



**Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map Term 1 2024/2025**

	<b>WEEK 1</b> Wb-2.9.24 2.9.24 – Inset 3.9.24 - Inset	<b>WEEK 2</b> Wb-9.9.24 <b>13.9.24 -Corridor displays up</b>	<b>WEEK 3</b> Wb-16.9.24 <b>20.9.24-Gallery artwork due</b>	<b>WEEK 4</b> Wb-23.9.24 <b>27.9.24-Hall display up</b>	<b>WEEK 5</b> Wb-30.9.24 30.9.24-School photographs 1.10.24-School photographs	<b>WEEK 6</b> Wb-7.10.24	<b>WEEK 7</b> Wb-14.10.24 14.10.24- <b>End of year targets</b> 16.10.24-Twilight	<b>WEEK 8</b> Wb-21.10.24
<b>LEAD TEXT/TOPIC</b>	<p><b><u>Changes in Britain from the Stone Age to the iron Age</u></b></p> <p>Stone Age Boy by Satoshi Kitamura</p> <p>Who Were the First People? by Phil Roxbee-Cox</p>							
<b>ENGLISH Genres</b>	See weekly plan About me, SPAG focus, building up stamina.	See weekly plan Setting description	See weekly plan Setting description – planning linked to lead text	See weekly plan NCR on the woolly mammoth – planning/research <b>Assessed Writing</b> <b>Link to Stone Age Boy</b>	See weekly plan NCR on the woolly mammoth – writing <b>Assessed Writing</b> <b>Link to Stone Age Boy</b>	See weekly plan Informal letter – planning linked to lead text.	See weekly plan Newspaper report on the discovery of Skara Brae-planning	See weekly plan Newspaper report on the discovery of Skara Brae-writing
<b>MATHS Refer to Maths Hub Planning</b>	See weekly plan Number-Place Value	See weekly plan Number-Place Value	See weekly plan Number-Place Value	See weekly plan Number-Rounding	See weekly plan Number-addition and subtraction	See weekly plan Number-addition and subtraction	See weekly plan Number-addition and subtraction	See weekly plan Area
<b>SCIENCE Refer to The Education People Primary Science scheme of work</b>		<b><u>States of Matter</u></b> <u>L.I:</u> To explain what I know about states of matter.  Introductory lesson Front covers, KWL grid and vocabulary.	<b><u>States of Matter</u></b> <u>L.I:</u> To know how many states of matter there are.  Learning and investigating about the properties of solids, liquids and gases.	<b><u>States of Matter</u></b> <u>L.I:</u> To investigate if temperature can change the state of an object.  Learning about how states of matter can change. Carrying out and recording a fair test to investigate the effect of temperature on some objects.	<b><u>States of Matter</u></b> <u>L.I:</u> To investigate if all liquids can be frozen to become solids.  Learning about freezing. Carrying out and recording a fair test to investigate if all liquids can be frozen to become solids.	<b><u>States of Matter</u></b> <u>L.I:</u> To understand the different stages of the water cycle.  Learning about evaporation and condensation. Learning about the water cycle and drawing and describing the different stages of the water cycle.	<b><u>States of Matter</u></b> <u>L.I:</u> To investigate if temperature and location affects rates of evaporation.  A range of practical activities to investigate if the temperature and location of water affects how quickly it evaporates.	<b><u>States of Matter</u></b> <u>L.I:</u> To revisit and assess knowledge on states of mater.  A review of this term's learning and the big ideas.  Completing KWL grid



<p><b>HISTORY</b></p>	<p><b><u>Changes in Britain from the Stone Age to the iron Age</u></b></p> <p><u>L.I:</u> To consider what I know already and would like to find out about the Stone Age?</p> <p>Ch. explore range of books and resources to create front covers for topic books. Ch. create a mind map of what they already know and as a class, generate questions for display/books</p>	<p><b><u>Changes in Britain from the Stone Age to the iron Age</u></b></p> <p><u>L.I:</u> To understand when the Stone Age was and order events chronologically.</p> <p>Answer introductory questions about the main periods of the Stone Age.</p> <p>Timeline activity – where does the period from the Stone Age to the Iron Age fit into British history, related to key events they know? Sequence key events within the period.</p>	<p><b><u>Changes in Britain from the Stone Age to the iron Age</u></b></p> <p><u>L.I:</u> To know about and understand sources of evidence which tell us about the Stone Age</p> <p>Analysing examples of cave paintings and looking for clues (Art lesson link).</p> <p>Looking at pictures of other evidence found and considering what it tells us about the Stone Age.</p>	<p><b><u>Changes in Britain from the Stone Age to the iron Age</u></b></p> <p><u>L.I:</u> To understand how the Stone Age people used their environment to help them survive?</p> <p>Ch. learn about Stone Age people as hunter gatherers. Carry out research and then answer questions to show understanding.</p> <p>Link to Stone Age Boy</p>	<p><b><u>Changes in Britain from the Stone Age to the iron Age</u></b></p> <p><u>L.I:</u> To understand how homes changed during the Stone Age.</p> <p>Analyse evidence and learn about homes in the Stone Age period and how they changed over time. Draw the different examples of homes and label with key features.</p> <p>Link to Stone Age Boy</p>	<p><b><u>Changes in Britain from the Stone Age to the iron Age</u></b></p> <p><u>L.I:</u> To research the history of Skara Brae and how life changed during the Stone Age</p> <p>Ch. learn about the discovery of Skara Brae and discuss/write about what the evidence tells us about how Stone Age life was changing.</p> <p>Linked to Geography and map work.</p>	<p><b><u>Changes in Britain from the Stone Age to the iron Age</u></b></p> <p><u>L.I:</u> To understand what changes happened in the Bronze Age?</p> <p>Overview of changes/differences between Stone Age to Bronze Age.</p> <p><b>NB Iron Age to be covered at beginning of Roman topic.</b></p>	
<p><b>GEOGRAPHY</b></p>						<p><u>L.I</u> To locate Skara Brae on a map of UK</p>		
<p><b>COMPUTING</b></p>	<p><b><u>Rings of Responsibility</u></b></p> <p><u>L.I:</u> To be able to use search technologies effectively and safely.</p> <p>Pupils will explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be a good digital citizen.</p>		<p><b><u>Internet safety</u></b></p> <p><u>L.I:</u> To understand computer networks including the internet.</p> <p>Pupils to use the internet effectively to carry out research linked to topic: Stone Age to Iron Age.</p>					

