

Stanbridge Lower School

Medium Term Planning: Spring – Year Four



	Spring 1	Spring 2	Key Vocabulary & Definition	Resource Implications
Overarching Theme	Misty Mountain, Winding River			
English Unit	<p><u>1. Newspaper article</u></p> <ul style="list-style-type: none"> - Draft and write by organising paragraphs around a theme. - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Develop their understanding of the concepts set out in English appendix 2 by using fronted adverbials. - Indicate grammatical and other features by using and punctuating direct speech. - Plan their writing by discussing and recording ideas. - Draft and write non-narrative material, using simple organisational devices. - Indicate grammatical and other features by using commas after fronted adverbials. - To evaluate and edit by: assessing the effectiveness of their own and others' writing, suggesting improvements and proposing changes to grammar and vocabulary to improve consistency. - Proof-read for spelling and punctuation errors. - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p><u>2. Travel leaflet</u></p> <ul style="list-style-type: none"> - Read writing similar to that which we are planning to write in order to learn from its grammar, structure and vocabulary. - Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. - Read writing similar to that which we are planning to write in order to learn from its grammar, structure and vocabulary. 	<p><u>1. Narrative</u></p> <ul style="list-style-type: none"> - Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discuss and record ideas. - Use of inverted commas and other punctuation to indicate direct speech - In narratives, create settings, character and plot. - Assess the effectiveness of their own and others' writing and suggesting improvements. - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proof-read for spelling and punctuation errors. - Read aloud their writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p><u>2. Poetry (haiku)</u></p> <ul style="list-style-type: none"> - Discuss words and phrases that capture the reader's interest and imagination. - Recognise some different forms of poetry - To discuss and record ideas. - Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. - Compose and rehearse sentences orally, building a varied and rich vocabulary. - Assess the effectiveness of their own and others' writing and suggesting improvements. - To proof-read for spelling errors. - To increase the legibility, consistency and quality of their handwriting. - To prepare poems to read aloud. - To perform, showing understanding through intonation, tone, volume and action. - Read aloud their own writing, to a group or the whole class, using appropriate intonation and 		

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	<ul style="list-style-type: none"> - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary in an increasing range of sentence structures. - Use simple organisational devices in non-narrative writing. - Plan writing by discussing and recording ideas. - Organise paragraphs around a theme. - Use conjunctions, adverbs and prepositions to express time and cause. - Evaluate and edit by proposing changes to grammar and vocabulary. - Proof-read for spelling and punctuation errors. - Increase the legibility, consistency and quality of handwriting. 	controlling the tone and volume so that the meaning is clear.		
Reading Focus (Herts for Learning)	<p>1. Real-Life Mysteries by Susan Martineau and Vicky Barker</p> <p>2. Africa, Amazing Africa by Atinuke and Mouni Feddag; Take a Bite by Aleksandra & Daniel Mizielinski; India, Incredible India by Jasbinder Bilan and Nina Chakrabarti; The Big Book of the UK by Imogen Russell Williams and Louise Lockhart</p>	<p>1. Leon and the Place Between by Angela McAllister and Graham Baker-Smith</p> <p>2. The Works: Every Kind of Poem You will Ever Need at School edited by Paul Cookson</p>		
Spelling Focus (Herts for Learning)	<ul style="list-style-type: none"> - Focus on vowel digraphs: words from 3/4 statutory list. - Review of prefixes: dis, mis, in, im, il, ir, anti - Explore more prefixes: sub, inter, super, re, auto - Focus on multi-syllabic words from 3/4 statutory list. - Review the /ɔ:/ sound spelt or, ore, aw and other variations. - Review the /b/ sound spelt a after w and qu; the /3:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w. 	<ul style="list-style-type: none"> - Review words with the /ei/ sound spelt ei, eigh, ey - Focus on vowels: words from the 3/4 statutory list. - Review homophones - Explore apostrophes for possession - Explore words with endings sounding like /ʒə/ (-sure) or /fə/ (-ture) 		
Handwriting Focus (Penpals)	<ul style="list-style-type: none"> -joining from s to an ascender -joining from s, no ascender -joining from s to an anti-clockwise letter 	<ul style="list-style-type: none"> -joining from r to an ascender -joining from r, no ascender -joining from r to an anticlockwise letter -joining from r to e 		
Oracy Focus	<ul style="list-style-type: none"> -listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - articulate and justify answers, arguments and opinions -give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 			

