



*'The one who gets wisdom loves life.'* Proverbs 19:8

Heron Class Summer Term  
Medium Term Plan

Subject:	Summer 1	Key focus and main outcomes:	Summer 2	Key focus and main outcomes:
English: Writing	Texts: The Ever-changing Earth  Shackleton's Journey	Cyclical sequel narrative  Newspaper report of Shackleton's Journey	Texts: <i>Granny came here on the Empire Windrush</i>  Jabberwocky	Factual report  Nonsense poem
English: Grammar and punctuation skills	Word Sentence Punctuation Text	Word classes conjunctions - to explain and contrast fronted adverbials adverbial phrases expanded noun phrases commas after fronted adverbials paragraphs to organise around a theme pronouns for cohesion	Word Sentence Punctuation Text	forms of a or an Suffixes / prefixes to identify word class figurative language expanded noun phrases exclamatory sentences * portmanteau to create nonsense vocabulary exclamation marks * sentence ending punctuation * rhyming verse
Maths	Measurement Number Measurement Number	Mass & Capacity Fractions B Time Decimals	Measurement Geometry	Money Shape Position & Direction Statistics
Science	Living things and their habitats - Y4	<ul style="list-style-type: none"> <li>To group animals in various ways.</li> <li>To group plants in various ways.</li> <li>To make and use classification keys.</li> </ul>	Materials: Rocks and Soil - Y3	<ul style="list-style-type: none"> <li>To group rocks using their appearance.</li> <li>To group rocks using their physical properties.</li> <li>To describe the process of fossil formation.</li> </ul>



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		<ul style="list-style-type: none"> <li>To recognise and describe different habitats and their inhabitants.</li> <li>To recognise the impact humans can have on habitats.</li> <li>To recognise the impact of natural disasters on habitats.</li> </ul>		<ul style="list-style-type: none"> <li>To identify fossils and group rocks accordingly.</li> <li>To compares soils and how they were formed.</li> <li>To describe a soil sample using sedimentation.</li> </ul>
History	How did ancient civilisations become so powerful? Ancient Greece City States/ Democracy	<ul style="list-style-type: none"> <li>Where does Ancient Greece fit in the big story of world history?</li> <li>How was everyday life in Ancient Greece similar or different to life today?</li> <li>How was power organised in Ancient Greek city-states, and how is this similar or different to today?</li> <li>What made Ancient Greece powerful, and what were the consequences of conflict?</li> <li>What made Ancient Greece so Powerful?</li> </ul>	-	-
Geography	-	-	How do countries use their natural resources wisely?	



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				Desert comparison study Hot and cold deserts Gobi/Sahara	
Art	-	-		Craft and Design: Fabric of nature	<ul style="list-style-type: none"> <li>To understand starting points in a design process.</li> <li>To explore techniques to develop imagery.</li> <li>To explore using a textile technique to develop patterns.</li> <li>To learn how to create a repeating pattern.</li> <li>To understand how art is made for different purposes.</li> </ul>
DT	Electrical Systems: Torches	<ul style="list-style-type: none"> <li>To learn about electrical items and how they work.</li> <li>To analyse and evaluate electrical products.</li> <li>To design a product to fit a set of specific user needs.</li> <li>To make and evaluate a torch.</li> </ul>		-	-
PSHE	Being my Best	<ul style="list-style-type: none"> <li>What makes me ME!</li> <li>Making choices</li> <li>SCARF hotel</li> <li>Harold's Seven Rs</li> <li>My school community</li> <li>Basic first aid</li> </ul>		Growing and Changing	<ul style="list-style-type: none"> <li>Moving house</li> <li>My feelings are all over the place!</li> <li>All change!</li> <li>Preparing for changes at puberty</li> <li>Secret or surprise?</li> <li>Together</li> </ul>



