

Spring 2 Medium Term Plan Y4/5

Subject	WK1	WK2	WK3	WK4	WK5
Science Living things and their habitats: Life cycles and reproduction.	<p>New Core Knowledge Flowering plants have a life cycle that ends with a flower, and we can take the flower apart to see the parts that help the plant make seeds.</p> <p>Revisiting Core Knowledge Before starting this unit, check the children can recall:</p> <ul style="list-style-type: none"> Flowering plants make new plants using pollen and seeds. Plants have different parts, and each part does a job. Mammals have fur. Amphibians have wet skin. Birds have feathers. Insects do not have backbones. <p>Key Vocabulary life cycle- The series of stages a living thing goes through from the beginning of its life until its death.</p> <p>Dissect- To carefully cut open and look at the inside parts of a plant, animal or other object.</p> <p>Outline of Main Tasks Pupils will be looking at and labelling the different stages of a flowering plants life cycle, they will then be doing a plant dissection to label the different parts of a plant.</p>	<p>New Core Knowledge Mammals go through a life cycle of birth, growth, adulthood and death.</p> <p>Revisiting Core Knowledge Flowering plants have a life cycle that ends with a flower, and we can take the flower apart to see the parts that help the plant make seeds.</p> <p>Key Vocabulary Mammal- A vertebrate with fur, that produces milk, breathes with lungs and is warm-blooded (e.g. cow).</p> <p>Offspring- The young produced by a living organism.</p> <p>Outline of Main Tasks Pupils will be labelling a mammal life cycle diagram to show the stages. They will then be researching a mammal and creating a fact file about that mammal’s life stages.</p>	<p>New Core Knowledge Birds reproduce, lay eggs and care for their young.</p> <p>Revisiting Core Knowledge Mammals reproduce, give birth to live young, and go through a life cycle of birth, growth, adulthood and death.</p> <p>Key Vocabulary Bird- A vertebrate that has feathers, lays hard-shelled eggs, breathes with lungs and is warm-blooded (e.g. robin).</p> <p>Egg- The first stage in a bird's life cycle, when the offspring develops until it is ready to hatch.</p> <p>Outline of Main Tasks Pupils will be labelling a bird life cycle diagram to show the stages; they will then be creating a Venn diagram to compare mammal and bird life cycles.</p>	<p>New Core Knowledge Amphibians lay eggs that grow into adults, and temperature can change how fast the eggs hatch.</p> <p>Revisiting Core Knowledge Birds reproduce, lay eggs and care for their young.</p> <p>Key Vocabulary Amphibian- A vertebrate that lays jelly-coated eggs, is cold-blooded, has moist skin and breathes with either lungs, gills or through their skin (e.g. frog).</p> <p>Metamorphosis- The process of transformation from an immature form (like a tadpole) to an adult form (like a frog) in two or more distinct stages.</p> <p>Outline of Main Tasks Pupils will be sequencing and labelling the life cycle stages of an amphibian. They will then be making a mind map to show their research surrounding what effects how fast amphibian’s eggs hatch.</p>	<p>New Core Knowledge Insects grow from eggs through three or four stages, but their life cycle is different from amphibians.</p> <p>Revisiting Core Knowledge Amphibians lay eggs that grow into adults, and temperature can change how fast the eggs hatch.</p> <p>Key Vocabulary Insect- An invertebrate with six legs, three body segments, two pairs of wings (mostly) and an exoskeleton.</p> <p>four-stage life cycle- A life cycle that includes four distinct stages: egg, larva, pupa and adult, common in insects like butterflies and beetles.</p> <p>Outline of Main Tasks Pupils will work in pairs to research and complete insect life cycle cards, identifying the number of stages, species, eggs, and population for insects with three- and four-stage life cycles.</p>
History What was life like in Tudor England?	<p>New Core Knowledge Henry VIII was the first Tudor king; he had total power and used portraits to show he was in charge.</p> <p>Revisiting Core Knowledge Check pupils can recall:</p> <ul style="list-style-type: none"> The meaning of the terms trade route and exchange. Tudor period occurred between 1485 and 1603, <p>Key Vocabulary Monarch- A king or queen.</p> <p>Propaganda- Information intended to make people believe something or to hold a particular point of view and which is often inaccurate.</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Henry VIII wanted a wife who could give him a male heir, during his lifetime he had six wives.</p> <p>Revisiting Core Knowledge Henry VII was the first Tudor king, as the monarch he had total power, and he used portraits to show he was strong and in charge.</p> <p>Key Vocabulary Heir- The person who will inherit the throne when the king or queen dies.</p> <p>secondary source- An object or record created after an event or period.</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Elizabeth I used portraits and royal progresses to influence how people saw her.</p> <p>Revisiting Core Knowledge Henry VIII wanted a wife who could give him a male heir, during his lifetime he had six wives.</p> <p>Key Vocabulary royal progress- A tour made by a monarch and their court around their country to visit places and meet people.</p> <p>Reliable- Someone or something that can be trusted.</p> <p>Outline of Main Tasks Pupils will investigate sources about Elizabeth I’s royal progresses to find out why she went on them and how they showed her power.</p>	<p>New Core Knowledge Inventories and records show what people owned, if they were rich or poor, and where they lived or visited.</p> <p>Revisiting Core Knowledge Elizabeth I used portraits and royal progresses to influence how people saw her, and historians use records of these visits to learn about her life and actions.</p> <p>Key Vocabulary Inventory- A list of items belonging to a person or place.</p> <p>Occupation- The job or profession that person does to earn money.</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge John Blanke was a Tudor royal trumpeter.</p> <p>Revisiting Core Knowledge Historians use inventories and records to find out what people owned, if they were rich or poor, and where they lived or visited.</p> <p>Key Vocabulary John Blanke- A trumpeter who worked for Henry VIII and played at the Westminster Tournament to celebrate the birth of the son of Henry VIII and Catherine of Aragon.</p> <p>Outline of Main Tasks Pupils will be researching John Blanke and will be creating an inventory of items he owned and estimating their value and using this to infer his wealth and status.</p>