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	<ul style="list-style-type: none"> -use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas -speak audibly and fluently with an increasing command of Standard English -participate in discussions, presentations, performances, role play, improvisations and debates -gain, maintain and monitor the interest of the listener(s) -consider and evaluate different viewpoints, attending to and building on the contributions of others 			
<p>Maths Unit (White Rose)</p>	<p><u>Multiplication Division B</u></p> <ul style="list-style-type: none"> - Recognise and use factor pairs and commutativity in mental calculations. - Recall multiplication and division facts for multiplication tables up to 12×12 - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (Y5) - Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. - Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. <p><u>Length and Perimeter</u></p> <ul style="list-style-type: none"> - Convert between different units of measure [for example, kilometre to metre; hour to minute] - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (Y3). - Recognise and show, using diagrams, families of common equivalent fractions. - Add and subtract fractions with the same denominator. <p><u>Decimals A</u></p> <ul style="list-style-type: none"> - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3). - Recognise and write decimal equivalents of any number of tenths or hundredths. - Compare numbers with the same number of decimal places up to 2 decimal places. - Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. 		
<p>Health & Wellbeing PSHE Association</p>	<p><u>Relationships:</u></p> <p><u>1. Feelings and Emotions</u></p> <ul style="list-style-type: none"> - To be able to recognise and respond appropriately to a wider range of feelings in others (R1). - To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R9). - To recognise and manage 'dares' (R15). <p><u>2. Healthy Relationships</u></p> <ul style="list-style-type: none"> - To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). - To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4). - To recognise that their actions affect themselves and others (R7). - To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8). 	<p>1. feelings, empathy, recognising others' feelings, confidentiality, secrets, surprises, personal safety, dares, challenges</p> <p>2. privacy, sharing, personal boundaries, disputes, conflict, feedback, support, negotiation, compromise, collaborative working, shared goals, friendships, families, couples, positive relationships, actions, behaviour, consequences, physical</p>		

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	<ul style="list-style-type: none"> - To work collaboratively towards shared goals (R11). - To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12). - To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21). <p><u>3. Valuing Difference</u></p> <ul style="list-style-type: none"> - To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view (R10). - To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). - To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help (R14). - How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18). - To recognise and challenge stereotypes (R16). 	<p>contact, touch, acceptable, unacceptable</p> <p>3. listening, viewpoints, opinions, respect, people, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, stereotypes</p>		
<p>RE</p>	<p><u>How is Faith Expressed in Sikh Communities and Traditions?</u> Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><u>Make sense of belief</u></p> <ul style="list-style-type: none"> - identify and describe key Sikh beliefs and values including Waheguru and Sewa - explain examples of texts such as the Mool Mantar and what this teaches about God <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> - make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' - describe how people show their Sikh identity in dress, behaviour and values <p><u>Make connections</u></p> <ul style="list-style-type: none"> - raise questions about what it means to live a good life and examine Sikh answers - give good reasons for their own views 	<p><u>How do Festivals and Worship Show What Matters to Muslims?</u> Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><u>Make sense of belief</u></p> <ul style="list-style-type: none"> - identify some beliefs about God in Islam, expressed in <i>Sura 1</i> of the Qur'an - make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> - give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve, connecting the practice to ideas about God <p><u>Make connections</u></p> <ul style="list-style-type: none"> - raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim - make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with 	<p>Spring 1: Sikh, 10 Gurus, Guru Granth Sahib, Gurdwara, Langar.</p> <p>Spring 2: Muslim, 5 Pillars, Prophet, Ibadah, Qur'an.</p>	

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	about the importance of values such as equality, community, tradition and respect	each other in the world today, giving good reasons for their ideas		
PE	<u>Swimming</u> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations			
Science (Cornerstones)	<u>States of matter:</u> <u>Skill</u> - Group and sort materials into solids, liquids or gases. - Group and sort materials into solids, liquids or gases. - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. - Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius (°C) at which materials change state. - Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius (°C) at which materials change state. - Take accurate measurements in standard units, using a range of equipment. - Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. - Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius (°C) at which materials change state. <u>Knowledge</u> - Materials can be grouped according to whether they are solids, liquids or gases. - Solids stay in one place and can be held. Some solids can be squashed, bent, twisted and stretched. Examples of solids include wood, metal, plastic and clay.	<u>Grouping and Classifying</u> <u>Skill</u> - Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. - Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. - Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. - Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. - Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. - Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. - Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. - Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour.	Spring 1: arrangement, compress, gaseous, matter, process, reversible, variable Spring 2: backbone, classify, evolution, origin, vascular	Spring 1: selection of solids and liquids, balloons, shaving foam, hand gel, sugar, hula hoops, chocolate buttons, thermometers Spring 2: envelopes

