

LEYS FARM JUNIOR SCHOOL
Year 4 – Summer Term 2024 Medium Term Plan
Topic: Around the World in 80 Days...

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> • Safe adult list • Reiterate Class Charter (including 4 school rules/rights) • School Council • Subject Ambassadors • Reading Mentor training • Curriculum Overview for parents. 	<ul style="list-style-type: none"> • 23rd April – St George’s Day • 11th May – World Fair Trade Day • 15th May – Mental Health Awareness Week • 20th May – Walk to School week. • 22nd May – National Numeracy Day • 23rd May – Outdoor Classroom Day • June – Pride Month • 10th June – Healthy Eating Week • 10th June – Multiplication Tables Check! • 17th June – National School Sport Week. • 14th July – Bastille Day. 	<ul style="list-style-type: none"> • Class Story – How to Survive without Parents • Class Story – Around the World in 80 Days • Class Text – The Boy Who Biked the World • Visit to the Tropical Butterfly House, Sheffield • A selection of picture books • Homework – given on a Monday • Active Brain Breaks - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers • Science – Explorify • TT Rockstars battles.
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Spelling and Phonics)</u>
<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <ul style="list-style-type: none"> • Can I apply my knowledge of root words, prefixes, and suffixes to read unfamiliar words? • Can I read further exception words? • Can I read a range of books structured in different ways? • Can I use dictionaries to check the meaning of words that they have read? 	<p><u>Focus:</u> The following writing objectives are taken from the National Curriculum and will be taught throughout writing lessons and applied across the curriculum:</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I use diagonal and horizontal strokes needed to join letters? • Can I understand which letters are best left un-joined? • Can I increase the legibility, consistency, and quality of my handwriting? <p><u>Writing</u></p>	<p><u>Focus:</u> The following grammar objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Spelling List coverage:</u></p> <ul style="list-style-type: none"> • (25) Words that are homophones • (26) Words spelled with ‘c’ before ‘i’ and ‘e’ • (27) Words containing ‘sol’ and ‘real’ • (28) Words containing ‘phon’ and ‘sign’ • (29) Words with the prefixes; super-, anti-, auto-

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- Can I identify themes and conventions in a wide range of books?
- Can I discuss words and phrases that capture the reader’s interest and imagination?
- Can I ask questions to improve my understanding of a text?
- Can I draw inferences?
- Can I predict what might happen from details stated and implied?
- Can I identify main ideas, drawn from more than 1 paragraph and summarise these?
- Can I retrieve and record information?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- Can I listen and respond appropriately to adults and their peers?
- Can I ask relevant questions to extend my understanding?
- Can I use relevant strategies to build my vocabulary?
- Can I speak audibly and fluently with an increasing command of Standard English?
- Can I participate in discussions, presentations, performances, role play/improvisations and debates?

Reading Focus Texts:

- Around the World in 80 days.
- The Boy who Biked the World.

Summer 1: Persuasive Writing (Following reading Around the World in 80 Days)

Choose Your Mode of Transportation: After exploring the various modes of transportation used by Phileas Fogg and Passepartout in the story, persuade your classmates why a specific mode (e.g., hot air balloon, steamship, elephant, etc.) would be the best option for a modern-day journey around the world.

Grammar

1. Can I identify and sort facts and opinions?
2. Can I present opinions as facts?
3. Can I use alliteration?
4. Can I explore sentence types?
5. Can I use commas in a list?
6. Can I use apostrophes for possession?
7. Can I identify expanded noun-phrases?
8. Can I use emotive language?
9. Can I use cause and effect conjunctions?
10. Can I identify the features of a persuasive text?

Shared write – travelling by hot air balloon.

