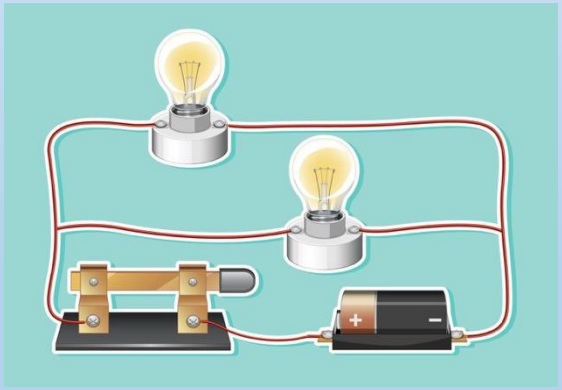
Thornton Primary School

Curriculum Medium Term Planning



Year: 4
Term: Autumn 2

Explanation

In Science, they will dive into the world of electricity. They'll learn how to identify everyday appliances that run on electricity and discover how to build simple series circuits. Along the way, they'll name and understand the key parts of a circuit—such as cells, wires, bulbs, switches, and buzzers—and investigate what makes a lamp light up. By the end of the unit, they'll know how a complete loop with a battery powers a circuit.

In Geography, the focus will be on Spain, comparing its physical and human features with those of the UK. Children will explore Spain's climate, culture, and landscapes, and think about how life there differs from life here. This will help them develop a deeper understanding of similarities and differences between countries.

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Science

Retrieval	Vocabulary	Knowledge	Skills
• Know about similarities and differences in relation to places, objects, materials and living things. • Talk about the features of their own immediate environment and how environments might vary from one another. • Make observations of animals and plants and explain why some things occur and talk about changes.	Battery Plug Circuit Cell Buzzer Appliance Connect Connectors Loose Connection Short Circuit Crocodile Clip Conductor Insulator Voltage, Current	• Identify common appliances that run on electricity. • Construct simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether a lamp will light in a simple circuit, based on whether the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	• I can identify electrical components and classify appliances. • I can identify patterns in my observations. I can conduct a comparative test. • I can identify the properties of materials. • I can find out about different scientists and energy sources. • I know how electricity has developed over time. I can record my work using labelled drawings • I can make predictions using scientific language I can interpret my results using my scientific knowledge • I can identify the properties of different materials. I can pose scientific questions • I can record how electricity can help us

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Memory cloud L.O. To identify common appliances that run on electricity. WS: To record my work using labelled drawings. Children to sort pictures then once they are happy with their selection, complete Venn diagram on sheet	L.O. To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery WS: make predictions using scientific language Children make different circuits and make predictions.	L.O. To recognise some common conductors and insulators, and associate metals with being good conductors WS: To interpret my results using my scientific knowledge. Children to conduct their tests in pairs or small groups and complete their results.	L.O. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit WS: To evaluate my switch design Children make their own switches.	L.O. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. WS: To pose scientific questions. Children to make their own windmills to generate electricity.	L.O. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. WS: To record how electricity has help us. Children to design own houses for the future- applying own knowledge.

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Geography

Retrieval	Vocabulary	Knowledge	Skills
• The UK is an island and there are different bodies of water around it • The five oceans • Each part of the globe is called a hemisphere • Northern Hemisphere is the half of the world, which is north of the Equator • Sothern Hemisphere is the half of the world, which is south of the Equator • Lines of latitude and the equator. • Countries near the equator have a warmer climate. The coldest places on Earth are far away from the equator • What a biome is. • There are five main climate zones. • Know that England's climate • The county I live in is called West Yorkshire • Name eight counties. • Name six cities. • Know the name of four countries	Climate Tourism Coordinates Culture Lines of latitude Lines of longitude Prime Meridian Northern and Southern Hemispheres Topic of Cancer and Capricorn Mediterranean	• Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country • Identify human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns in the UK; and understand how some of these aspects have changed over time • Carry out research to discover features of villages, towns and cities • Know, name and locate the main rivers in the UK • Know the key reasons why people moved and settled in the UK	• Know that the Prime Meridian runs directly through Greenwich • The Greenwich Meridian is used to determine different time zones • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map and identify their significance • Know the names and locate 6 European countries and their capital cities: France Paris, Italy Rome, Spain Madrid Germany Berlin, Ukraine Kyiv, Sweden Stockholm