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	<ul style="list-style-type: none"> - Liquids move around (flow) easily and are difficult to hold. Liquids take the shape of the container in which they are held. Examples of liquids include water, juice and milk. - Gases spread out to fill the available space and cannot be held. Air is a mixture of gases. - Some materials have properties of more than one state including: gels, powders and foams. - A conclusion is the answer to a question that uses the evidence collected. - Heating or cooling materials can bring about a change of state. This change of state can be reversible or irreversible. - Melting is the process of a solid changing into a liquid. - Freezing is the process of a liquid changing into a solid. - Evaporation is the process of a liquid changing into a gas. - Condensation is the process of a gas changing into a liquid. - Temperature is a measure of how hot or cold something is. It is measured in degrees (°) using an instrument called a thermometer. - The three different scales temperature can be measured in are Celsius (°C), Fahrenheit (°F) and Kelvin (K). We use the Celsius scale in the UK. - When solid water (ice) is heated to 0°C, it begins to melt. This is called its melting point. When liquid water is cooled to 0°C, it begins to freeze. This called its freezing point. - When liquid water is heated to 100°C, it begins to evaporate. This is called its boiling point. When gaseous water (water vapour) is cooled to 100°C, it begins to condense. This is called its condensing point. - Observations can be made regularly to identify changes over time. - On Earth, temperatures range from around -80°C at their lowest to around 50°C at their highest. - Materials exist as solids, liquids or gases. - A material's state on Earth depends on Earth's temperature because materials have different melting and boiling point. 	<ul style="list-style-type: none"> - Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. - Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. - Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions <p><u>Knowledge</u></p> <ul style="list-style-type: none"> - Observations can be made regularly to identify changes over time. - Classification is the arrangement of living and non-living things into groups or categories. Single-stage classification involves separating a large group of objects into smaller groups based on a single property. - Questions can help us find out about the world and can be answered using scientific enquiry. - Scientists classify living things according to shared characteristics. - A classification key is a set of questions that helps us identify a living thing or decide which group it belongs to. - The animal kingdom is divided into vertebrates and invertebrates. - A vertebrate is an animal with a backbone. - An invertebrate is an animal without a backbone. - Vertebrates are covered with skin, feathers, scales, fur or hair. They give birth to live young or lay eggs. - Vertebrates can be cold blooded or warm blooded. - A conclusion is the answer to a question that uses the evidence collected. - Invertebrates usually have soft bodies or a hard outer shell or covering called an exoskeleton. 		
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		<ul style="list-style-type: none"> - The plant kingdom is divided into vascular and non-vascular plants. - Vascular plants have tiny tubes or vessels that carry water, nutrients and provide structure. - Plants with seeds and plants with spores are the two main types of vascular plants. - Flowering and cone-bearing plants are the two groups of plants with seeds. - A classification key is a set of questions that helps us identify a living thing or decide which group it belongs to - Classification keys are created by devising a set of yes or no questions that separate a group into two groups until objects end up on their own. 		
Computing	<u>Connecting Networks</u> <ul style="list-style-type: none"> - To describe how networks physically connect to other networks - To recognise how networked devices make up the internet - To outline how websites can be shared via the World Wide Web (WWW) - To describe how content can be added and accessed on the World Wide Web (WWW) - To recognise how the content of the WWW is created by people - To evaluate the consequences of unreliable content 	<u>Repetition in Shape</u> <ul style="list-style-type: none"> - To identify that accuracy in programming is important - To create a program in a text-based language - To explain what 'repeat' means - To modify a count-controlled loop to produce a given outcome - To decompose a task into small steps - To create a program that uses count-controlled loops to produce a given outcome 		
History (Cornerstones)	No History this term			
Geography (Cornerstones)	<u>Misty Mountain, Winding Rivers:</u> <u>Skill</u> <ul style="list-style-type: none"> - Describe and compare aspects of physical features. - Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. - Describe and compare aspects of physical features. - Explain how the physical processes of a river, sea or ocean have changed a landscape over time. - Describe and explain the transportation of materials by rivers. - Name, locate and explain the importance of significant mountains or rivers. - Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. - Describe and compare aspects of physical features. - Identify, describe and explain the formation of different mountain types. - Identify the topography of an area of the UK using contour lines on a map. - Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. - Name, locate and explain the importance of significant mountains or rivers. - Use specific geographical vocabulary and diagrams to explain the water cycle. 		Delta, floodplain, interlocking spurs, meander, oxbow lake, v-shaped valley, waterfall Erosion, transportation, deposition Altitude, altitudinal zone, collection, condensation, contaminate, dredge, evaporation, plate boundary, ridge, sediment, topography	Atlases, cling film

