

At Knights Enham Junior School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Year 4 Spring Medium Term Planning Overview



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Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English & Maths	See Separate Subject Overview					
Science	<p>Electricity I can identify items that use electricity. Knowledge grids Items that do/ don't use electricity and those that use battery or mains electricity. (GDS Venn diagram – which objects can use both?)</p> <p>NC: objective 15</p>	<p>Electricity I can design be safe with electricity poster. Children to explore each room in the house and then use what they have learned to create a poster to teach other children about being safe around electricity. http://www.switchedonkids.org.uk/electrical-safety-in-your-home</p>	<p>Electricity I can construct a circuit to light a bulb. Teach the children the symbols for each component and model how to draw their circuit. NC: objective 16</p>	<p>Electricity I can predict whether a circuit will work. Working scientifically: observing patterns e.g. that bulbs get brighter if more cells are added NC: objective 17</p>	<p>Electricity I can identify conductors and insulators. Working scientifically: metals tend to be conductors of electricity NC: objective 19</p>	<p>Electricity I can make a switch. Challenge children to design a switch to turn the bulb on and off without removing a component. NC: objective 18 Review Knowledge grids</p>
History	<p>Anglo-Saxons I can... Why did the Anglo-Saxons invade and how can we possibly know where they settled? NC: objective 3</p>	<p>Anglo-Saxons I can... What does the mystery of the empty grave tell us about Saxon Britain? NC: objective 3</p>	<p>Anglo-Saxons I can... How did people's lives change when Christianity came to Britain and how can we be sure? NC: objective 3</p>	<p>Anglo-Saxons I can... How were the Saxons able to see off the Viking threat? This tells the story from 790-1066 NC: objective 3</p>	<p>Anglo-Saxons I can... Just how great was King Alfred, really? NC: objective 3 NC: objective 5</p>	<p>Anglo-Saxons I can... Just how effective was Saxon justice? NC: objective 3</p>
RE	<p>God - Inquire - I can describe what some people mean by God Assessment</p>	<p>God - Contextualise - I can describe how Christians describe God</p>	<p>God - Evaluate - I can describe the importance of the idea of God to Christians</p>	<p>God - Communicate - I can describe what I think about the idea of God</p>	<p>God - Apply - I can describe how responses to the idea of God affect mine and others lives</p>	
Computing	<p>An e-safety lesson appropriate for your class NC: objective 7</p>	<p>To plan and design a chatbot https://projects.raspberrypi.org/en/projects/chatbot/0 NC: objective 1 NC: objective 2</p>	<p>To create and use a variable https://projects.raspberrypi.org/en/projects/chatbot/0 NC: objective 1 NC: objective 2</p>	<p>To ask a question in Scratch https://projects.raspberrypi.org/en/projects/chatbot/0 NC: objective 1 NC: objective 2</p>	<p>To use selection https://projects.raspberrypi.org/en/projects/chatbot/0 NC: objective 2</p>	<p>To test and debug a program https://projects.raspberrypi.org/en/projects/chatbot/0 NC: objective 1</p>
Art/DT	<p>Art - Every Picture tells a story I can analyse the intentions of Banksy.</p>	<p>Art - Every Picture tells a story I can analyse the effects of pop art.</p>	<p>Art - Every Picture tells a story I can analyse the effects of illusion art.</p>	<p>D & T Making pizzas NC: 'Make' objective 3</p>	<p>D & T Making pizzas NC: 'Evaluate' objective 6</p>	