1. **Planning lesson** – research and idea gathering.
2. **Shape 1** – Introduction, the idea of traveling around the world in a hot air balloon and setting the tone for the rest of the piece.
3. **Shape 2** - Body 1, Describing the experience of flying in a hot air balloon, emphasizing the sensation of floating in the sky and the

- (30) Words with the prefix; bi- meaning two
- (31) Challenge Words
- (32) Words that are plurals with possessive apostrophes
- (33) Revision Words
- (34) Revision Words
- (35) Revision Words
- (36) Revision Words

Phonics:

Little Wandle Rapid Catch-Up Programme.
 Small Intervention Groups.

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excitement of exploring the world from above. Highlighting the sensory experiences of being in a hot air balloon, including the sights, sounds, and colors encountered during the journey.

4. **Shape 3** – body 3, Benefits of traveling by hot air balloon
5. **Shape 4** – Conclusion, Summarizing the advantages and appeal of traveling around the world in a hot air balloon and encouraging readers to consider this mode of transportation for their adventure.

Independent Write:

1. Planning lesson.
2. Shape 1 – introduction
3. Shape 2 – describing the experience of using their mode of transport
4. Shape 3 – benefits
5. Shape 4 – conclusion

Summer 2: Writing Portfolio

- Children to be given the opportunity to write in their own selected genre and style around a topic that interests them.

Maths

Focus:
Decimals A

- Can I compare amounts of money?

Statistics

- Cold Task

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- Cold Task
- Can I find tenths as fractions?
- Can I find tenths as decimals?
- Can I find tenths on a place value chart?
- Can I find tenths on a number line?
- Can I divide a 1-digit number by 10?
- Can I divide a 2-digit number by 10?
- Can I find hundredths as fractions?
- Can I find hundredths as decimals?
- Can I find hundredths on a place value chart?
- Can I divide a 1- or 2-digit number by 100?
- Hot Task

Decimals B

- Cold Task
- Can I make a whole with tenths?
- Can I make a whole with hundredths?
- Can I partition decimals?
- Can I flexibly partition decimals?
- Can I compare decimals?
- Can I order decimals?
- Can I round to the nearest whole number?
- Can I explore halves and quarters as decimals?
- Hot Task

Money

- Cold Task
- Can I write money using decimals?
- Can I convert between pounds and pence?

- Can I estimate with money?
- Can I calculate with money?
- Can I solve problems with money?
- Hot Task

Time

- Cold Task
- Can I explore years, months, weeks, and days?
- Can I explore hours, minutes, and seconds?
- Can I convert between analogue and digital times?
- Can I convert to the 24-hour clock?
- Can I convert from the 24-hour clock?
- Hot Task

Shape

- Cold Task
- Can I understand angles as turns?
- Can I identify angles?
- Can I compare and order angles?
- Can I explore triangles?
- Can I explore quadrilaterals?
- Can I explore polygons?
- Can I find lines of symmetry?
- Can I complete a symmetrical figure?
- Hot Task

- Can I interpret charts?
- Can I find the comparison, sum, and difference?
- Can I interpret line graphs?
- Can I draw line graphs?
- Hot Task

Position & Direction

- Cold Task
- Can I describe a position using coordinates?
- Can I plot coordinates?
- Can I draw 2-D shapes on a grid?
- Can I translate on a grid?
- Can I describe translation on a grid?

Consolidation – Revisit key areas needed.

Additional Maths Teaching

Daily:

- ∄ Counting stick – linked to times tables focus.
- ∄ Assessment for Learning
- ∄ Problem-Solving and Reasoning

Weekly:

- Times tables practice using TT Rockstars

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		<u>Maths Multiplication Check between 3rd June and 14th June 2024</u>
<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM (Science Technology, Engineering and Maths)</u>	<u>Science including STEM</u>

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Prior Learning/Knowledge:

In KS1 (Key Stage 1) children use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; look at the work of a range of artists, craft makers and designers.