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	<ul style="list-style-type: none"> - Water is constantly recycled through the water cycle. - Describe the water cycle using words or diagrams and explain the part played by evaporation and condensation. - Describe altitudinal zonation on mountains. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> - A river is a body of water that flows downhill, usually to the sea. - The place where a river starts is called the source. - Tributaries are small rivers or streams that flow into larger rivers or lakes. - The place where a river flows into the sea is called the mouth. - Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. - A river is a body of water that flows downhill, usually to the sea. - The place where a river starts is called the source. - Tributaries are small rivers or streams that flow into larger rivers or lakes. - The place where a river flows into the sea is called the mouth. - Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. - Rivers transport materials in four ways. - Solution is when minerals are dissolved and carried in the water. - Suspension is when fine, light material is carried. - Saltation is when small pebbles and stones are carried along the riverbed. - Significant world rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze. - A river is a natural flowing watercourse. A river can be used by humans for farming, leisure and transport. - A mountain is a natural elevation of the Earth's surface, rising to a summit. - Mountains have an elevation greater than that of a hill, usually greater than 610m. - Mountains are made when the Earth's tectonic plates push together, move apart or when magma underneath the Earth's crust pushes large areas of land upwards. - There are five types of mountain: fold, fault-block, volcanic, dome and plateau. - Topography is the arrangement of the natural and artificial physical features of an area. - There are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Yr Wyddfa, also known as Snowdon, in Eryri, also known as Snowdonia, Wales and Slieve Donard, in the Mourne Mountains, Northern Ireland. - Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. - Water is constantly recycled through the water cycle. - The four stages of the water cycle are: evaporation, condensation, precipitation and collection. - The water cycle has four stages: evaporation, condensation, precipitation (rain) and collection. - Evaporation and condensation are caused by temperature changes. - The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest 			
Art(Cornerstones)	<u>Vista</u> <u>Skills:</u> Children will:	<u>Animal</u> <u>Skills:</u> Children will:	Spring 1: atmospheric perspective, cool colour, cross-hatching, genre,	Spring 1: Charcoal, ink, pencil, paint