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	Discuss the art as you look at the pictures. How do the pictures make you feel? What do they represent? What story do the pictures tell you? NC: objective 4	Discuss the art as you look at the pictures. How do the pictures make you feel? What do they represent? What story do the pictures tell you? NC: objective 4	Discuss the art as you look at the pictures. How do the pictures make you feel? What do they represent? What story do the pictures tell you? NC: objective 4			
French	Going Shopping Fruit To express an opinion. To write sentence answers to a question using qualifiers. NS Objective 3 & 10	Going Shopping Vegetables To change the French word for 'the' to the French word for 'some' NS Objective 12	Going Shopping Clothes To use adjectives to describe nouns. To answer questions in a complete sentence. NS Objective 4 & 12	Going Shopping Where Can I buy? To answer questions in a complete sentence. NS Objective 4	Going Shopping French Money To ask and answer questions in French. NS Objective 3	Going Shopping Let's Go Shopping! To take part in role play, speaking French. NS Objective 3
PSHE	Keeping safe: <u>Danger, risk or hazard?</u> I can understand the difference between danger, risk and hazard SCARF 6, SCARF 7, SCARF 8	Keeping safe: <u>How dare you!</u> I can understand what a dare is and how to manage them SCARF 6, SCARF 7, SCARF 8	Keeping safe: <u>Keeping ourselves safe</u> I can suggest ways to manage risk SCARF 6, SCARF 7, SCARF 8	Keeping safe: <u>Raisin Challenge (2)</u> I can talk about the consequences of unhealthy behaviour SCARF 6, SCARF 7, SCARF 8	Keeping safe: <u>Picture Wise</u> I can explain how to stay safe online SCARF 6, SCARF 7, SCARF 8	Keeping safe: <u>Medicines: check the label!</u> I can explain how to stay safe with medicines SCARF 6, SCARF 7, SCARF 8
PE	Outdoor – Rugby I can identify the skills required to play a game of Rugby NC: Objective 1 Indoor – NAK I can push the stone through the gate NS Objective 2,6	Outdoor – Rugby I can understand how to send and receive the ball in Rugby (passing) This session should introduce the children to passing and allow them to practice their throwing and catching skills. NC: Objective 1 Indoor – NAK I can accurately push the stone to knock down pins NS Objective 2,6	Outdoor - Rugby I can understand the concept of attacking This lesson is designed to improve the children's understanding of how to attack as a team in rugby. NC: Objective 1 NC: Objective 2 Indoor – NAK I can accurately push the stone to get a high score NS Objective 2,6	Outdoor – Rugby I can understand the concept of defending This week the children should learn how to defend in rugby. NC: Objective 1 NC: Objective 2 Indoor – NAK I can push my stone to move another teams NS Objective 2,6	Outdoor – Rugby I can develop my skills further to support my game play This week the children will take part in several different activities in small teams. NC: Objective 1 NC: Objective 2 Indoor – NAK I can play a tournament and keep score NS Objective 2,6	Outdoor – Rugby I can apply my knowledge to small-sided games NC: Objective 1 NC: Objective 2 Indoor – NAK I can use my experience of NAK to play a variety of ways NS Objective 2,6
Music	Charanga Developing pulse and groove through improvisation How does Music improve our world?	Charanga Developing pulse and groove through improvisation How does Music improve our world?	Charanga Developing pulse and groove through improvisation How does Music improve our world? Step 3 – Old Joe Clark (p1)	Charanga Developing pulse and groove through improvisation How does Music improve our world? Step 4 – Old Joe Clark (p2)	Charanga Developing pulse and groove through improvisation How does Music improve our world? Step 5 – Dance With Me	Charanga Developing pulse and groove through improvisation How does Music improve our world?

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	Step 1 – Bringing Us Together (p1) NC: Objective 1 NC: Objective 2 NC: Objective 5	Step 2 – Bringing Us Together (p2) NC: Objective 1 NC: Objective 2	NC: Objective 1 NC: Objective 2	NC: Objective 1 NC: Objective 2	NC: Objective 1 NC: Objective 2	Step 6 – Assessment Checkpoint NC: Objective 1 NC: Objective 2
Collective Worship	New Year New start	Spring	School Values	Collaboration	Respect	Mental Health Week Internet Safety Day

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English & Maths	See Separate Subject Overview					
Science	Animals V Humans Knowledge grids I can identify the different types of teeth in humans and their functions. NC: objective 5	Animals V Humans I can describe the simple functions of the basic parts of the digestive system NC: objective 4	Animals V Humans I can describe the simple functions of the basic parts of the digestive system NC: objective 4	Animals V Humans I can construct and interpret a variety of food chains. NC: objective 6	Animals V Humans I can construct and interpret a variety of food chains identifying producers, predators and prey NC: objective 6	Animals V Humans Review knowledge grids
RE	Suffering - Inquire - I can describe what suffering means	Suffering - Contextualise - I can describe the suffering Jesus experienced in the Easter Story Assessment	Suffering - Evaluate - I can describe the importance of the suffering Jesus experienced to Christians	Suffering - Communicate - I can describe what I think about the idea of Suffering	Suffering - Apply - I can describe how responses to the idea of Suffering affect mine and others lives	
Computing	Coding I can trace code and understand what it does LINK NC: objective 3	Coding I can use repetition and selection LINK NC: objective 1 NC: objective 2	Coding I can use a variable to create a timer LINK NC: objective 1 NC: objective 2	Coding I can introduce challenge to a game LINK NC: objective 1 NC: objective 2	Coding I can introduce challenge to a game LINK NC: objective 1 NC: objective 2	Coding I can add extra functionality LINK NC: objective 1 NC: objective 2
Art/DT	D&T I can explain how axles work I can design for purpose NC: objective 'Design' 1, 2,	D&T I can construct based on my design. NC: objective 'Make' 3,4 'Technical knowledge', 8	D&T I can construct based on my design. (pt 2) NC: objective 'Make' 3,4 'Technical knowledge', 8	D&T I can construct based on my design. (pt 3) NC: objective 'Make' 3,4 'Technical knowledge', 8	D&T I can construct based on my design. (pt 4) NC: objective 'Make' 3,4 'Technical knowledge', 8	D&T I can analyse and improve my design NC: objective 'Evaluate' 6
French	Where in the World The United Kingdom	Where in the World	Where in the World The Equator	Where in the World Continents	Where in the World Animals	Where in the World

