

## Year 4 medium term planning

### Summer 2 – Topic – Ancient Bagdad

	1	2	3	4	5	6	7
English	<u>Explore with Gertrude Bell</u> Recount Diary	<u>Explore with Gertrude Bell</u> Recount Diary	<u>Explore with Gertrude Bell</u> Narrative – Characterising Speech	<u>Explore with Gertrude Bell</u> Narrative Characterising Speech	<u>Plot Weave</u> Adventure Story	<u>Plot Weave</u> Adventure Story	
Spelling focus	Year 3 / 4 spellings	Year 3 / 4 spellings	Year 3 / 4 spellings	Year 3 / 4 spellings	Year 3 / 4 spellings	Year 3 / 4 spellings	Year 3 / 4 spellings
Class Reading	Explore with Gertrude Bell	The Proudest Blue – Ibtihaj Muhammad	The Proudest Blue – Ibtihaj Muhammad	The Polar Bear Explorers Club – Alex Bell	The Polar Bear Explorers Club – Alex Bell	The Girl who stole an elephant – Bizran Farook	The Girl who stole an elephant – Bizran Farook
Maths	<u>Time</u> Recap telling the time to 5 min and 1 min. Converting 12 and 24 hour. Years, months, weeks, and days.  <u>Multiplications Test</u>	<u>Time</u> Recap telling the time to 5 min and 1 min. Converting 12 and 24 hour. Years, months, weeks, and days.	<u>Statistics</u> Interpret charts Line Graphs Comparison, sum and difference	<u>Properties of Shape</u> Turns and angles Right angles Compare and order angles Triangles and Quadrilaterals	<u>Properties of Shape</u> Turns and angles Right angles Compare and order angles Triangles and Quadrilaterals	<u>Geometry – Position and Direction</u> Draw on a grid Move on a grid Describe movement on a grid	
Science	<u>Living things and their Habitats</u> I can recognise that living things can be grouped in a variety of ways. Different groupings for animals, bird, mammal, reptile.	<u>Living things and their Habitats</u> I can use a classification keys to group living things and their local and wider environments.	<u>Living things and their Habitats</u> I can discuss and explain that environments can change and that this can sometimes pose dangers to living things.	<u>Living things and their habitats</u> I know that food chains consist of a producer, predator, and prey.	<u>Living things and their habitats</u> I know that environmental factors and human activity can affect the sustainability of food chains e.g. droughts and floods.		
History	<u>Ancient Bagdad</u> I know how Gertrude Bell (local figure) explored the Middle East and was influential in the creation of modern-day Iraq.	<u>Ancient Bagdad</u> I can locate the placed that Gertrude Bell visited.	<u>Ancient Bagdad</u> I know about the Golden Age of Islam and trading.				
Geography			<u>Where was Ancient Bagdad?</u> I can locate and name countries using maps and atlases.	<u>. Where was Ancient Bagdad?</u> I can locate Bagdad in an atlas.	<u>Where was Ancient Bagdad?</u> I know the similarities and differences between Ancient Bagdad and Modern Bagdad and can explain how these changes have occurred.		
Art				<u>Geometric Islamic Patterns</u>	<u>Geometric Islamic Patterns</u>	<u>Geometric Islamic Patterns</u>	

				I can create Islamic patterns on clay tiles.	I can make a geometric printing block based on geometric Islamic patterns.	I know how to repeat patterns to create an effect.	
Design technology							
Computing		<b>Online Safety</b> I can reflect on my own online behaviour.	<b>Online Safety</b> I can give examples of things I should not share online and on my digital footprint.	<b>Online Safety</b> I know how our digital footprint can be used to commit identity theft.	<b>Online Safety</b> I know that malware is software designed to disrupt, damage, or gain access to a computer.	<b>Online Safety</b> Design a poster with what we have learnt about Online Safety.	
PSHE							
RE				<b>Islam</b> I know why Muhammad is important to Muslims	<b>Islam</b> I can explain what the Qur'an is and why it is important to Muslims.	<b>Islam</b> I can explain how and why religious people pray.	
PE	<b>Developing running at speed:</b> Beat the clock, sprinting	<b>Exploring our stride pattern:</b> Rolling races and gears	<b>Running for pace:</b> Pacing Vs sprinting – running in pairs	<b>Running for distance:</b> Understanding tactics for racing	<b>Throwing for Distance:</b> <u>Javelin techniques and practise</u>	<b>Standing Triple Jump:</b> Exploring the hop, step and jump	