**ART &  
DESIGN**

**Self-Portraits**

**L.I:** To draw for a sustained period of time.

Children will create a self-portrait by drawing and colouring what they look like on the inside (your hobbies, emotions, thoughts, and feelings) outside of their face (physical appearance).



**Hall Display**

**L.I:** To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

Children will use a range of materials to create a piece of art for the hall display representing the school value of teamwork.



**Stone Age Art**

**L.I:** To know the artist's name and why their art is studied.

Lead artist: John Sargent

Children will learn about the artist, John Sargent. They will then use their learning to begin planning their own cave paintings in their sketch books, with a focus on light and dark colours. They will use pastels.



**Stone Age Art**

**L.I:** To work in the style of an artist.

Lead artist: John Sargent

Children will review their learning on John Sargent and look at a range of his artwork. They will then use similar techniques to continue creating their cave painting using pastels.



**Stone Age Art**




**L.I:** To use light and dark within paintings to show understanding of complimentary colours.

Lead artist: John Sargent

Children will continue with their cave paintings using pastel colours. They will focus specifically on what light and dark colours they are using and how this affects their cave paintings. Children can complete more than one cave painting if they complete their first piece.





<b>DESIGN TECHNOLOGY</b>						<p><b><u>Stone Age Art</u></b></p> <p><b><u>L.I:</u></b> To use recycled, natural, and manmade materials to create sculptures.</p> <p>Children will discuss what materials they could use to make a 3D wholly mammoth. They will then be shown how to make 3D wholly mammoths using recycled milk bottles. They will then plan how they will make their wholly mammoth on a planning template.</p> 	<p><b><u>Stone Age Art</u></b></p> <p><b><u>L.I:</u></b> To use recycled, natural, and manmade materials to create sculptures.</p> <p>Children will use their plans to begin making their own wholly mammoths.</p> 	<p><b><u>Stone Age Art</u></b></p> <p><b><u>L.I:</u></b> To discuss and review own and others work, and discuss how they can be developed further.</p> <p>Children will review their learning from previous weeks and evaluate their work on making wholly mammoths. They will also review eachothers work and offer feedback.</p> 
<b>MUSIC</b>	<p><b><u>Singing and Listening</u></b></p> <p><b>LI:</b> To listen to classical western songs.</p> <p>Children will listen to and sing a range of songs/music from the classical western tradition. They will focus on octave (do-do), crescendo and decrescendo.</p>	<p><b><u>Composing and Performing</u></b></p> <p><b>LI:</b> To listen to and perform classical western songs.</p> <p>Children will use the western songs that they have learnt and practise singing in a range of pitches. They will focus on the musical features legato and staccato.</p>	<p><b><u>Singing and Listening</u></b></p> <p><b>LI:</b> To perform in octave, crescendo and decrescendo.</p> <p>Children will use the songs that they have learnt from the classical western tradition and perform these in octave (do-do), crescendo and decrescendo.</p>	<p><b><u>Singing, Listening and Performing</u></b></p> <p><b>LI:</b> To perform in octave, crescendo and decrescendo.</p> <p>Children will continue to use the songs that they have learnt from the classical western tradition and perform these in octave (do-do), crescendo and decrescendo.</p>	<p><b><u>Composing</u></b></p> <p><b>LI:</b> to compose a traditional western song.</p> <p>Children will use their learning from previous weeks to and a range of instruments to compose their own classical western song.</p>	<p><b><u>Performing</u></b></p> <p><b>LI:</b> to perform a traditional western song.</p> <p>Children will use their learning from previous weeks to and a range of instruments to perform their own classical western song that they have composed. Teacher will record their performance using digital media i.e. ipad.</p>		



