CAYTON SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 4 – SUMMER 2

Learn from yesterday, seek today and aim for tomorrow

September 2023

ScienceDriver: Electricity

Key Enquiry: How would you cope without electricity for a day?

Science Driver

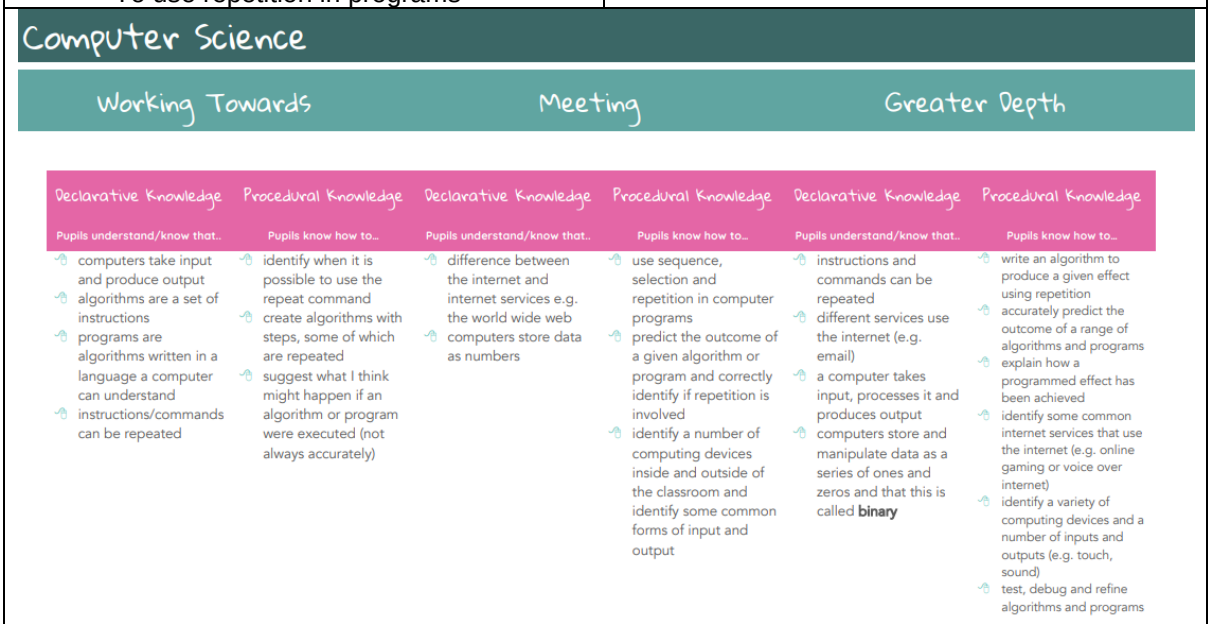
Working Scientifically	
❑ Ask questions such as: • Why are steam and ice the same thing? • Why is the liver important in the digestive systems? • What do we mean by 'pitch' when it comes to sound?	❑ Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
	❑ Group information according to common factors e.g. materials that make good conductors or insulators
❑ Use research to find out how much time it takes to digest most of our food	❑ Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
❑ Use research to find out which materials make effective conductors and insulators of electricity	❑ Present findings using written explanations and include diagrams, when needed
❑ Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water	❑ Write up findings using a planning, doing and evaluating process
❑ Set up a fair test with more than one variable e.g. using different materials to cut out sound	❑ Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
❑ Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures	❑ When making predictions there are plausible reasons as to why they have done so
❑ Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning	❑ Able to amend predictions according to findings
❑ Use a data logger to check on the time it takes ice to melt to water in different temperatures	❑ Prepared to change ideas as a result of what has been found out during a scientific enquiry

What I need the children to learn	Possible learning experiences
Electricity	
Uses of electricity *Simple circuits and switches* *Conductors and insulators*	
• Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each	***Explore home (school) to fins appliances they require electricity*** ***Make a circuit in a series with a bulb/ buzzer and switch*** ***Draw circuits in simple form (formalised in Y6)*** ***Look at a different set of circuits and predict whether, once attached to the cell, the circuit would work*** ***Sort conducts and insulators*** ***Venn Diagrams*** ***Make a lighthouse or room in a box with a working light***

