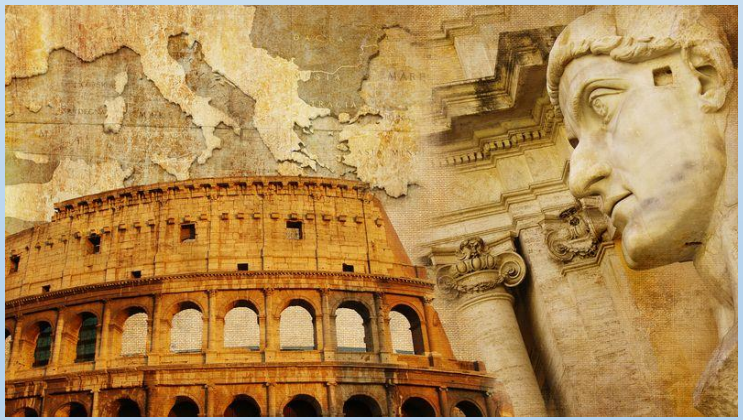
Thornton Primary School

Curriculum Medium Term Planning



Year: 4
Term: Autumn 1

Explanation

This half term, in History, we are exploring the Roman Empire, discovering how it grew, its influence on the world, and what life was like at the time. In Science, we are studying the human body, focusing on digestion and teeth, and learning how our bodies break down food to give us energy. In Art, we are experimenting with tone and texture, using different techniques and materials to bring depth and detail to our work.

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History – The Roman Empire

Retrieval	Vocabulary	Knowledge	Skills
Achievements – The first achievements of Stone Age -Noted the changes from caves to roundhouses, including the materials, shape, size, and features. • Society – Investigated the changes in society from fairly equal Stone Age tribes to more power-based societies through the Bronze Age and then Celtic tribes with kings/leaders during the Iron Age. • Food – Understood the differences between hunter-gatherers and farmers and the importance of the development of farming. • Beliefs – Identified the changes in beliefs from Stone Age to Iron Age and understanding why we know so little about them due to the lack of evidence. • Prior learning in Geography Y4- Children will have learnt about Italy including the location and human and Physical features	Empire Emperor Invade Latin Pagan Aqueduct Basilica Conquer Conquest Julius Cesar Emperor Claudius	• Understand more complex historical terms e.g., BC/AD/CENTURY, decade, after, before, during. • The legacy of Romans can still be seen across their empire in the remains of • monuments such as the Roman Baths, sections of wall, sewers, roads, place names • Names and places dates of significant events from past on a timeline. • Understand that knowledge about the past is constructed from a variety of sources • Compare an aspect of life with the same aspect in another period e.g. Greeks with Ancient Egyptians and Romans • Suggest causes and consequences of events • Be aware that different versions of the past may exist and begin to suggest reasons for this. • Recognise the part that archaeologists have in helping us understand more about what happened in the past. • Study different aspects of different people – differences between men and women.	• Place the time studied on a timeline, compare where this fits in to topics previously studied. • Use terms related to the period and begin to date events. • Use more than one source of evidence to gain an accurate understanding • Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past. • Compare an aspect of life with the same aspect in another period e.g. Greeks with Ancient Egyptians and Romans

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Memory cloud **L.O: To sequence events on a timeline** Look at chronology and focus on the events that occurred in the Roman era. Children to work as a group to order events and individually, create their own timeline focusing on 5 key events.	**L.O: To understand who the Romans were and where the Romans came from** • The Romans ruled more than just Britain • Roman empire started in Rome, Italy • Rome was led by a number of different emperors. An emperor is a man who rules an empire or is the head of state in an empire.	**L.O: To explore Roman beliefs** What did the romans believe in? Did those beliefs stay consistent throughput the duration of the empire? Main Compare them to Egyptian Gods – what were the similarities and differences?	**LO: To understand how powerful the Roman army was** • Julius Ceaser was a Roman Leader • Roman soldiers were very disciplined and well trained • Rome became so powerful because of the strength of its army	**LO: To explore the events led up to the invasion of Britain** What was the motivation behind why the romans wanted to invade so many countries? What was the response?	**LO: To know how the Roman settlements compare to the Celtic villages** Revise who was in Britain at the time of the invasion. How did the Britons/Celts live? What were the advantages and disadvantages to the Roman invasion? Is there still evidence today that they came to Britain?

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Science – Animals including humans – teeth and the digestive system.