Print Making/Art through Technology

1. Can I explore what printmaking is and how technology is used in art?
 - a. Let's talk about printmaking, which is making art by printing designs onto paper or other materials.
 - b. We will see examples of different ways people make prints, like carving into wood or using screens.
 - c. We will also see how technology has helped artists make prints in new and interesting ways.
2. Can I explore traditional methods of printmaking?
 - a. Children to design a simple print.
 - b. Transfer print onto foam board then print.
3. Can I discover how computers can help us make art prints?
 - a. Today, we will learn about using computers and special programs to make art prints.
 - b. We will see how artists can use digital tools to create amazing prints.
 - c. We will try making some simple prints using computer programs.
4. Can I learn how to combine traditional and computer methods to make art prints?

Prior Learning/Knowledge:

Have an awareness of designing linked to past topics including photo frames. Be able to make simple joints using glue. Understand how to strengthen some materials. Know some properties of materials.

Focus:

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry, and the wider environment].

Vocabulary:

Money, container, features, purpose, materials, leather, needles, pins, sew, running stitch, back stitch, oversewing stitch, embroidery, thread, design, make, evaluate, textiles, seam, components, decorated, fabric, fasteners,

Money Containers

- Can I explore a range of money containers and examine their features?
- Can I learn how to sew using a range of different stitches?
- Can I gather ideas for designing a money container?
- Can I design a money container?

Prior Learning/Knowledge:

Biology – Living things and their habitats.

Year 1 – during the topic on plants, children will have learnt to describe the basic structure of a variety of common flowering plants. They will have compared differences between living and nonliving things.

Year 2 – children will have explored the differences between living and non-living things; identified that most living things live in habitats that they are suited to and understand how living things in that habitat depend on each other. They may have learnt to name some of the living things in their local area and construct basic food chains.

Year 3 – children will have learnt to identify and describe the function of various parts of a plant. They will have explored the part flowers play in the life cycle including pollination, seed fertilisation and seed dispersal.

Focus:

Biology – Living things and their habitats

KQ: What living things can be found in the local area?

1. Can I explain the 7 life processes?
2. Can I sort and group animals?
3. Can I explain and identify vertebrate animals?
4. Can I explore which living things can be found in the local area? (Visit?)
5. Can I classify living creatures?
6. Can I explore environmental changes?

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- a. Some artists like to use both old and new methods to make prints.
- b. We will look at examples of art where people have mixed traditional and digital techniques.
- c. Then, we will try doing it ourselves by scanning our drawings and adding digital touches.

5. Can I work together to make a print as a group?

- a. Today, we will work in small teams to make a big art print.
- b. Each team will produce a cool idea for their print.
- c. We will help each other out and put our ideas together to make something amazing.

6. Can I evaluate my artwork?

- Can I make a money container using textiles?
- Can I evaluate a finished product?

Vocabulary:

Environment, classify, vertebrate, invertebrate, exoskeleton, key, adaptation, pollution.

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<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Prior Learning/Knowledge:</u> Children will use their basic pronunciation and French alphabet and number knowledge to support their learning.</p> <p><u>Focus:</u></p> <p><u>Family: (I)</u></p> <ul style="list-style-type: none"> • Can I recognise, recall, and spell different family members? • Can I consolidate the nouns and determiners for family members and use the possessive adjective ‘my’? • Can I ask and answer the question ‘do you have any siblings?’ • Can I introduce my own/fictitious family members? • Can I use my knowledge of the numbers 1-70 to say how old my family are? • Can I revise and consolidate all the languages covered in this unit? <p><u>In the classroom: (I)</u></p> <ul style="list-style-type: none"> • Can I recognise, recall and spell 7 different classroom items? • Can I recognise, recall, and spell a further 5 different classroom items? • Can I ask and answer the question, ‘what is in your pencil case?’ • Can I revisit possessive adjectives and apply this to my new knowledge? • Can I revisit negative structures, to say what I do not have in my pencil case? 	<p><u>Prior Learning/Knowledge:</u> Year 2: Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.</p> <p><u>Vocabulary:</u> Biome, aquatic, desert, forest, tundra, climate, ecosystem, drought, GMT – Greenwich Mean Time, stereotyping</p> <p><u>Lesson Focus:</u></p> <ul style="list-style-type: none"> • Can I locate countries in Europe? • Can I locate countries in the Americas? • Can I locate countries in Asia? • Can I locate countries in Africa? • Can I name different types of biomes? 	<p><u>Prior Learning/Knowledge:</u></p> <p><u>Focus:</u></p> <p><u>Vocabulary:</u></p> <p><u>Key Enquiry Questions:</u></p> <p>This term our focus is Geography.</p>