PE	OAA Developing Teamwork Sports hall Athletics							
PMFL		<p align="center"><b><u>Salut Unit A</u></b> <b>Animals</b></p> <p><b><u>L.I:</u> To use the correct vocabulary and phrases to identify animals on a farm.</b></p> <p>Children learn the key vocabulary and phrases to name different animals on a farm and complete written work based on their learning.</p>	<p align="center"><b><u>Salut Unit A</u></b> <b>Animals</b></p> <p><b><u>L.I:</u> To use the correct vocabulary to talk about pets.</b></p> <p>Children learn the key vocabulary for different animals they may have as pets.</p>	<p align="center"><b><u>Salut Unit A</u></b> <b>Animals</b></p> <p><b><u>L.I:</u> To use the adjectives.</b></p> <p>Children learn some simple adjectives that can be used to describe difference animals.</p>	<p align="center"><b><u>Salut Unit A</u></b> <b>Animals</b></p> <p><b><u>L.I:</u> To use prepositions.</b></p> <p>Children learn some simple prepositions. They then use this vocabulary to describe where animals are.</p>	<p align="center"><b><u>Salut Unit A</u></b> <b>Animals</b></p> <p><b><u>L.I:</u> To use correct vocabulary to describe the location of different animals.</b></p> <p>Children learn the key vocabulary for different animal homes.</p>	<p align="center"><b><u>Salut Unit A</u></b> <b>Animals</b></p> <p><b><u>L.I:</u> To review my learning about animals.</b></p> <p>A story to read together to review vocabulary learnt so far.</p>	
PSHCE	<p align="center"><b><u>Class Rules</u></b></p> <p><b><u>L.I:</u> To discuss and agree to class rules.</b></p> <p>Children discuss in groups what rules they think are important to ensure that everyone in the class is happy, safe and able to learn.</p> <p>Establish class rules together.</p>	<p align="center"><b><u>Citizenship</u></b></p> <p>L.I To understand what human rights are. Kapow lesson 1</p>	<p align="center"><b><u>Citizenship</u></b></p> <p>L.I To understand how reusing items benefits the environment. Kapow lesson 2</p>	<p align="center"><b><u>Citizenship</u></b></p> <p>To understand the role of groups in the wide community. Kapow lesson 3</p>	<p align="center"><b><u>Citizenship</u></b></p> <p>L.I To understand the contribution that groups make to a community. Kapow lesson 4</p>	<p align="center"><b><u>Citizenship</u></b></p> <p>L.I To understand the value of diversity in a community. Kapow lesson 5</p>	<p align="center"><b><u>Citizenship</u></b></p> <p>L.I To develop an understanding of the role of local government. Kapow lesson 6</p>	



RE		<p><b><u>What can we learn from religions about deciding what's right and wrong?</u></b></p> <p><u>LI</u>: To know what rules are important and why.</p> <p>Children will consider the Golden rules from main religions and think about how they can incorporate good deeds into their lives.</p>	<p><b><u>What can we learn from religions about deciding what's right and wrong?</u></b></p> <p><u>LI</u>: To learn about important messages that are in the Ten Commandments.</p> <p>Children will learn about the Ten commandments and consider the commandments that they believe are the most important.</p>	<p><b><u>What can we learn from religions about deciding what's right and wrong?</u></b></p> <p><u>LI</u>: To understand what Christianity says about how to live a good life.</p> <p>Pupils will learn that many Christians are guided by words of Jesus, including the beatitudes and the great commandments and will discuss and compare the similarities and differences.</p>	<p><b><u>What can we learn from religions about deciding what's right and wrong?</u></b></p> <p><u>LI</u>: To understand how people can decide what is right and wrong without God's help.</p> <p>Pupils will learn how Humanists come to decisions about how to act and identify some values of that matter to Humanists.</p>	<p><b><u>What can we learn from religions about deciding what's right and wrong?</u></b></p> <p><u>LI</u>: To know and understand what religious stories tell believers about temptation?</p> <p>Pupils will learn how temptation is part of two religious' stories. What is temptation? How does temptation affect people's behaviour?</p> <p>The Story of Adam and Eve in the garden – what tempted Adam and Eve?</p>	<p><b><u>What can we learn from religions about deciding what's right and wrong?</u></b></p> <p><u>LI</u>: To know and understand what religious stories tell believers about temptation?</p> <p>Pupils will learn how temptation is part of two religious' stories. What is temptation? How does temptation affect people's behaviour?</p> <p>The Story of the temptations of Jesus.</p>	<p><b><u>What can we learn from religions about deciding what's right and wrong?</u></b></p> <p><u>LI</u>: To know and understand how religious teachings help to affect somebody's actions.</p> <p>Pupils will learn about the life and work of at least one religious figure and link somebody's beliefs with their own lives.</p>
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LOTC to be indicated on Planning ECO to be indicated on planning