Computing

Programming – Create Programs Coding – Develop Programs Logical Reasoning	
National Curriculum Objectives - Pupils should be taught to: *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts* *Use sequence, selection, and repetition in programs; work with variables and various forms of input and output* *Use logical reasoning to explain how a simple algorithm works and detect and correct errors in algorithms and programs*	**Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).**
iProgram 2 and 3 – Computer Science Lesson 1: iDraw • To understand that a program is a sequence of statements written in a programming language (TurtleArt) • To program a turtle to execute a sequence of statements Lesson 2: iWrite • To understand that computer programs consist of statements that perform a specific task. • To understand that statements can be altered Lesson 3: iShape Up • To amend an algorithm to change the size of a shape Lesson 4: iRobot • To program a virtual robot to move and draw Lesson 5: iDesign • To design a program that makes choices • To understand that commands and actions can be programmed to be executed depending upon whether a condition is true or not Lesson 6: iFollow • To develop algorithms • To combine repetition and conditional statements into a program **iProgram 3** Lesson 1: iBot • To solve problems by splitting them into smaller parts (decomposition) • To plan and develop algorithms and programs	https://www.icompute-uk.com/members-area/lks2/index.html and select Year 4 and then iProgram 2 and 3 unit

Lesson 2: iRepeat • To use repetition in programs	



Music

Charanga Music Scheme - https://charanga.com/site/

What I need the children to learn	**Possible learning experiences**
Unit 6 – Reflect, Rewind and Replay	
Listening and Appraise Music (Musicianship)	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *Develop an understanding of the history of music.*	
• Describe legato and staccato. • Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	
Singing and Voice	
• *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	
• Talk about the different styles of singing used for different styles of song. • Talk about how the songs and their styles connect to the world.. •	**Video with QR qrcode monkey website**
• Notation	
• *Use and understand staff and other musical notations*	
• Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. • Identify:	

• Stave • Treble clef • Time signature •	
• Playing Instruments	
• *Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression*	
Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.	**Glockenspiels and bars as a whole class**
• Improvising	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
• Improvise over a simple chord progression. Improvise over a groove.	
• Composing	
• *Improvise and compose music for a range of purposes using the inter-related dimensions of music*	
• A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) • D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	**Use Charanga with pupil logins to experiment with the notation maker.**
• Performing	
Listen with attention to detail and recall sounds with increasing aural memory *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	
• Rehearse and enjoy the opportunity to share what has been learned in the lessons. • Perform, with confidence, a song from memory or using notation.	**Performance to parents to celebrate unit. Videos to send out on Class Dojo.**
• Vocabulary	
• Keyboard • Electric guitar • Bass • Drums • Improvise • Compose • Melody • Pulse • Rhythm • Pitch • Tempo • Dynamics • Texture • Structure • Compose • Improvise • Hook • Riff • Solo • Pentatonic scale	

• Unison • Rhythm patterns • Musical style • Rapping • Lyrics • Choreography • Digital/electronic sounds • Turntables • Synthesizers, by ear • Notation • Backing vocal • Piano • Organ • Acoustic guitar • Percussion • Birdsong • Civil rights • Racism • Equality	

Design Technology

What I need the children to learn	Possible learning experiences
Designing	
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*	
• use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated	***Design and make circuits*** ***See which materials block out the light the most*** ***Create a lighthouse***
Making	
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	
• know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately	***Make lighthouse***
Evaluating	
investigate and analyse a range of existing products *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world*	

• evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way	***Evaluate lighthouse*** ***Would a person in distress see it?***
Technical Knowledge	
apply their understanding of how to strengthen, stiffen and reinforce more complex structures *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* *apply their understanding of computing to program, monitor and control their products.*	
• links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product	

Music

New published Music Scheme to arrive shortly but in the meantime please access https://www.bbc.co.uk/teach/ks2-music/zfv96v4 for music ideas for Key Stage 2.