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<ul style="list-style-type: none"> • Can I revise and consolidate all the languages covered in this unit? <p>Vocabulary: Family ; la mere, le pere, la grand-mere, le grand-père, le frère, la sœur, la tante, l'oncle, Numbers 1-70.</p> <p>In the Classroom ; un livre, un cahier, un crayon, un stylo, un taille-crayon, un bâton de colle, une règle, une calculatrice, une trousse, une gomme, un sac à dos, des ciseaux</p>	<ul style="list-style-type: none"> • Can I explain the different types of climate and ecosystems in Africa? • Can I explain the different types of deserts and explain why the Sahara is important? • Can I explain the impact of drought? • Can I describe the rainforests across Africa, including their locations and wildlife within? • Can I explain what an African savannah is and how its climate changes across the year? • Can I examine ways in which wildlife adapts to survive in different African climates? • Can I understand different time zones? • Can I compare countries from around the world? 	
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u> Recognise and use accurate musical vocabulary, appraise, and evaluate musical pieces from a variety of genres, name basic notes and rests, understand differences between tempo and beat, record a simple composition using musical notes.</p> <p><u>Focus:</u> In each unit, children are asked a question, intended as an entry point for exploring one of six broad Social Themes. These six themes are over-lapping. The exploration of each theme accompanies them on their musical journey throughout this Scheme, and hopefully beyond! As the learners grow, the questions and entry points for the Social</p>	<p><u>Prior Learning/Knowledge:</u> Build upon skills and knowledge in Year 1,2 and 3. However, be aware of gaps and address them due to the the introduction of a new scheme. Use the Get Set 4 PE progression of skills document when planning each lesson to be fully aware of what they should know prior and address this should there be gaps. Recap prior knowledge at the start of each lesson.</p> <p><u>Focus:</u> <u>Athletics</u> 1. Can I develop stamina and an understanding of speed and pace in relation to distance?</p>	<p><u>Prior Learning/Knowledge:</u> <i>Jigsaw Year 1, 2 and 3 Curriculum</i></p> <p><u>Focus:</u> <u>Jigsaw Piece: Healthy Me</u> a) PSHE b) <i>Social and Emotional Development Learning</i></p> <p>1. <i>My Friends and Me</i> a. <i>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</i></p>

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Themes evolve. All the while, they are encouraged to be responsible and kind citizens of the world and constructive but critical thinkers. The unit question can be discussed throughout each unit up to and including the final unit performance.

Prior Learning/Knowledge:

Focus:

Charanga

- Can I sing a song?
- Can I sing a song and play instrumental parts within the song?
- Can I sing a song and improvise using voices and/or instruments within the song?
- Can I sing a song and perform compositions within the song?
- Can I prepare a piece for the performance?
- Can I perform a composition to an audience?

Vocabulary:

Introduction, chorus, verse, bass, drums, electric guitar, keyboard, organ, male, backing vocals, dance, clap, sway, march, notes

- 2. Can I develop power and speed in the sprinting technique?
- 3. Can I develop technique when jumping for distance?
- 4. Can I develop power and technique when throwing for distance?
- 5. Can I develop a pull throw for distance and accuracy?
- 6. Can I develop officiating and performing skills?