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
LO: To use an Atlas to locate geographical information about Spain Learn how to locate key features such as cities, mountain ranges, rivers, and surrounding countries. By the end of the lesson, children will be able to confidently use an atlas to find and describe geographical information about Spain, helping them understand more about its landscape and position in Europe.	LO: To use compass directions to describe the location of places on a map. Children will be learning how to use compass directions to describe the location of places on a map. They will practise identifying north, south, east and west, and use these directions to explain where places are in relation to one another. This will help them build confidence in using geographical language and improve their map-reading skills.	LO: To use 4-figure grid references to locate cities in Spain. Children will be learning how to use 4-figure grid references to locate cities in Spain. They will practise reading maps carefully and identifying coordinates to pinpoint specific locations. This skill will help children understand how maps are used to organise geographical information and how to accurately describe where places are found.	LO: To compare Spain's Climate to the UK Children will be comparing the climate of Spain with that of the UK. They will explore differences in temperature, rainfall, and seasonal patterns, and consider how these variations affect daily life, landscapes, and activities in each country. This will help children understand how geography influences climate and how climate can shape the way people live.	LO: To explore the physical and human features of Madrid. Children will explore the physical and human features of Madrid. They will learn to identify natural features such as rivers and mountains, as well as human features like buildings, transport systems, and landmarks. This will help children understand how geography shapes the way people live and interact in Spain's capital city.

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RE - What makes some texts so sacred?

Retrieval	Vocabulary	Knowledge	Skills
• To know that creation stories provide people with possible answers as to why we are here. • To know that some people believe all living things have a soul and that it is immortal • To know that some people believe there are people who are chosen for a special purpose by God. • To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself • To have read some sacred texts	Baghavad Gita Buddhist Canon origin Revealed	• Holy means divine, sacred or connected to God. • The way scriptures are treated and used reflects beliefs about their meaning and origin. • The ways scriptures are read and used changes over time. • Stories and scriptures give insights about how to live. • Different sources of evidence can provide different insights into beliefs and practices. • Some reasons for similarities and differences within and between religions and worldviews • Our ideas about sources and stories are influenced by the time and culture in which we live, and by our personal experiences.	• Exploring how language may have special religious meaning and convey beliefs and teachings. • Exploring similarities and differences within and between religions and worldviews. • Discussing the meaning of historical and modern events and practices. • Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. • Justifying their ideas and opinions using evidence from current and prior learning. • Explaining links between religious and non-religious practices and their significance. • Exploring how beliefs can impact people's lives and actions, including personal and community practices. • Presenting different views thoughtfully and creatively, using evidence from learning. • Asking open questions and suggesting responses.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
LO: To recognize how religious ideas can be communicated without written words. Children will look at why statues, images and models were used to share beliefs in the past and considering the benefits and problems of using idols.	**LO: To evaluate information about Buddhist, Hindu and Sikh scriptures.** Children will look into the sources and origins of some religious scriptures and make links and comparisons.	**LO: To make connections with beliefs about the origin of scripture and how it is used.** Children will look at revealed and remembered scriptures looking at how there are multiple Hindu scriptures.	**LO: To explain why some religions, have multiple scriptures.** Children will look at how the Buddhist Canon came to be written and consider its relevance to some people today.	**LO: To evaluate the significance of religious scripture to some people.** Children to look at how the Guru Granth Sahib is treated with respect and why it is considered a living Guru	**LO: To describe the importance of scripture to some people.** Children to look at how scripture can be important to some people and how it fits in their lives.	End of Unit Assessment

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French – Les Animaux

Retrieval	Vocabulary	Knowledge	Skills
• Know some simple greetings • Know some colours • Know some numbers to twenty • 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	les animaux un lapin un canard un singe un cochon un mouton un lion une souris un oiseau une vache un cheval je suis…	• Name and recognise up to 10 animals in French. • Attempt to spell some of these nouns with their correct indefinite article. • Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).	• Improve our memory skills so that we remember the animals in French after the lesson. • Remember to always look out for cognates (such as lion) and using pictures to help. • Learn how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal).