What I need the children to learn	Possible learning experiences
History of music	
develop an understanding of the history of music	
• begin to identify the style of work of Beethoven, Mozart and Elgar	

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
use running, jumping, throwing and catching in isolation and in combination	
• sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed	
Competitive Games	
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	
• throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game	
Gymnastics	
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
• move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases	
Dance	
perform dances using a range of movement patterns	
• take the lead when working with a partner or group • use dance to communicate an idea	
Outdoor and Adventurous Activity	
take part in outdoor and adventurous activity challenges both individually and within a team	
• follow a map in a (more demanding) familiar context • follow a route within a time limit	***Orienteering, cross country, obstacle courses*** ***Links to Sport's Day***
Evaluate	
compare their performances with previous ones and demonstrate improvement to achieve their personal best	
• provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others	
Real P.E.	
Unit 6Health and Fitness	

• I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.	
Nigel Carson Sessions	

PSHE

What I need the children to learn	**Possible learning experiences**
Changing Me	**Resource links from: Jigsaw**
Knowledge • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions **Social and Emotional Skills** • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change **Consent curriculum** Can I begin to understand what I can share and what I should keep private to keep myself and others safe? *Activity: power point about surprise or secret and then an activity of scenarios about telling secrets.* **Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures**	In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes. Key vocabulary: Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy **See the link below**

that we always have the up to date learning outcomes).	

Religious Education:
For this unit there is 8-10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I ……..

Question U2.3 (What do religions say to us when life gets hard?) will explore beliefs about death and afterlife in Upper KS2, so this unit need only introduce some key ideas and ways believers mark the end of life.

What I need the children to learn	Possible learning experiences
L2:6	
Why do some people thing that life is like a journey and what significant experiences mark this? Emerging: • Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). • Identify at least two promises made by believers at these ceremonies and say why they are important (B1). Expected: • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). Exceeding: • Explain similarities and differences between ceremonies of commitment (B3). • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).	• Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? • Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and 'believers' baptism' or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments? • What meaning do these ceremonies have to the individual, their family and their communities? • Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves. • Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies.

	• Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? • Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey? • Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'? • Reflect on their own ideas about community, belonging and belief.

Foreign Languages

What I need the children to learn	Possible learning experiences
Listening	Language Angels **<u>Summer 2 – My Home</u>** Teaching Type: Intermediate Unit Objective: To describe what rooms there are and are not in your home in French. By the end of this unit we will be able to: • Say and write in French whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure chez moi il y a… and chez moi in n'y a pas de/d'… • Use the connective/conjunction et to link two sentences together.
Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language	
• Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	
Speaking	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Present ideas and information orally to a range of audiences. Describe people, places, things and actions orally and in writing	
• Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	
Reading/ Writing	
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show	

understanding of words, phrases and simple writing *Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly* *Describe people, places, things and actions in writing*	
• Read aloud short pieces of text applying knowledge learnt. Understand most of what we read in the foreign language when it is based on familiar language. • Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate – my name/ where I live/ my age.	
Grammar	
Understand basic grammar appropriate to the language being studied	
• Better understand the concept of gender and which articles to use for meaning ('the', 'a' or 'some'). Introduce simple adjectival agreement (adjectival agreement when describing nationality) the negative form and possessive adjectives ('In my pencil case I have' or 'In my pencil case I do not have').	

