



# Year 4 - Spring MTP

Subject	<b>Geography</b> Natural disasters & climate change	<b>History</b> Ancient Greece	<b>RE</b> Islam	<b>PSHCE</b> Sp1: How can our choices make a difference to others and the environment? Sp2: How can we manage our feelings?	<b>Science</b> Sp1: Animals including humans Sp2: Living things and their habitats (will carry over into Summer)
<b>Content to cover</b>	<ul style="list-style-type: none"> <li>•Locate world's countries on a map, concentrating on their environmental regions</li> <li>•Describe and understand key aspects of: climate zones, mountains, volcanoes and earthquakes</li> <li>•Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>□ Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods they study</li> <li>□ Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>□ Ancient Greece—a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>□ Beliefs about the Qur'an as the final revelation of Allah</li> <li>□ How the Qur'an is treated and used by Muslims today, some passages from the Qur'an</li> <li>□ Belief in Muhammad as the final prophet</li> <li>□ Use of pbuh</li> <li>□ Stories about Muhammad</li> <li>□ Worship in the mosque: Salah prayer including call to prayer, wudu, meanings of positions of prayer, Friday prayer (Jummah)</li> <li>□ Introduction to 5 pillars</li> <li>□ How Muslim children show commitment to Islam through the mosque school</li> <li>□ Introduction to how Muslim values will affect views and actions on moral issues e.g. the environment, care for others</li> </ul>	<ul style="list-style-type: none"> <li>□ The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs</li> <li>□ What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>□ There is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>□ How to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>□ Judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>□ Where and how to seek support</li> </ul>	<ul style="list-style-type: none"> <li>□ Describe the simple functions of the basic parts of the digestive system in humans</li> <li>□ Identify the different types of teeth in humans and their simple functions</li> <li>□ Construct and interpret a variety of food chains, identifying producers, predators and prey</li> <li>□ Recognise that living things can be grouped in a variety of ways</li> <li>□ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>□ Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
<b>Intent</b>	Cause and effect of natural disasters and climate change—what can we do to help?	Second ancient civilisation (link to what was happening here and in Egypt)	How Islam faith is practiced (undo any negative preconceptions first)	Sp1: the importance of working to undo stereotypes Sp2: to be able to recognise and talk about our feelings and what causes them	Sp1: key classification groups and environmental change Sp2: digestive system, teeth, food chains
<b>Proposed sequence-</b> not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <li>□ The structure of the Earth, including how it has evolved</li> <li>□ Volcanoes (Geology of the Earth and how they're formed) - famous example</li> <li>□ Earthquakes and tsunamis (Why they happen and the impact of living in an area prone to earthquakes)</li> <li>□ Wildfires and lightning (link to global warming—look at the specific impact of recent wildfires)</li> <li>□ Flood and droughts (link to global warming) - examples close to home</li> <li>□ Tornadoes and hurricanes (how they're formed) map work of tornado alley</li> </ul>	<ul style="list-style-type: none"> <li>□ Early Greece and the Bronze Age (Minoans and Mycenaeans)</li> <li>□ Dark Ages and Introduction to Classical Greece (life and the land/ rich and poor)</li> <li>□ Battles (differences between different ranks/ classes) - Sparta (the 300)</li> <li>□ How it all ended</li> </ul>	<ul style="list-style-type: none"> <li>□ The origin of Sunni and Shiites</li> <li>□ Mosque worship and the Qur'an</li> <li>□ The five pillars—difference between how these are followed by an adult and child</li> <li>□ Living as a Muslim (impact on daily life)</li> <li>□ Calendar (differences between the Gregorian and lunar calendar—events shift)</li> <li>□ Festivals—significance of Eid and Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>□ How can we protect the world?</li> <li>□ Showing care and concern for others—including minority groups</li> <li>□ Personal responsibilities</li> <li>□ What is money?