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	I can speak in a sentence to answer a question. NS Objective 4 & 10	Where Do They Speak French? I can distinguish masculine and feminine nouns. To use the correct m/f preposition NS Objective 12	I can use an English/French dictionary to translate from English to French. NS Objective 9	I can understand that because a continent is always feminine the preposition 'en' is always used for 'in'. NS Objective 12	I can speak in a complete sentence. To use the past tense in a sentence. NS Objective 4 & 12	Which Continent are They From? I can write a sentence and adapt it to create a new sentence. To use pronouns. NS Objective 10
PSHE	Rights and respect: <u>Who helps us stay healthy and safe?</u> I can understand the responsibilities of people to keep us safe and healthy SCARF 9, SCARF 10, SCARF 11	Rights and respect: <u>It's your right</u> I can understand that humans have rights and also responsibilities that come with these SCARF 9, SCARF 10, SCARF 11	Rights and respect: <u>How do we make a difference?</u> I can understand how everyone can make a difference through voting SCARF 9, SCARF 10, SCARF 11	Rights and respect: <u>In the news!</u> I can talk about the influence the media can have SCARF 9, SCARF 10, SCARF 11	Rights and respect: <u>Safety in numbers</u> I can explain how a bystander can help stop bullying SCARF 9, SCARF 10, SCARF 11	Rights and respect: <u>Why pay taxes?</u> I can understand the purpose of taxes SCARF 9, SCARF 10, SCARF 11
PE	Outdoor – Hockey I can dribble using a hockey stick To teach students how to move with the ball in Hockey. Looking at control of ball and stick NC: Objective 1 Cross-Country NC: Objective 1 NC: Objective 3 NC: Objective 6	Outdoor – Hockey I can accurately pass a ball with a hockey stick To teach and perform accurate passing. Looking at the technique required to pass over a variety of distances. NC: Objective 1 Cross-Country NC: Objective 1 NC: Objective 3 NC: Objective 6	Outdoor – Hockey I can pass the ball whilst moving To combine the skills learnt in lesson 1 & 2 . Students to be able to perform movement and passing accurately. NC: Objective 1 Cross-Country NC: Objective 1 NC: Objective 3 NC: Objective 6	Outdoor – Hockey I can understand how to defend in hockey Students to understand the basic concepts of defending. Including, how to tackle safely. NC: Objective 2 Cross-Country NC: Objective 1 NC: Objective 3 NC: Objective 6	Outdoor – Hockey I can understand how to attack in hockey Students to be taught the basic concept of attacking play. Including, shooting at a target accurately. NC: Objective 2 Cross-Country NC: Objective 1 NC: Objective 3 NC: Objective 6	Outdoor – Hockey I can play as part of a team in a hockey match Apply skills learnt to play small sided games. NC: Objective 2 Cross-Country NC: Objective 1 NC: Objective 3 NC: Objective 6
Music	Charanga Creating simple melodies together How does Music teach us about our communities? Step 1 – Let your spirit fly (p1)	Charanga Creating simple melodies together How does Music teach us about our communities? Step 2 – Let your spirit fly (p2)	Charanga Creating simple melodies together How does Music teach us about our communities? Step 3 – Frere Jacques (p1)	Charanga Creating simple melodies together How does Music teach us about our communities? Step 4 – Frere Jacques (p2)	Charanga Creating simple melodies together How does Music teach us about our communities? Step 5 – The Other Side of the Moon	Charanga Creating simple melodies together How does Music teach us about our communities? Step 6 – Assessment Checkpoint
Collective Worship	Nurture	World Book Day Celebrating Reading	Resilience	Red Nose Day	Independent	Pupil Voice