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To learn how to name (with accurate pronunciation) and remember five animals in French with the correct indefinite article/determiner.	LO: To learn how to name (with accurate pronunciation) and remember five more animals in French with the correct indefinite article/determiner.	LO: To consolidate all ten nouns for animals in French and will start to attempt to spell these words.	LO: To explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in French compared to English.	LO: To become more familiar with the 1st person high frequency irregular verb 'je suis' (I am) from the verb 'être' (to be).	LO: To revise all language covered so far and to complete the end of unit assessment.

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Design Technology

Retrieval	Vocabulary	Knowledge	Skills
• To have knowledge of electricity works through Science • To understand how to plan and design a product	battery bulb buzzer circuit diagram component conductor electrical item electricity electronic item insulator series circuit switch target audience test	• Electrical conductors are materials which electricity can pass through. • Electrical insulators are materials which electricity cannot pass through. • A battery contains stored electricity that can be used to power products. • An electrical circuit must be complete for electricity to flow. • A switch can be used to complete and break an electrical circuit.	• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. • Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria. • Evaluating electrical products. • Testing and evaluating the success of a final product.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
LO: To learn about electrical items and how they work. Electrical products Exploring the difference between electrical and electronic and revisiting how to create a simple circuit.	**LO: To analyse and evaluate electrical products.** Evaluating torches Evaluating a range of torches and identifying the features of a torch.	**LO: To design a product to fit a set of specific user needs.** Torch design Designing a torch by incorporating features identified in the previous lesson.	**LO: To make and evaluate a torch.** Torch assembly Building a circuit and housing for torches.

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PSHE - Valuing Differences

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	Respect Assumptions Stereotype Acquaintance Friendly disposition Negotiation Compromise Aggressive behaviours Appropriate apologies	•Friendships make us feel happy and secure, and how people choose and make friends. •The characteristics of friendships •Healthy friendships are positive and welcoming towards others, •Friendships have ups and downs, and that these can often be repaired or even strengthened, •The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	•Recognise who to trust and how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. •Take practical steps they can take in a range of different contexts to improve or support respectful relationships. •Critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Can you sort it? Finding solutions to situations where people don't agree.	**LO: To consider the ways in which people differ and demonstrate (through freeze frame) aggressive behaviours and appropriate apologies.** What would I do? List some of the ways that people are different to each other (including differences of race, gender, religion.	**LO: To Define the word respect and demonstrate ways of showing respect to others' differences. The people we share out world with.** Ask the children how they feel about having things which are similar or different to others in their class.	**LO: To explain and identify different stereotypes, including those promoted in the media.** That is such a stereotype! Discuss what is meant by the word assumption and stereotype. Discuss stereotypes on the media and complete activity surrounding headlines and the assumptions made owing to these.	**LO; To recognise and give examples of the different types of relationships humans can have with people they know.** Friend of acquaintance? Discuss that we have different types of relationships and these affect the way we are with people and what kinds of conversations we have.	**LO: To understand our rights to personal space, and what this means.** Explain/discuss the concept of 'body space' and feeling uncomfortable when people get too close. The uncomfortable feeling is the brain's way of warning us.