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Music	Jazz	<ul style="list-style-type: none"> <li>To sing and clap a syncopated rhythm for a ragtime-style song.</li> <li>To improvise a call and response.</li> <li>To be able to scat sing using the call and response format.</li> <li>To create a jazz motif.</li> <li>To adapt a familiar tune using jazz rhythms.</li> </ul>	Traditional instruments and improvisation India	<ul style="list-style-type: none"> <li>To form an opinion of Indian music.</li> <li>To be able to improvise using given notes - playing a rag.</li> <li>To be able to improvise using given notes - adding a drone.</li> <li>To create a piece of music using a drone, rag and tal.</li> <li>To perform a piece of music using musical notation.</li> </ul>
RE	What do Christians learn from the Creation Story?	<ul style="list-style-type: none"> <li>Where does Creation belong in the 'Big Story' of the Bible?</li> <li>What kind of world do Christians believe in? What do we mean by good?</li> <li>How have Christians interpreted looking after the world?</li> <li>What do many Christians learn from the stories of Creation and The Fall?</li> </ul>	THEMATIC Christianity Judaism Islam  How and why do people try to make the world a better place?	<ul style="list-style-type: none"> <li>How and why do people try to make the world a better place? What is wrong with the world?</li> <li>How can the 'Golden Rule' help people to work out how to make the world a better place?</li> <li>Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place?</li> <li>Who is inspired by Jesus' example of sacrifice?</li> <li>How do Muslims try to make the world a better place?</li> <li>How do non-religious people try to make the world a better place?</li> </ul>
MFL - French	Bon appetit!	<ul style="list-style-type: none"> <li>To identify cognates and near cognates and use the correct definitive article (French fruits).</li> </ul>	Shopping for French food	<ul style="list-style-type: none"> <li>To recognise and say numbers to 60.</li> <li>To form sentences to describe a trip to the shops in French (At the shops).</li> </ul>



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		<ul style="list-style-type: none"> <li>To express opinions using plural nouns (Sing for your supper).</li> <li>To read and say amounts of money in French (How much does it cost).</li> <li>To learn the days of the week in French (Daily offers).</li> <li>To identify and use familiar phrases in a French conversation.</li> </ul>		<ul style="list-style-type: none"> <li>To make predictions about language and join in with a simple story (storytelling).</li> <li>To be able to make changes to simple phrases and rehearse telling an original version of a story (story-making).</li> <li>To edit and write an original version of a story adapted from a model (story-writing).</li> </ul>
Computing	Desktop publishing	<ul style="list-style-type: none"> <li>To recognise how text and images convey information.</li> <li>To recognise that text and layout can be edited.</li> <li>To choose appropriate page settings.</li> <li>To add content to a desktop publishing publication.</li> <li>To consider how different layouts can suit different purposes.</li> <li>To consider the benefits of desktop publishing.</li> </ul>	Events and Action in programs	<ul style="list-style-type: none"> <li>To explain how a sprite moves in an existing project.</li> <li>To create a program to move a sprite in four directions.</li> <li>To adapt a program to a new context.</li> <li>To develop my program by adding features.</li> <li>To identify and fix bugs in a program.</li> <li>To design and create a maze-based challenge.</li> </ul>
PE	Reaction/Response Floor Work  TLE - Cricket	<ul style="list-style-type: none"> <li>I can react and move quickly.</li> <li>I can catch the ball consistently.</li> <li>I can slow down with control after catching.</li> <li>I can maintain balance throughout.</li> </ul>	Ball chasing Stance  TLE - Athletics	<ul style="list-style-type: none"> <li>I can start and stop quickly.</li> <li>I can arrive in the correct position to collect the ball (timing).</li> <li>I can collect the ball with balance/control.</li> <li>I can balance with both feet facing forwards.</li> <li>I can balance with feet still.</li> </ul>



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		<ul style="list-style-type: none"><li>• I can balance and hold the correct position, for example, back straight.</li><li>• I can balance with control when changing balance/position.</li></ul>			<ul style="list-style-type: none"><li>• I can balance with minimum wobble (control).</li><li>• I can stay on the line/low beam throughout.</li></ul>
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