualisation in 2D. KS2:AD1 KS2:AD2 KS2:AD3</p> <p>Big Idea (Aspect): Significance (Significant people, artwork and movements) Creativity (Generation of ideas)</p>	<p>Art: Sculpture & 3D – Mega Materials</p> <p>Lesson 2: Soap sculptures</p> <p>LO: To use more complex techniques to shape materials KS2:AD1 KS2:AD2 KS2:AD3</p> <p>Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (malleable materials)</p> <p>Materials (Pencil, ink, charcoal and pen)</p> <p>Creativity (Creation) Nature (natural art)</p>	<p>Art: Sculpture & 3D – Mega Materials</p> <p>Lesson 3: Working with wire</p> <p>LO: To explore how shapes can be formed and joined in wire KS2:AD1 KS2:AD2 KS2:AD3</p> <p>Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (malleable materials)</p> <p>Materials (Pencil, ink, charcoal and pen)</p> <p>Creativity (Generation of ideas) Nature (natural art)</p>	<p>Art: Sculpture & 3D – Mega Materials</p> <p>Lesson 4: Shadow sculpture</p> <p>LO: To consider the effect of how sculpture is displayed KS2:AD1 KS2:AD2 KS2:AD3</p> <p>Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (Pencil, ink, charcoal and pen)</p> <p>Materials (Paint)</p> <p>Creativity (Generation of ideas) Humankind (Human Form)</p>	<p>Art: Sculpture & 3D – Mega Materials</p> <p>Lesson 5: Recycle and recreate</p> <p>LO: To choose and join a variety of materials to make sculpture. KS2:AD1 KS2:AD2 KS2:AD3</p> <p>Big Idea (Aspect): Significance (Significant people, artwork and movements) Materials (fabric and paper)</p> <p>Creativity (Creation) Comparison (Compare & Contrast)</p>	
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<p>Music</p>	<p>Music: Changes in pitch, tempo and dynamics</p> <p>Lesson 1: The singing river</p> <p>LO: To sing in two parts using expression and dynamics. KS2:MU1, MU2, MU3, MU4, MU5</p> <p>Big Idea (Aspect): Creativity (Singing) Investigation (Music appreciation)</p>	<p>Music: Changes in pitch, tempo and dynamics</p> <p>Lesson 2: The listening river</p> <p>LO: To recognise key elements of music. KS2:MU1, MU2, MU3, MU4, MU5</p> <p>Big Idea (Aspect): Investigation (Music appreciation) Significance (Significant people)</p>	<p>Music: Changes in pitch, tempo and dynamics</p> <p>Lesson 3: The repeating river</p> <p>LO: To perform a vocal ostinato. KS2:MU1, MU2, MU3, MU4, MU5</p> <p>Big Idea (Aspect): Creativity (Performance, Singing, Pulse and rhythm) Investigation (Music appreciation)</p>	<p>Music: Changes in pitch, tempo and dynamics</p> <p>Lesson 4: The percussive river.</p> <p>LO: To create and perform an ostinato. KS2:MU1, MU2, MU3, MU4, MU5</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Composition, Notation)</p>	<p>Music: Changes in pitch, tempo and dynamics</p> <p>Lesson 5: The performing river</p> <p>LO: To improve and perform a piece of music based around ostinatos. KS2:MU1, MU2, MU3, MU4, MU5</p> <p>Big Idea (Aspect): Creativity (Performance, Pulse and rhythm, Composition, Notation) Investigation (Music appreciation)</p>	
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PE	Cricket Lesson 1: Retrieve and Return LO: To retrieve the ball and return it with accuracy towards a target. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Cricket Lesson 2: Pairs Cricket: Striking the ball LO: To hit the ball away from the fielders to score points (runs). KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Cricket Lesson 3: Fielding v Batting with a bowler LO: To understand why we need to bowl underarm with accuracy towards a target. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Rounders Lesson 1: Racing Rounders: Consolidation (fielding) LO: To keep the batter's score as low as possible. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Rounders Lesson 2: Racing Rounders: Consolidation (batting) LO: To throw the ball away from the fielders to score points (rounders). KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Rounders Lesson 3: Racing Rounders Competition (batting) LO: To hit the ball away from the fielders to score points (rounders). KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)
PSHE	Relationships Lesson 1: Jealousy LO: To I can recognise situations which can cause jealousy in relationships.	Relationships Lesson 2: Love and Loss LO: To identify someone I love and can express why they are special to me.	Relationships Lesson 3: Memories Puzzle outcome: Memory Box LO: To tell you about someone I know that I no longer see.	Relationships Lesson 4: Getting on and Falling Out LO: To recognise how friendships change, know how to make new friends and how to	Relationships Lesson 5: Girlfriends and Boyfriends LO: To understand what having a boyfriend/ girlfriend might mean and that it	Relationships Lesson 6: Celebrating My Relationships with People and Animals LO: To know how to show love and appreciation to the



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	Big Idea (Aspect): Creativity (speaking, listening and sharing) Significance (Significant people) Significance (Relationships) Change (life changes)	Big Idea (Aspect): Creativity (speaking, listening and sharing) Significance (Significant people) Significance (Relationships) Change (life changes)	Big Idea (Aspect): Creativity (speaking, listening and sharing) Significance (Significant people) Significance (Relationships) Change (life changes)	manage when I fall out with my friends. Big Idea (Aspect): Creativity (speaking, listening and sharing) Significance (Significant people) Significance (Relationships) Change (life changes)	is a special relationship for when I am older. Big Idea (Aspect): Creativity (speaking, listening and sharing) Significance (Significant people) Significance (Relationships) Change (life changes) Change (Physical development)	people and animals who are special to me. Big Idea (Aspect): Creativity (speaking, listening and sharing) Significance (Significant people) Significance (Relationships) Place (Diversity)
Computing	Creating media – Photo Editing Lesson 1: LO: To explain that the composition of digital images can be changed. KS2: CO 6, 7 Big Idea (Aspect): Place (Digital world) Materials (Software) Creativity (Creation)	Creating media – Photo Editing Lesson 2: LO: To explain that colours can be changed in digital images. KS2: CO 6, 7 Big Idea (Aspect): Place (Digital world) Materials (Software) Creativity (Creation)	Creating media – Photo Editing Lesson 3: LO: To explain how cloning can be used in photo editing. KS2: CO 6, 7 Big Idea (Aspect): Place (Digital world) Materials (Software) Creativity (Creation)	Creating media – Photo Editing Lesson 4: LO: To explain that images can be combined. KS2: CO 6, 7 Big Idea (Aspect): Place (Digital world) Materials (Software) Creativity (Creation)	Creating media – Photo Editing Lesson 5: LO: To combine images for a purpose. KS2: CO 6, 7 Big Idea (Aspect): Place (Digital world) Materials (Software) Creativity (Creation)	Creating media – Photo Editing Lesson 6: LO: To evaluate how changes can improve an image. KS2: CO 6, 7 Big Idea (Aspect): Place (Digital world) Materials (Software) Creativity (Creation)



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RE	?	?	?	?	?	?
	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:	Lesson 6:
	LO: ?	LO: ?	LO: ?	LO: ?	LO: ?	LO: ?
	Y5: ? Lesson 1	Y5: ? Lesson 2	Y5: ? Lesson 3	Y5: ? Lesson 4	Y5: ? Lesson 5	Y5: ? Lesson 6