Rounders

- 1. Can I develop throwing and catching with accuracy and apply these to a striking and fielding game?
- 2. Can I develop bowling and learn the rules of the skill within this game?
- 3. Can I develop batting technique and understand where to hit the ball?
- 4. Can I develop fielding techniques and apply them to game situations?
- 5. Can I play different roles in a game and begin to think tactically about each role?
- 6. Can I apply skills and knowledge to compete in a tournament?

Tennis

- 1. Can I develop racket and ball control?
- 2. Can I develop returning the ball using a forehand and understand when to use it?
- 3. Can I develop the backhand and understand when to use it?

- b. *I can identify the feelings I have about my friends and my different friendship groups.*
- 2. **Group Dynamics**
 - a. *I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.*
 - b. *I am aware of how different people and groups impact me and can recognise the people I most want to be friends with.*
- 3. **Smoking**
 - a. *I understand the facts about smoking and its effects on health, and some of the reasons people start to smoke.*
 - b. *I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy, and guilt) and know how to act assertively to resist pressure from myself and others.*
- 4. **Alcohol**
 - a. *I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol.*

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4. Can I keep a continuous rally going showing increased technique?
5. Can I use and apply rules and simple tactics?
6. Can I understand and use rules to manage a game?

OAA

1. Can I develop co-operation and teamwork skills?
2. Can I orientate a map and navigate around a grid?
3. Can I develop observational skills, listening to others and following instructions?
4. Can I develop trust whilst listening to others and following instructions?
5. Can I identify, draw, and follow a simple map?
6. Can I orientate and navigate around a map and draw a route using directions?

Vocabulary:

Athletics

Stamina, speed, pace, distance, power, sprinting, technique, jumping for distance, throwing for distance, pull through, accuracy, officiation, performing.

Rounders

Throwing, catching, accuracy, striking, fielding, bowling, batting, technique, fielding, tactically, tournament.

Tennis

b. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy, and guilt) and know how to act assertively to resist pressure from myself and others.

5. *Healthy Friendships*

- a. I can recognise when people are putting me under pressure and can explain ways to resist this when I want.*
- b. I can identify feelings of anxiety and fear associated with peer pressure.*

6. *Celebrating My Inner Strength and Assertiveness.*

- a. I know myself well enough to have a clear picture of what I believe is right and wrong.*
- b. I can tap into my inner strength and know how to be assertive.*

Vocabulary:

Friendships, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, vaping, pressure, peers, guilt, advice, alcohol, liver, disease, pressure, peers, anxiety, fear, believe, assertive, opinion, right, wrong.

Relationships

1. *Know how to make friends*

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Racket, ball, control, forehand, backhand, continuous, rally, technique, tactics, rules
OAA
 Co-operation, teamwork, orientate, map, navigate, grid, observational, instructions, identify, draw, follow, route.

- a. *I can recognise situations which can cause jealousy in relationships*
- b. *I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens*
- 2. *Try to solve friendship problems when they occur.*
 - a. *I can identify someone I love and can express why they are special to me*
 - b. *I know how most people feel when they lose someone or something they love*
- 3. *Help others to feel part of a group*
 - a. *I can tell you about someone I know that I no longer see*
 - b. *I understand that we can remember people even if we no longer see them*
- 4. *Show respect in how they treat others.*
 - a. *I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends*
 - b. *I know how to stand up for myself and how to negotiate and compromise*
- 5. *Know how to help themselves and others when they feel upset or hurt.*

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		<p>a. <i>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</i></p> <p>b. <i>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</i></p> <p>6. <i>Know and show what makes a good relationship</i></p> <p>a. <i>I know how to show love and appreciation to the people and animals who are special to me</i></p> <p>b. <i>I can love and be loved</i></p> <p><u>Vocabulary</u> <i>Relationship, close, jealousy, problem solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, friendships, negotiate, compromise, trust, loyalty, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, special, love, appreciation, symbol, care</i></p>
<u>Religious Education</u>	<u>Computing</u>	<u>Meta-Cognition Session</u>
<u>Prior Learning/Knowledge:</u>	<u>Prior Learning/Knowledge:</u>	WINK-What I Now Know about...