</li> <li>□ Positives and negatives of spending money on different items/ places</li> <li>□ What are feelings? (discuss examples and things that make us feel that way)</li> <li>□ How should we express feelings?</li> <li>□ How do we manage feelings?</li> <li>□ Advice and support</li> </ul>	<ul style="list-style-type: none"> <li>□ Our teeth and how to look after them</li> <li>□ Our digestive system and how to look after it</li> <li>□ Omnivores, herbivores and carnivores</li> <li>□ Differences between us and animals</li> <li>□ What is a food chain (data—importance of balance)</li> <li>□ Animal project (link to writing to inform)</li> <li>□ Reproduction of plants—flowering and non-flowering</li> <li>□ Invertebrates—different classifications of invertebrate (track back from sponge as the first living creature)</li> <li>□ Vertebrates—track classifications of vertebrates through evolution, starting with fish</li> <li>□ Classification keys (flow charts and tree diagrams—multiple lessons)</li> <li>□ Local habitats (school grounds)</li> <li>□ Compare local and extreme habitats</li> <li>□ Negative human impact</li> <li>□ Positives of human intervention</li> </ul>



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Subject	<b>Computing</b> 1: Writing for different audiences 2: Logo	<b>D.T.</b> Shell structures with CAD	<b>Art</b> Natural sculptures Painting light and dark	<b>Spanish</b>	<b>Music</b>	<b>PE</b> Dance and Gymnastics
<b>Content to cover</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design, write and debug programs to accomplish specific goals</li> <li><input type="checkbox"/> Use sequence, selection and repetition in programs; work with variable and various forms of input and output</li> <li><input type="checkbox"/> Use logical reasoning to explain how some simple algorithms work (detect and correct errors)</li> <li><input type="checkbox"/> Understand computer networks, including the internet</li> <li><input type="checkbox"/> Use search technologies effectively</li> <li><input type="checkbox"/> Select, use and combine a variety of software on a range of devices</li> <li><input type="checkbox"/> Use technology safely, respectfully and responsibly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use research and develop criteria</li> <li><input type="checkbox"/> Design innovative, functional and appealing products</li> <li><input type="checkbox"/> Generate, develop and communicate ideas</li> <li><input type="checkbox"/> Select from a wider range of tools, materials and components</li> <li><input type="checkbox"/> Investigate and analyse a range of existing products</li> <li><input type="checkbox"/> Consider how to improve work</li> <li><input type="checkbox"/> Understand the impact of key events and individuals</li> <li><input type="checkbox"/> Strengthen, stiffen and reinforce more complex structures</li> <li><input type="checkbox"/> Apply computing skills to program, monitor and control products</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create sketch books to record their observations and use them to review and revisit ideas</li> <li><input type="checkbox"/> Improve their mastery of art and design techniques, including painting and sculpture with a range of materials [paint and modroc]</li> <li><input type="checkbox"/> Learn about great artists, architects and designers in history</li> <li><input type="checkbox"/> Enable sketchbook work to evolve and inform into a sculpture project.</li> <li><input type="checkbox"/> Use recycled, natural and manmade materials to create sculptures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Listen attentively and show understanding by joining in and responding</li> <li><input type="checkbox"/> Link the spelling, sound and meaning of words</li> <li><input type="checkbox"/> Engage in conversations</li> <li><input type="checkbox"/> Speak in sentences</li> <li><input type="checkbox"/> Accurate pronunciation and intonation</li> <li><input type="checkbox"/> Present orally</li> <li><input type="checkbox"/> Read carefully</li> <li><input type="checkbox"/> Appreciate stories, songs, poems and rhymes in the language</li> <li><input type="checkbox"/> Broaden vocabulary, including through using a dictionary</li> <li><input type="checkbox"/> Write and adapt phrases from memory</li> <li><input type="checkbox"/> Describe people, places, things and actions orally and in writing</li> <li><input type="checkbox"/> Understand basic grammar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop Ukulele Skills</li> <li><input type="checkbox"/> Singing in Parts</li> <li><input type="checkbox"/> Recognise and Play Major and Minor Chords</li> <li><input type="checkbox"/> Develop Musical Language and understanding</li> <li><input type="checkbox"/> Listen to a wide variety of Music covering different styles and Orchestral Music from Classical to 20th/21st Century</li> <li><input type="checkbox"/> Read and understand Crotchet/ Rests/ paired quaver/minims and Dynamics.