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Computing

Retrieval	Vocabulary	Knowledge	Skills
This unit progresses students' knowledge and understanding of creating media, by focusing on the recording and editing of sound to produce a podcast.	audio, speaker, input device, output device, sound, edit, trim, layer, import, record, Tier 3 playback, selection, load, save, export, MP3, evaluate, podcast, feedback.	• Identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. • Discuss the ownership of digital audio and the copyright implications of duplicating the work of others. • Use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files • Evaluate you work and give feedback to your peers	• To record sound using a computer • To play recorded audio • To import audio into a project • To delete a section of audio • To change the volume of tracks in a project

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To identify that sound can be recorded. Children to identify the input devices used to record sound and output devices needed to listen to it. They will then record their voices using a computer and reflect on what makes a good audio recording. Lastly, children will consider ownership and copyright issues related to recordings	**LO: To explain that audio recordings can be edited.** Children will record and re-record their voices to improve their recordings. They will edit the recordings, removing long pauses and mistakes. Children will also listen to a range of podcasts and identify the features of a podcast.	**LO: To recognise the different parts of creating a podcast project** Children will record their voices and then import and align sound effects to create layers in their recordings. They will learn how to save their work, so it remains editable. They will then plan their own podcast which they will work on in future lessons.	**LO: To apply audio editing skills independently.** Children will record the voice tracks for their podcast. They will review their recordings and re-record if necessary. Children will edit, trim, and align their voice recordings, and then save their project so they can continue working on it in the next lesson.	**LO: To combine audio to enhance my podcast project.** Pupils will develop their podcast further by adding content such as sound effects and background music. The audio will be layered with their existing voice recordings and exported as an audio file.	**LO: To evaluate the effective use of audio** Children will evaluate their own podcasts and that of others. After looking at the evaluation, learners will decide if they can improve their podcast and then make any changes they have chosen.

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Implementation Phase			
Year Group:	Four	**Unit:**	Dance

Prior Learning Required – Year Three Progression Maps Objectives:

- Explore and create narratives in response to a stimulus.
- Show control, accuracy and fluency of movement when performing actions with a partner.
- Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.
- Communicate what you want through your dances and perform with control.
- Combine actions and maintain the quality of performance when performing at the same time as a partner.
- Describe and evaluate the effectiveness and quality of a dance.
- Collaborate with others.

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 move using a range of patterns. • Step 2: To link movement patterns together showing consistency. • Step 3: Work on your own, with a partner and in a group. • Step 4: Create, practise, and perform more complex dances. • Step 5: To experiment with speed, tension and continuity. • Step 6: To perform actions with clarity of movement.	**Progression Map Links** (Ensure pupils progress & move forward throughout their primary school years)	**Declarative Knowledge:** • Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance. • Understand the link between heart rate and breathing when exercising. **Procedural Knowledge:** • Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team.
Resources & Equipment	• Speaker • Cones • Marker spots	**Key Vocabulary**	• Performance • Phrase • Control • Emotions • Timing • Expressions • Rehearse • Rhythm • Unison • Canon • Choreography • Fluency • Health & Fitness • Pose • Routine

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Implementation Phase			
Year Group:	Four	**Unit:**	Handball

Prior Learning Required – Year Three Progression Maps Objectives:

- Use a range of skills to keep possession of the ball.
- Keep the ball under control, passing and receiving with increasing accuracy.
- Choose space/ positions where you can receive a pass or to support a teammate.
- Take up space/positions to make it difficult for your opponents.
- Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult.
- Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games.

National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**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 pass a ball in different ways. • Step 2: To move to receive the ball • Step 3: To pass the ball whilst moving. • Step 4: To dribble when under pressure. • Step 5: To use tactics to make it difficult for opponents. • Step 6: To use tactics in games to keep the ball.	**Progression Map Links** (Ensure pupils progress & move forward throughout their primary school years)	**Declarative Knowledge:** • Know, keep, and follow the rules of the game. • Identify what skills they need to practice. • Develop the understanding of the importance of speed and stamina when playing invasion games. **Procedural Knowledge:** • Get into good positions to pass and receive the ball. Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.
Resources & Equipment	• Handballs • Bibs • Tennis balls • Cones • Marker spots	**Key Vocabulary**	• Intercept • Accuracy • Attack • Defend • Technique • Score • Possession • Set • Support • Cover • Mark • Stamina • Teamwork • Power

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