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	<ul style="list-style-type: none"> - Explain the significance of art, architecture or design from history and create work inspired by it. - Compare and contrast artwork from different times and cultures. - Use the properties of pen, ink and charcoal to create a range of effects in drawing. - Develop techniques through experimentation to create different types of art. - Choose an interesting or unusual perspective or viewpoint for a landscape. - Give constructive feedback to others about ways to improve a piece of artwork. <p><u>Knowledge:</u> Children should know:</p> <ul style="list-style-type: none"> - Significant landscape artists include Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet. - Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere. - Atmospheric perspective in art creates the illusion of space. - It emphasises the distance between objects. As objects recede into the distance, they become less detailed, lighter in tone, and more blurry. - A viewfinder is a tool an artist uses to frame a view. - Composition is a term used to describe the arrangement of the visual elements in a painting. 	<ul style="list-style-type: none"> - Explain the significance of art, architecture or design from history and create work inspired by it. - Compare and contrast artwork from different times and cultures. - Use the properties of pen, ink and charcoal to create a range of effects in drawing. - Create a series of sketches over time to develop ideas on a theme or mastery of a technique. - Combine a variety of printmaking techniques and materials to create a print on a theme. - Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins. - Use clay to create a detailed or experimental 3-D form. - Give constructive feedback to others about ways to improve a piece of artwork. <p><u>Knowledge:</u> Children should know:</p> <ul style="list-style-type: none"> - Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst. - The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals. - Animals have always been a favourite subject matter for artists. Some artists create realistic representations while some create more fantastical or abstract forms. - Objects such as animals can be drawn using simple shapes. The simple shapes help the artist to focus on proportions and the relationships between its features. - A sketch, drawing or model can be developed over time. This is a normal part of the artistic process. - Methods of printing include lino printing, block printing and collography. - Animal patterns and nature have always been a source of inspiration for artists. They combine a range of textures, colours and shapes for an artist to explore. - Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins. - A Bankura ghora (horse) is a terracotta horse crafted in the Panchmura Village in the Bankura 	<p>hatching, landscape, scene, shading, stippling, technique, tone, viewfinder, warm colour, wash, watercolour</p> <p>Spring 2: anatomy, Bankura horse, collagraph, ivory, lino print, printing block, realistic, score, sculpture, shading, simplistic, slip, surreal, texture, watercolour wash</p>	<p>Spring 2: Charcoal, printing ink, pencil, pen, soft lino, printing roller, printing tray, card, sponge, clay, clay tools</p>
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		District of West Bengal. The village is famous for its terracotta sculptures of horses. - An armature is an open framework on which a sculpture is moulded with clay or similar material.		
Design & technology (Cornerstones)	<p><u>Functional and Fancy Fabrics</u> <u>Skills:</u> Children will:</p> <ul style="list-style-type: none"> - Create and complete a comparison table to compare two or more products. - Choose from a range of materials, showing an understanding of their different characteristics. - Create and complete a comparison table to compare two or more products. - Investigate and identify the design features of a familiar product. - Explain how and why a significant designer or inventor shaped the world. - Hand sew a hem or seam using a running stitch. - A hem runs along the edge of a piece of cloth or clothing. It is made by turning under a raw edge and sewing to give a neat and quality finish. - Use annotated sketches and exploded diagrams to test and communicate their ideas. - Select, name and use tools with adult supervision. <p><u>Knowledge:</u> Children should know:</p> <ul style="list-style-type: none"> - A comparison table is an organised way to compare products. - Fabrics can be natural or synthetic. - Natural fabrics include cotton, silk and wool. - Synthetic fabrics include Lycra, polyester and nylon. - A comparison table is an organised way to compare products. - Design features are the aspects of a product's design that the designer would like to emphasise. For example, the use of a particular material or a feature that makes the product durable. - William Morris was a British textile designer, artist and socialist activist associated with the British Arts and Crafts Movement. - William Morris was a significant contributor to the revival of traditional British textile arts and methods of production. - William Morris' motifs consisted mainly of leaves, flowers, fruits and birds. - A hem runs along the edge of a piece of cloth or clothing. It is made by turning under a raw edge and sewing to give a neat and quality finish. - Stitches include running stitch, cross stitch and blanket stitch. - Embroidery stitches, such as scatter stitches, satin stitch and back stitch, embellish fabric. - Annotated sketches and exploded diagrams show specific parts of a design, highlight sections or show functions. They communicate ideas in a visual, detailed way. 		<p>applique, block printing, breathable, colour palette, cotton, denim, design criteria, durable, embellishment, embroider, fabric, gore-tex, hem, industry, lace, leather, lycra, motif, natural fabric, nylon, polyester, synthetic fabric, versatile, wool, woven</p>	<p>Scissors, pins, needles, white/cream cotton fabric, embroidery hoops, embroidery thread, pinking shears</p>
MFL	<p><u>Going Shopping</u></p> <ul style="list-style-type: none"> - Listen and respond to topic vocabulary. - Answer questions using the topic vocabulary. - Take part in role play as a shopper/shopkeeper, speaking in French. - Greet and respond. 	<p><u>Where in the World</u></p> <ul style="list-style-type: none"> - Listen and respond to topic vocabulary. - Answer questions orally using the topic vocabulary. - Write an answer in a sentence using the topic vocabulary. - Use an English/French dictionary to translate from English to French. 		

Stanbridge Lower School

Medium Term Planning: Spring – Year Four



	<ul style="list-style-type: none"> - Choose the correct form when changing le to du; la to de la and les to des. - Use adjectives (colours) and place them after the noun. - Change adjectives to feminine when needed. - Use the appropriate form for 'at' (au or a la). 	<ul style="list-style-type: none"> - Understand that because a continent is always feminine the preposition 'en' is always used for 'in'. - Use the correct masculine/feminine preposition. - Use pronouns to replace the name of an animal. - Combine two simple sentences to form a compound sentence. 		
Music (Charanga)	<p><u>Spring 1 Focus song: Lean on Me</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music. 	<p><u>Spring 2 Focus song: Blackbird</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music. 	<p>Spring 1: unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Spring 2: acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo</p>	
Visits & Visitors	Swimming Road Safety Assembly	Faith Tour – Bedford Grafham Residential		
Awe & Wonder Events	Diversity Day Number Day	World Book Day Symbols of Faith (RE & DT) Science Day Stanbridge Bake Off (Enterprise)		