



Medicine Through the Ages



Year: 4

Term: Summer 1

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<p>Pitiful</p> <p>Devoted</p> <p>Tutors</p> <p>Demanded</p> <p>Animate</p> <p>Lifeless</p> <p>Equipment</p> <p>Glimpse</p> <p>Alarming</p> <p>Obsessed</p> <p>Experiment</p> <p>Grief</p> <p>Creature</p>	<p>Narrative</p> <p><u>Suspicion</u>: the winner of a battle, competition, game</p> <p><i>And the suspicion came to him - could the monster be the murder?</i></p>  <p><u>Remorse</u>: deep regret or guilt for a wrong committed.</p> <p><i>Tortured by remorse, he felt terrible guilt for having created such a monster.</i></p>  <p><u>Companion</u>: a person or animal with whom one spends time or travels with.</p> <p><i>I need a companion - a bride as no man or woman will be my friend.</i></p> <p><u>Impulsively</u>: without forethought</p> <p><i>“Will you marry me?” he added impulsively.</i></p>	<p>History</p> <p>Artefacts / chronology/ treatment / health / technology / culture / medical practices / civilisations / beliefs / plague / era / period /</p> <p>Science (Food chains)</p> <p>food chain / producer / consumer / predator / prey / herbivore / carnivore / omnivore / scavenger / decomposer</p> <p>Science (Electricity)</p> <p>Electricity / appliance / mains / battery / power / generation/ circuit / component / device / cell / wires / bulbs / buzzer / switch / open / closed / conductor / insulator / (in)complete circuit / diagram / series circuit / parallel circuit</p>



English (Objectives)

Reading:

- Use knowledge of root words to understand meanings of words
- Use prefixes to understand meanings
- Use suffixes to understand meanings of nouns
- Read and understand selected words from the Year 4 list.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts
- Identify key vocabulary and discuss possible meanings.
- Use the first three letters to locate words in a dictionary.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences
- Make predictions from different parts of the story, based on information stated
- Draw inferences around characters' actions and justify with evidence from the text.
- Identify the main idea from one paragraph and summarise orally
- Prepare for research by identifying what is already known, generate key questions to structure the task
- Evaluate how specific information is organised within a non-fiction text
- Locate features of information texts in print and on screen.
- Participate in discussion about what is read to them and books they have read independently
- Make and respond to contributions in a variety of group situations

Writing :

- Create and use sentences with an adverb starter
- Create sentences with fronted adverbials for when
- Use inverted commas to punctuate direct speech
- Identify, select and effectively use pronouns
- Use nouns for precision,
- Explore, identify and use Standard English verb inflections in writing
- Identify and discuss the purpose and audience of the writing
- Discuss and record ideas for planning
- Develop characterisation using action, dialogue and description.
- Improvise and compose dialogue between two characters.
- Use paragraphs to organise writing
- Link ideas across paragraphs using fronted adverbials for when and where

Maths (Red Rose Maths)

Unit 20—Place Value
Unit 21—Addition and Subtraction
Unit 22—Multiplication, Division and Measures
Unit 23—Area

R.E (unit) - Lancashire Agreed Syllabus

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Science (Objectives) – Animals inc Humans

- describe the simple functions of the basic parts of the digestive system in humans
- construct and interpret a variety of food chains, identifying producers, predators and prey

Science (Objectives) – Electricity

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

Skills:

Questioning: Asking relevant questions and using different types of scientific enquires to answer them

Planning: Setting up simple, practical enquires, comparative and fair tests

Measuring: Making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and dataloggers

Recording: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Presenting: Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Concluding: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Evaluating: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identifying differences, similarities or changes related to simple scientific ideas and processes

Using straightforward scientific evidence to answer questions or support their findings

Humanities (History): A theme in British History beyond

1066 (History of medicine)

Chronology:

- Use timelines to sequence and place events in chronological order
- Use dates and terms related to the study unit and passing of time

Communication:

- Present findings about the past using dates and terms with increasing accuracy
- Use different ways to represent information for different purposes

Enquiry, interpretation and using sources

- Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence
- Begins to use evidence to build up a picture of the past
- Uses a range of sources, observing small details
- Recognise how sources of evidence are used to make historical claims. Asks questions such as, 'What might this tell us about...?'

Events, people and changes

- Understanding some of the ways in which people's lives have shaped this nation.
- Describing how Britain has influenced and been influenced by the wider world.
- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

Art: Drawing and painting into 3D Sculpture

- Plan, design and make models from observation or imagination.
- Join clay adequately and construct a simple base for extending and modelling other shapes.
- Create surface patterns and textures in a malleable material.
- Use papier-mâché to create a simple 3-D object.
- Experiment with ways in which surface detail can be added to drawings.
- Use journals to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.
- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements (such as biro, charcoal and chalk) to create lines and marks.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.

Begin to show an awareness of objects having a third dimension.

- Experiment with different grades of pencil and other implements to achieve variations in tone. Create textures with a wide range of drawing implements (such as oil and chalk pastel).

Music (Unit)

Sing up—Ripples—Percussion Unit 6 week of 12 week programme

Computing (NCCE units)

eSafety (Week 1) : Project evolve - Copyright and Online reputation

Unit 5 (Week 2-6): Media Creation—Photo Editing

PSHE (Unit)

Media Literacy and Digital Resilience

P.E (Unit)

Athletics/ Swimming

MFL (French):

School Life—4