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop competence to excel in a broad range of physical activities</li> <li><input type="checkbox"/> Are physically active for sustained periods of time</li> <li><input type="checkbox"/> Engage in competitive sports and activities</li> <li><input type="checkbox"/> Lead healthy, active lives</li> <li><input type="checkbox"/> Develop flexibility, strength, technique, control and balance</li> <li><input type="checkbox"/> Perform dances using a range of movement patterns</li> </ul>
<b>Intent</b>	Apply skills to a range of software products within Purple Mash	Use CAD to print detail onto a net before it is assembled	Natural sculptures and environmental messages through art Light and shadow using paint	Be able to speak with increasing fluency	Develop Ukulele Skills and further Musical understanding of the elements of music	To create and perform a themed dance and gymnastics routine
<b>Proposed sequence-</b> not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Font styles</li> <li><input type="checkbox"/> Using a simulated scenario to produce a news report (2 sessions)</li> <li><input type="checkbox"/> Writing for a campaign (2 sessions)</li> <li><input type="checkbox"/> Introduction to 2Logo</li> <li><input type="checkbox"/> Creating letters using 2Logo</li> <li><input type="checkbox"/> Using the 'repeat' command in 2Logo</li> <li><input type="checkbox"/> Using Procedures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Through discussion and research, generate design criteria</li> <li><input type="checkbox"/> Investigate possible tools and materials</li> <li><input type="checkbox"/> Discuss, construct and compare nets, exploring strengthening techniques</li> <li><input type="checkbox"/> Trial and evaluate graphic techniques</li> <li><input type="checkbox"/> Create a clear step-by-step plan</li> <li><input type="checkbox"/> Try out and modify the design</li> <li><input type="checkbox"/> Evaluate the product against the design criteria, ideally with the intended user</li> </ul>	Natural Sculptures <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore work of natural artists such as Goldsworthy</li> <li><input type="checkbox"/> Explore creating own sculptures using natural resources</li> <li><input type="checkbox"/> Decide on environmental message and create art piece using malleable/other materials to reflect this</li> </ul> Light and Dark <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the work of artists who use light and shadow in their work</li> <li><input type="checkbox"/> Sketching and underpainting techniques</li> <li><input type="checkbox"/> Paint mixing techniques - acrylic paint</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parts of the body (adjectives and gender)</li> <li><input type="checkbox"/> Zoo animals and alphabet</li> <li><input type="checkbox"/> Members of the family (short role play)</li> <li><input type="checkbox"/> Pets (singular and plural)</li> <li><input type="checkbox"/> Ask and answer questions</li> <li><input type="checkbox"/> Hobbies</li> <li><input type="checkbox"/> Revision of hobbies and me gusta and no me gusta</li> <li><input type="checkbox"/> Recognise positive and negative statements in English and Spanish</li> <li><input type="checkbox"/> Transport</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn ECGA notes</li> <li><input type="checkbox"/> Learn CFG Am Chords</li> <li><input type="checkbox"/> Understand and read Crotchet/Minims/ Paired Quavers/rests</li> <li><input type="checkbox"/> Read simple scores.</li> <li><input type="checkbox"/> Play together and individually</li> <li><input type="checkbox"/> Listen to Beethoven's 5th/ Lean on Me/ Clapping music</li> <li><input type="checkbox"/> Improvise on instruments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Please see the PE progression document for specific skills taught</li> </ul>