Retrieval	Vocabulary	Knowledge	Skills
• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; • they get nutrition from what they eat (3-Animals including Humans) • identify that humans and some other animals have skeletons and muscles for support, protection and movement	Stomach Digestion Saliva Plaque Enamel Intestines rectum Oesophagus Intestines	• Describe the simple functions of the basic parts of the digestive system in humans. • -Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey..	• Observe the similarities and differences in human/animal teeth • Interpret and present learning of • digestive system through models. • Set up own test to see the effects of different liquids on tooth decay. • Make predictions based on sci • Knowledge of liquids to decay teeth. • I can record my results in a table and bar graph. I can ask questions to find out what animals eat.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
LO: To describe the simple functions of the digestive system in humans. To identify organs in digestive system. Children to explain how the digestive system works using their model as an aid.	**LO: To identify different teeth in humans and name their functions. To record my findings using a labelled diagram.** Children to bite into the different foods, taking note which teeth are needed to chew the food.	**LO: To how to keep my teeth healthy. To record my results in a table.** Children to put their eggs in the different liquids and leave for 3 days. Children to carry out the taste, texture and foaming tests and rate using the recording sheet provided.	**LO: To identify and compare teeth of carnivores, herbivores and omnivores.** Children to label the different teeth and identify the animal- the first letter has been provided. Children decide the titles of the table depending on the group.	**LO: To construct and interpret a variety of food chains identifying producers, predators and prey by examining animal faeces (poo).** Give children the poo samples, children dissect the poo using the tweezers and write down what they find in the poo e.g. animals, bones, berries, nuts etc.

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PSHE – Me and my relationships

Retrieval	Vocabulary	Knowledge	Skills
Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Identify qualities of friendship Suggest reasons why friends sometimes fall out	Self esteem Confidence Emotions Respect Friendship Being yourself Cooperation Decision making Negotiating Assertiveness Conflict Media influence	• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • he importance of respecting others, even when they are very different from them. • Different types of bullying	• Demonstrate strategies for working on a collaborative task • Define successful qualities of teamwork and collaboration. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others • Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. • What discrimination is and how to challenge it.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
L.O: To demonstrate strategies for working on a collaborative task Children will complete games and challenges to understand how to work collaboratively.	**L.O: To explain what we mean by a 'positive, healthy relationship'.** Agree that just because we're friends with someone, it doesn't mean that we'll always want to do the same things.	**L.O: To describe appropriate assertive strategies for saying 'no' to a friend.** Draw out the assertiveness techniques that each group demonstrates and praise them for being respectful of their partner's feelings	**L.O: Explain how different words can express the intensity of feelings.** Explain that the focus for the session is feelings. Ask the children to give a feelings word in turn around the circle starting with a 'good' feeling	**L.O: Explain how feelings can be linked to physical state.** Encourage the children to think about all the possible feelings they might have in each place.	**L.O: Understand and give examples of who or where pressure to behave in** an unhealthy, unacceptable or risky way might come from Children to understand the difference between being unkind, teasing and bullying

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Computing – Computing Systems and Network – The internet

Retrieval	Vocabulary	Knowledge	Skills
Develop understanding of digital devices, with an initial focus on inputs, processes, and outputs. Compare digital and non-digital devices. Understand computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Discover the benefits of connecting devices in a network.	Internet network router network security switch, server wireless access point (WAP)	• Apply knowledge and understanding of networks and appreciate the internet as a network of networks which need to be kept secure. • Learn that the World Wide Web is part of the internet and explore the World Wide Web in order to learn about who owns content and what we can access, add, and create. • Evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	• Describe the internet as a network of networks • Demonstrate how information is shared across the internet • Discuss why a network needs protecting • Explain that the internet is used to provide many services • Recognise that the World Wide Web contains websites and web pages • Suggest who owns the content on websites • Explain that there are rules to protect content

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To explain how my online identity can be different to my offline identity Online Safety Children explain the reasons for and against changing your identity online and explain how someone might do so.	**LO: To describe how networks physically connect to other networks** Children will explore how a network can share messages with another network to form the internet. They will consider some of the network devices involved in this, such as routers, and will also discuss what should be kept in and out of a network to keep safe.	**LO: To recognise how networked devices make up the internet** Children will describe the parts of a network and how they connect to each other to form the internet. They will use this understanding to help explain how the internet lets us view the World Wide Web and recognise that the World Wide Web is part of the internet which contains websites and web pages.	**LO: To outline how websites can be shared via the World Wide Web (WWW)** Children will explore what can be shared on the World Wide Web and where websites are stored. They will also explore how the World Wide Web can be accessed on a variety of devices.	**LO: To describe how content can be added and accessed on the World Wide Web (WWW)** Children will analyse a website and identify the key parts. They will then consider what content can be added to websites and what factors they should consider before adding content to a website. Finally, they will use a website which enables them to create their own content online.	**LO: To recognise how the content of the WWW is created by people** Children will explore who owns the content on the World Wide Web (or 'web' for short). They will explore a variety of websites and will investigate what they can and cannot do with the content on them. They will also relate this to principles of ownership and sharing in the real world.

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RE – Are all religions equal?