Cayton Creation

Electricity themed carousel

Cayton Conclusion

Drama and role play with playscripts

What I need the children to learn	Possible learning experiences
Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?	The Boy at the Back of the Class Book by Onjali Q. Raúf Reading focus Writing focus- links with refugee crisis. Chn write diary entry with all conventions and GPS Non chronological report style with the conventions and GPS Layout, devices, purpose for audience
Can I write a range of narratives that are well-structured and well-paced.?	**Diary editing**
Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?	*Editing writing, hot seating for Boy at the Back of the Class*
Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?	Learning challenges and discussion

Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?	*Class reading to set the scene and hot seating. Pictures and discussion to influence writing.*
Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?	Reading examples of imagery in plenary.
Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?	*Response time and discussion about other's work. Peer assessment. Learning challenges (pronouns to replace nouns). Grammar games and discussion.*
Can I always maintain an accurate tense throughout a piece of writing?	Verbal and written feedback in Boy... Diary
Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?	*Specific stand-alone lessons to achieve this, both oral and written.*
Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences?	*Sentence construction towards the start of the term.* *Consolidate*
Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?	*Sentence construction towards the start of the term.* *Consolidate*
Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it?	*Specific lessons and Response Time.*
Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?	*Sentence construction towards the start of the term.*
Can I consistently use apostrophes for singular and plural possession?	*Specific lessons and Response Time.* *See *** Learning challenges
Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	*Specific lessons and Response Time.* *Learning challenges, 21 sentence types, class games and discussion.*
Can I spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?	*Y4 spelling unit.*
Can I spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?	*Y4 spelling unit.*
Can I spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?	*Y4 spelling unit.*
Can I spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'? e.g.	*Y4 spelling unit.*

musician, electrician, magician, politician, mathematician)?	
Can I spell words with the s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)?	*Y4 spelling unit.*
Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?	*Y4 spelling unit.*
Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?	*Y4 spelling unit.*
Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)?	*Y4 spelling unit.*
Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?	*As for *** *Learning challenges in books.*
Can I use my spelling knowledge to use a dictionary more efficiently?	*Introduce using a dictionary and if ready, use letters to the second and third place.* *Stand alone dictionary lesson.*
Can I spell all of the Y3 and Y4 statutory spelling words correctly?	*Baseline assessment at the start of term. Half-termly assessment to check on progress.*
Can I increase the legibility, consistency and quality of my handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?	*Handwriting sessions- t modelling.*
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	*Handwriting sessions- t modelling.*
Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?	*Guided Reading will have to take the form of whole class work until further notice.* *Any "gaps" shown through Y3 Summer Term assessment done at the start of Y4 Autumn term, to be addressed.*
Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?	*Guided/whole class reading.*

Reading/ further 'catch up'

What I need the children to learn	Possible learning experiences
	In books and response time. Everyday work.

Grammar recap of terminology from y4 back to starting school- address any misconceptions before Y5 **Fill in gaps from lockdown with reading, writing and spellings- see earlier MTPS e.g. Can I spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?**	In booster lessons and Friday spellings. Everyday work.
VIPERS in all activities (see Summer 1 MTP) Summarising and predicting as a focus to start with inference and authorial intent Focus on how author uses punctuation and word choice to convey character or feelings	The Boy at the Back of the Class Book by Onjali Q. Raúf Reading focus Writing focus- links with refugee crisis. Chn write diary entry with all conventions and GPS
Year 3 and 4 common exception words	Learning for class spellings on a Friday and applying these in our writing
Non-Fiction reading and writing on links to electricity	Non chronological report style with the conventions and GPS Layout, devices, purpose for audience

Mathematics

What I need the children to learn	Possible learning experiences
Decimals and money	White Rose lessons on addition and subtraction with money. Coins focus in problem solving. Place value recap with decimals.
Statistics. Interpreting data from bar charts and line graphs	Studying all graphs including a recap on pictograms with reasoning questions. Collect their own data and plot in graph.
Measurement- Time	24 hour time conversions from 12 hour. Ensuring chn can tell the time on analogue and digital clocks. Reasoning.
Geometry- Properties of Shape	Turns and angles Right angles in shapes Compare angles Identify angles Compare and order angles Recognise and describe 2-D shapes Triangles Quadrilaterals Horizontal and vertical Lines of symmetry Complete a symmetric figure

Geometry-Position and Direction	Describe position Draw on a grid Move on a grid Describe movement on a grid