Year 4 - Summer MTP

Subject	Geography **Russia**	History **Victorians**	RE **Why do religious people travel to sacred places?**	PSHCE **Su1: How can we manage risk in different places?** **Su2: How can we help in an accident or emergency?**	Science **Electricity**
Content to cover	☐locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics and major cities ☐Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones ☐Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts ☐Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water ☐Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	☐Know and understand the history of these islands as a coherent, chronological narrative ☐Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create own structure accounts ☐Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ☐A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066	☐How Christian beliefs are expressed through pilgrimage e.g. to Lourdes, Lindisfarne, Durham Cathedral, Holy Land ☐The role for Hindus of pilgrimage, how beliefs are expressed through visits to scared sites e.g. Varanasi on the River Ganges ☐How Islamic beliefs are expressed through Hajj	☐The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking ☐How to judge whether what they are feeling and how they are behaving is appropriate and proportionate ☐Simple self-care techniques, including the importance of rest, time spent with friends and family and benefits of hobbies and interests ☐Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support ☐What sorts of boundaries are appropriate in friendships with peers and others	☐Identify common appliances that run on electricity ☐Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ☐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 ☐Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ☐Recognise some common conductors and insulators, and associate metals with being good conductors
Intent	Appreciate the vast size and differences within Russia	More in depth look at a key period of our history than covered in Y1	Religious significance of a range of pilgrimage sites	☐	Construct and understand simple circuits
Proposed sequence – not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	☐General introduction ☐Tourism—Siberian railway, amazing Moscow, winter vs summer (size and range) ☐Urban vs rural (Cold War) - stark contrast ☐Nomadic life style in Siberia ☐Distribution of natural resources – touch on global warming	☐Queen Victoria intro and Prince Albert (unpopular to start with and how he turned this around). Track through the family tree to where we are now. Compare to Philip ☐Importance of the British empire within the Victorian Era (why it fell) ☐Main changes within the industrial revolution ☐The horrors of child labour and changes brought about by social reform ☐Crimean war—cause and effect, interesting facts (link forward to Russia)	☐The importance of a pilgrimage to people of faith (personal experiences – difference between a tourist attraction) ☐Christian pilgrimage: Holy Island, Durham Cathedral, The Vatican city ☐Islamic pilgrimages: Mecca ☐Buddhist pilgrimages: important sites from Buddha's life (monasteries are visited due to their tranquil locations) ☐Hindu pilgrimages: River Ganges ☐Shared or conflicted pilgrimage sites (e.g. Jerusalem)	☐What is a risk? Risks in the local area ☐Risks in unfamiliar areas ☐Rules, laws and restrictions ☐Influence to take risks ☐Reporting ☐Emergency services and types of emergencies (feelings and actins) ☐*First aid training—full day	☐What is electricity and where does it come from? (key historical events) ☐How do we generate electricity ? (renewable and non-renewable) ☐Dangers of electricity ☐Making and explaining circuits (understanding electrical components) ☐Fixing circuits (complete and incomplete circuits) ☐Conductors and insulators ☐Making switches and insulators

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Subject	Computing 1: Animation 2: Effective searching 3: Hardware investigators 4: Making music	D.T. Su1: Simple circuits and switches Su2: Simple programming and control	Art Cityscapes Collograph Printing	Spanish	Music	PE Games and Swimming
Content to cover	☐ Design, write and debug programs to accomplish specific goals ☐ Use sequence, selection and repetition in programs; work with variable and various forms of input and output ☐ Use logical reasoning to explain how some simple algorithms work (detect and correct errors) ☐ Understand computer networks, including the internet ☐ Use search technologies effectively ☐ Select, use and combine a variety of software on a range of devices ☐ Use technology safely, respectfully and responsibly	☐ Use research and develop criteria ☐ Design innovative, functional and appealing products ☐ Generate, develop and communicate ideas ☐ Select from a wider range of tools, materials and components ☐ Investigate and analyse a range of existing products ☐ Consider how to improve work ☐ Use electrical systems in products ☐ Apply computing skills to program, monitor and control products	☐ Create sketch books to record their observations and use them to review and revisit ideas ☐ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, paper, fine liners, paint, foam board) ☐ Learn about great artists, architects and designers in history	☐ Listen attentively and show understanding by joining in and responding ☐ Link the spelling, sound and meaning of words ☐ Engage in conversations ☐ Speak in sentences ☐ Accurate pronunciation and intonation ☐ Present orally and read carefully ☐ Appreciate stories, songs, poems and rhymes in the language ☐ Broaden vocabulary, including through using a dictionary ☐ Write and adapt phrases from memory ☐ Describe people, places, things and actions orally and in writing ☐ Understand basic grammar	We are following the DMS model curriculum for Music which is currently being reviewed to reflect the DfE's model music curriculum. Planning will be added as it is released by DMS through the year.	☐ Develop competence to excel in a broad range of physical activities ☐ Are physically active for sustained periods of time ☐ Engage in competitive sports and activities ☐ Lead healthy, active lives ☐ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ☐ Swim competently, confidently and proficiently over a distance of at least 25 metres ☐ Use a range of strokes effectively
Intent	Apply skills to a range of software products within Purple Mash	Su1: incorporate a range of switches into circuits Su2: apply computing programme a circuit using a Crumble or similar	Compare and draw cityscapes Create a collograph print	Be able to speak with increasing fluency	☐	To work as a team and communicate well and stay afloat/ tread water to keep self safe
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	☐ animating an object ☐ 2Animate tools ☐ Stop motion animation ☐ Using a search engine ☐ Use search effectively to answer questions ☐ Reliable information sources ☐ Hardware ☐ Parts of a computer ☐ Understanding music ☐ Rhythm and tempo ☐ Melody and pitch ☐ Creating music	☐ Explore a range of switches, including handmade switches ☐ Evaluate a range of products, deciding what to build ☐ Discuss ideas, draw annotated sketches, cross sectional and exploded diagram, generating design criteria ☐ Model possible electrical circuits ☐ Create a clear step-by-step plan ☐ Assemble, test and modify ☐ Evaluate against original design criteria ☐ Explore how the programming input works ☐ Generate design criteria ☐ Model possible electrical circuits and programs ☐ Create a clear step-by-step plan ☐ Trial, test and modify the program and design ☐ Evaluate the product (e.g. nightlight) against the design criteria	Cityscapes ☐ Compare architecture of Newcastle and Durham ☐ Explore work of cityscape artists ☐ Practice 'zooming in' for details Collographs ☐ Explore textures in print and experiment with how to create different effects ☐ Experiment with printing on different surfaces e.g. paper, fabric	☐ Parts of the body (adjectives and gender) ☐ Zoo animals and alphabet ☐ Members of the family (short role play) ☐ Pets (singular and plural) ☐ Ask and answer questions ☐ Hobbies ☐ Revision of hobbies and me gusta and no me gusta ☐ Recognise positive and negative statements in English and Spanish ☐ Transport	☐	☐ Please refer to the PE progression document for specific skills taught ☐ Swimming lessons weekly by the swim instructor at the local baths