Retrieval	Vocabulary	Knowledge	Skills
• Some people believe connection with a god to be a spiritual experience. • Actions have consequences and that people think differently about what these are. • Forgiveness is cancelling out wrongdoing or removing punishment. • Religious and non-religious people have ideas about the relationship between God and humans • Rituals are a way of expressing beliefs and ideas about God. • Prayer, meditation and rituals are used to connect spiritually	Equality Harmony Connection Guidelines Guru Invoke Omniscient Athravan Báb Baha'I Bahá'ulláh Gurdwara	• People from different religions believe some of the same things. There are historical links and connections between religions. • Stories and scriptures give insights about how to live. • The history of religion affects how people see their own and others' communities. • Questioning can help to explore big questions. • People from different religions believe some of the same things. • To know that there are historical links and connections between religions. • To know that stories and scriptures give insights about how to live. • To know that the history of religion affects how people see their own and others' communities.	• Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong. Suggesting ideas, including own opinions and evidence. • Exploring how beliefs can impact people's lives and actions, including personal and community practices. • Recognising underlying themes in stories, such as kindness or forgiveness. • Exploring similarities and differences within and between religions and worldviews.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: To listen and respond respectful to others' thoughts, opinions and ideas Explain thoughts clearly and listen respectfully	**LO: To recognise that there are many connections between religious worldviews** Pre-unit assessment Children to explain how beliefs, people and places connect religious worldviews and why making connections can help with understanding other's worldviews	**LO: To explain similarities and differences in how people understand God** Children to look at scripture to find out about the different ways people understand God.	**LO: To identify how some Sikh beliefs and practices reflect ideas about religious equality** Children to Investigate Sikh beliefs and practices relating to religious harmony, beginning with the story of Guru Nanak.	**LO: To determine how Bahá'í teachings influence some practices** Look at Bahá'í teachings about unity and how these are reflected in worship.	**LO: To express ides about religious equality and harmony** Summarising and expressing learning about religious equality and harmony with a focus on World Religion Day. End of unit assessment

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Art – Exploring tone, texture and proportion

Retrieval	Vocabulary	Knowledge	Skill
• Use their observation skills to describe specific shapes, textures or patterns in objects. • Shade with a reasonable degree of accuracy and skill following the four shading rules. • Use mark marking to show texture and details. • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. • Apply shading skills to show areas of light and dark (tone). • Apply line, shape and tone with digital tools.	collage composition form highlight proportion shadow three-dimensional	• **Form:** Using lighter and darker tints and shades of a colour can create a 3D effect. • **Shape:** How to use basic shapes to form more complex shapes and patterns. • **Line:** Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. • **Texture:** How to use texture more purposely to achieve a specific effect or to replicate different surfaces. • **Tone:** That using lighter and darker tints and shades of a colour can create a 3D effect. • Represent geometric 3D shapes more accurately and begin to include organic forms. • Use a more diverse range of marks to convey a subject's form. • Combine lines and marks to create light and dark areas of a drawing. • The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. • Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. • Sketch to plan the placement of their composition elements for visual effect. • Draw more accurately in relative size/proportion. • Recognise whether something is in the foreground or background of a composition and how size can show distance.	**Generating ideas:** Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. **Using sketchbooks:** Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. **Making skills:** Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Using growing knowledge of different materials, combining media for effect. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. **Knowledge of artists:** Using subject vocabulary confidently to describe and compare creative works.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson 1: 3D pencil drawings Using tone to make an observational line drawing look three-dimensional. LO: To draw using tone to create a 3D effect.	**Lesson 2: Texture and tone** Exploring how combining lines and marks can show texture and tone. LO: To explore how combining lines and mark making can show texture and tone in drawings.	**Lesson 3: Showing proportion** Understanding proportion by observing how it is used in artwork. LO: To understand proportion by observing how it is used in artwork.	**Lesson 4: Creating an effective composition** Understanding how to create an effective composition. LO: To understand what is an effective composition in art.	**Lesson 5: Using texture, tone and proportion in drawing** Using texture, tone and proportion in a drawing. LO: To apply an understanding of texture, tone and proportion in a drawing.	**Lesson 6: Every picture tells a story** Exploring artwork that is made in different ways; creating a collaborative piece of artwork inspired by an artist. LO: To create a collaborative piece of art inspired by an artist.