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Children should develop their knowledge and understanding of principal religions and worldviews. They learn to use subject-specific vocabulary, ask questions, and begin to express their own views in response to what they are taught. They should use their knowledge of Hinduism and Islam (Living unit) from Year 3 to build upon.

Lincolnshire Syllabus – Comparing Christianity and

- Can I compare Christianity and Hinduism? (Key symbols, define the religions, basic beliefs, recognise importance of tolerance and respect for different beliefs)
- Can I compare the origins and founders of Christianity and Hinduism?
- Can I compare the sacred texts of Christianity and Hinduism?
- Can I compare the worships and rituals of Christianity and Hinduism?
- Can I compare the beliefs about God of Christianity and Hinduism?
- Can I compare life after death beliefs of Christianity and Hinduism?
- Can I compare festivals and celebrations of Christianity and Hinduism?
- Can I compare the ways of life of followers of Christianity and Hinduism?
- Can I present my findings?

Vocabulary:

Symbols, cross, bible, Om, lotus flower, beliefs, tolerance, respect, Jesus Christ, Lord Rama, Lord Krishna, cultural

Effective Searching:

Year 1: Safe logins, using purple mash search functionality, developing ideas about the concept of technology that we are surrounded by and its purpose
 Year 2: Sharing display boards, sharing online, digital footprints, exploration of what the internet is, accessing the WWW, searching, and sharing.
 Year 3: reliability of information and spoof websites, appropriate ratings, reporting problems.

Hardware Investigators:

Year 1: developing ideas about the concept of technology that we are surrounded by and its purpose, understanding that many devices use computational technology
 Year 2: exploration of what the internet is and how devices allow connections to access functions and the WWW, searching and sharing
 Year 3: using device functions for 2-way communication via the WWW.

Making Music:

Year 1: adding simple sound effects to stories.
 Year 2: digitally creating music and sound effects.

Artificial Intelligence:

Year 1: to look for places where technology is used in and out of school.

Focus:

Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.

Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

Use knowledge and understanding:

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation

Double Page Spread (A3) is also to be completed.

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contexts, originated, origins, founder, sacred, holy books, Bible, Bhagavad Gita, significance, compare, themes, reflect, believers, worship, prayer, church, puja, meditation, baptism, communion, aarti, mantra recitation, priests, spiritual leaders, devotion, spirituality, trinity, deities, monotheistic, polytheistic, attributes, moral, values, heaven, hell, salvation, karma, moksha, reincarnation, perspectives, afterlife, festivals, Christmas, Easier, Diwali, Holi, Navaratri, rituals, traditions, community, religious identity.

- Can I stay safe online? (recap start of the term).

4.7 Effective Searching

- Can I locate information on the search results page?
- Can I search effectively to find out information?
- Can I assess whether an information source is true and reliable?
-

Vocabulary (balanced view, easter eggs, internet, key words, reliability, results page, search engine)

4.8 Hardware Investigators

- Can I understand the different parts that make up a desktop computer?
- Can I recall the different parts that make up a computer?
- *Vocabulary (components, CPU, graphics card, hard drive, input, motherboard, network card, output, peripherals, RAM, software)*

4.9 Making Music

- Can I identify and discuss the main elements of music?
- Can I understand and experiment with rhythm and tempo?
- Can I create a melodic phrase?
- Can I compose a piece of electronic music?
- *Vocabulary (BPM, melody, rhythm, dynamics, pitch, tempo, synths, harmonious, pulse, texture)*

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4.10 Artificial Intelligence (AI)

- Can I understand the concept of artificial intelligence?
- Can I explore how AI can assist and benefit us in aspects of daily life?
- Can I understand the potential applications and impact of AI in the future?
- Can I understand how AI is being used to create music and art?
- Vocabulary (algorithm, artificial intelligence, data)