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| <b>Medium Term Plan</b> | <b>Year Group</b> | <b>4</b> | <b>Term</b> | <b>1/2</b> | <b>Theme</b> | <b>Sticks and Stones</b> |
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### Main hook - Experienceology

Creating a Southcote dump. A trip to the canal to forage for blackberries, apples etc. We will finish the unit with an open fire/fire pit experience.

### Areas of learning

As **Scientists** we will be looking at living things and their habitats as well as animals, including Humans.

As **Historians** we will be finding out about changes in Britain from the Stone Age to the Iron Age including late Neolithic, hunter-gatherers and early farmers for example Skara Brae.

As **Artists** we will be drawing and painting our own cave art using charcoal and paints, drawing on ideas from our own research. \*

As **Designers** we will be building a dwelling and exploring how the structure can be made more stable.

| <b>Confident Individuals</b>           | <b>Responsible Citizens</b>  |  |   |
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| <b>Enterprise</b>                      | <b>Environment</b>   | <b>Spiritual and Moral</b>   | <b>Communities</b>  |
| <b>As enterprising people we will:</b> | <b>As people concerned with our environment we will:</b><br><br>Explore the impact of enjoying and being responsible for taking care of the outdoors, including the impact of fires. We have studied the right clothing but we also need to explore issues around looking after the places we visit.<br>Make rosehip tea - forage from the wild. | <b>In our spiritual and moral development we will:</b><br><br>Explore the spiritual aspects of landscapes and nature. We will explore how early humans survived. | <b>As members of a community we will:</b><br><br>Explore how different communities in the past organised themselves socially and how this relates to modern day civilisation. |

### Learning across the curriculum

| Using Communication – English Links, MFL  | Using Mathematics – links to other subjects   | Using ICT and E-Safety Opportunities   |
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| <p><b>Reading (including love of reading)</b></p> <p>Teaching Reading Comprehension – resource</p> <p>T1: Stig of the Dump – inference (2d), finding key details (2b), prediction (2e). Non-fiction. Farming through the ages (IPC- Food and Farming)</p> <p>T2: Skara Brae, The Night before Christmas, Poems</p> <p><b>Writing</b> (including free writing) Applied Write, recount Ufton, Matchbook recount, Instructions: How to make something from foraged food,</p> <p>Pre-Ufton – use the dump as stimulus for a piece of writing and then focus on sentence structure, varying openers, descriptive vocabulary and editing. Introduce including common exception words in writing.</p> <p>T1 Fiction: Finding tale based on Stig of the dump.</p> <p>T1 Non-fiction: Instructions on foraging</p> <p>T2 Fiction: Flashback story, <a href="http://www.literacyshed.com/dream.html">http://www.literacyshed.com/dream.html</a></p> <p>'The Piano' and 'Up'</p> <p>Stone Age man, futuristic story, write own story, clip could be used to help with generating ideas.</p> <p>T2: Non Fiction: Explanation text – Fennec/Arctic fox</p> | <p>Mini-beast data, Venn diagrams</p> <p>Non-standard units- how many fingers long/ handspans is your piece of cave art?</p> <p>Capacity in musical instruments</p> <p>Weighing and measuring, ratio and proportion, recipes (foraged food)</p> | <p><u>e-safety</u>: passwords/logins, the importance of privacy online link with EdCity and MyMaths homework</p> <p><u>Create&amp;Manipulate</u>: use videos, sounds and pictures as part of a presentation.</p> |

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| <p>T2 poetry – 'Twas the night before Christmas</p> <p><b>SPAG</b> Headstart – Adverbs, fronted adverbials, expanded noun phrases, speech, sentence types (commands)</p> <p><b>Handwriting</b> Letterjoin &amp;Penpals</p> <p><b>MFL</b></p> <p>My Home</p> |  |  |
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| Subject Key Skills  |   |   |   |
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| <p><b>History, geography and citizenship</b></p>  | <p><b>Science and design technology</b></p>   | <p><b>Art, music and drama</b></p>  | <p><b>PSHE</b> New beginnings and relationships <b>RE</b><br/> <b>(How special is the relationship Jews have with God?) (What is the most significant part of the Nativity story for Christians today? )</b><br/> <b>R-Time</b></p> |
| <p><b>Investigate</b> the changes in the collection and production of food and the social organisation of humans in Britain from the Stone Age to the Iron Age; the settlement on Skara Brae and how the inhabitants lived;</p> | <p><b>Generate ideas</b> about how to classify animals</p> <p><b>Investigate, observe and record</b> the local area in order to classify living things and how they can sometimes pose a danger. Investigate through collection of minibeast. Nutritional values,</p> | <p><b>Explore</b> different types of cave art (Lascaux); how to create different pitches with bottles as instruments;</p> <p><b>Create</b> your own cave art (under tables); our own instrument using bottles and liquids;</p> <p><b>Improvise</b> use natural dyes</p> | <p><b>Reflect and Evaluate</b> how relationships are formed and differences celebrated.</p> <p><b>Plan and Implement</b> using interpersonal skills to work collaboratively with others - make large scale cave art.</p>            |

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| <p><b>Communicate</b> some of the changes in Britain that we have learned about by presenting cave art and retelling a story through art. Compare with Bayeux.</p> <p><b>Consider and respond</b> to how early humans lived on Skara Brae</p> | <p>classify various minibeasts.</p> <p><b>Design, make and improve</b> keys to classify animals</p> <p>Understand the principles of a healthy and varied diet. Prepare and cook a range of dishes from foraged food. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Explain</b> why groups have classified living things in their chosen way</p> <p><b>Evaluate</b> foraging finds; the advantages and disadvantages of different animals body structures (skeletons, shells etc.)</p> | <p>(elderberries) to paint with.</p> <p><b>Present</b> cave art; ABBA cave music;</p> <p><b>Evaluate</b> cave art (through parental and other class involvement);</p> | <p><b>Communicate</b> effectively with others while working with peers and adults</p> |
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| Personal Development – Curriculum Drivers |  |                     |
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| Independent Learning                      | Possibilities – making the impossible possible | Emotional Awareness |
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