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French – Je me Presente

Retrieval	Vocabulary	Knowledge	Skills
• Know some simple greetings • Know some colours • Know some numbers to ten • Know some seasons and their features • Know some musical instruments • Know some fruit and vegetables • Know how to I am able/unable to do some activities	Bonjour Salut Ça va ? Ça va bien. Ça va mal. Comme ci, comme ça. Ça va très bien. Ça va très mal. très Au revoir ! À plus tard Numbers 1-10 Comment t'appelles-tu ? Je m'appell Quel âge as-tu ? J'ai … ans. Où habites-tu ? J'habite à… Numbers 1-20	• Use basic greetings in French, • Ask somebody how they are feeling and reply when asked to me. • Ask somebody their name in French and reply when asked to me. • Recall numbers 1-10 and count from 11-20 in French. • Ask somebody how old they are in French and reply when asked to me. • Ask somebody where they live in French and reply when asked to me. • Express my nationality in French and understand basic gender agreement rules.	• Hold a simple conversation with a partner, asking a question as well as being able to answer one. • Being able to present ourselves in French. • Saying what our name is, how old we are, where we live, and our nationality.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Phonics Lesson LO: To introduce the phonemes i, in, ique, ille.	LO: To consolidate basic greetings and learn how to further present themselves by asking and answering questions in French.	LO: To consolidate basic greetings and learn how to further present themselves by asking and answering questions in French.	LO: To learn numbers 11-20 and be able to count from 1-20 in French.	LO: To consolidate knowledge of numbers 1-20 in French and learn how to ask and answer the question "Quel âge as-tu ?"	LO: To learn how to ask and answer the question Où habites-tu ?	LO: To consolidate all knowledge from the unit and complete the end of unit assessment.	Phonics Lesson LO: To introduce the phonemes i, in, ique, ille.

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Curriculum Medium Term Planning

pe planning — **physical education medium term planning** — intent, implementation, impact

Implementation Phase			
Year Group:	Four	**Unit:**	Gymnastics – *Unit Two*

Prior Learning Required – Unit One Progression Maps Objectives:

- Find different ways of using shape, travel and direction.
- Explore movements and creativity.
- Combine actions to create sequence of movements thinking about quality and performance.
- Collaborate with others.
- Work well in small groups to create roll sequences, sharing ideas and listening to others.
- Improve the quality of key shape jumps, turn jumps, and rebound jumps.
- Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner.
- Learn and develop the quality of a tuck roll to standing.

National Curriculum Links	• 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns.	**Pillars of Progression**	• Continued progress of **Motor Competence**. • Begin to understand and apply **Rules**, **Strategies** and **Tactics**. • **Healthy Participation**; making safe decisions and understanding the relationships between physical activity and its effect on the body.

Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To combine travelling. • Step 2: To spin on point. • Step 3: To collaborate with a partner. • Step 4: To create longer sequences of movements, shapes, balances, and rolls. • Step 5: To use different pieces of apparatus and equipment with control and purpose. • Step 6: To perform in front of others	**Progression Map Links** (Ensure pupils progress & move forward throughout their primary school years)	**Declarative Knowledge:** • Describe and evaluate the effectiveness and quality of a performance. • Learn how to use skills in different ways and link them to make actions and sequences of movement **Procedural Knowledge:** • Continue to improve the quality of leaping, and leap in different directions. • Show control, accuracy and fluency of movement when performing actions individually and with a partner. • Develop balance individually and with a partner. • Work with a partner creating partner balances showing good control and strength. • Create, perform and repeat sequences that include changes of dynamics e.g., changes of level, speed or direction. • Perform a broad range of gymnastics actions on the floor and over, though, across and along apparatus.
Resources & Equipment	• Cones. • Benches. • Pencils • Bibs. • Marker Spots. • Apparatus and hand apparatus such as tables, wall frame, beams, balls, ribbons and hoops. • Skipping ropes. • Gymnastics mats. • Beanbags (2 different colours).	**Key Vocabulary**	• Combination • Teamwork • Plank • Rhythm • Rotation • Drive • Communication • Controlled • Tuck • Cushion • Transition • Momentum • Purpose • Rebound • Develop • Sequence

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pe planning

gymnastics

knowledge organiser : LKS2

Gymnastics is an **Olympic** sport that involves a combination of **strength**, **flexibility**, **coordination**, and **balance**.
A professional Gymnast requires a great deal of **physical fitness**, **body awareness**, **discipline**, and **confidence**.

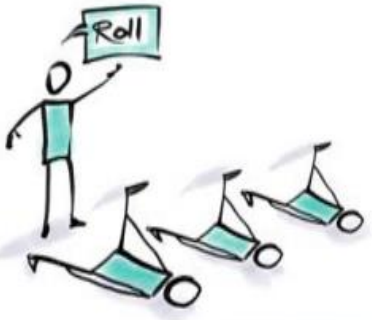


Balances **Jumps** **Sequence**

Routine **Rolls** **Teamwork**

Coordination **Apparatus**











STEPS TO SUCCESS

These are the skills I need to achieve success in LKS2 Gymnastics:

- To perform 9 key shapes.
- To travel using different body parts.
- To travel on different levels at different speeds.
- To create sequences of movements, shapes, balances, and rolls.
- To work with others mirroring and cannoning.
- To perform in front of others.

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