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	Pupils will interpret a range of historical sources (such as portraits and written extracts) to explore different views of Henry VIII. They will use it to decide whether he was a fair ruler or a tyrant, discussing how sources reflect bias and what they tell us about his character.	Pupils will use historical sources to explore why Henry VIII had many wives. They will look at evidence to understand his reasons, especially his wish for a male heir, and think about how this affected Tudor history.		Pupils will study inventories of people's belongings from Tudor times, draw the items they find, and add notes to show what these items tell them about life back then.	
DT Textiles – Stuffed toys	<p>New Core Knowledge A template is a stencil used to draw the same shape on materials.</p> <p>Revisiting Core Knowledge Before starting this unit, check that the children can recall:</p> <ul style="list-style-type: none"> • How to thread a needle. • How to tie a knot to secure the final stitch. • How to sew a running stitch with evenly spaced, neat, even stitches to join the fabric. • Sewing is a method of joining fabric using different stitches. <p>Key Vocabulary Design- To make, draw or write plans for something.</p> <p>Template- A stencil made of metal, plastic or paper used for making many copies of a shape or to help cut material accurately (e.g. biscuit cutter).</p> <p>Outline of Main Tasks Children will draw their designs, annotating them with notes about the materials and techniques they plan to use. They will then go over it with paper to make a template for cutting out their fabric.</p>	<p>New Core Knowledge A blanket stitch is used to reinforce fabric edges or join two pieces together.</p> <p>Revisiting Core Knowledge A template is a stencil used to draw the same shape on materials.</p> <p>Key Vocabulary blanket stitch- A sewing technique that joins two pieces of fabric together.</p> <p>Sew- To join or fasten by stitches made using a needle and thread.</p> <p>Outline of Main Tasks Children will be practicing threading needles to learn the blanket stitch; they will practice on spare pieces of fabric in preparation for their final piece.</p>	<p>New Core Knowledge Appliqué, cross-stitch, and blanket stitch are different sewing techniques.</p> <p>Revisiting Core Knowledge A blanket stitch is used to reinforce fabric edges or join two pieces together.</p> <p>Key Vocabulary Appendage- Something attached to a larger or more important thing.</p> <p>Appliqué- A form of textile work where small pieces of cloth are sewn or stuck onto a larger piece.</p> <p>Outline of Main Tasks Pupils will be attaching their appendages and using applique techniques to attach items to meet their stuffed toy design.</p>	<p>New Core Knowledge Stuffing is used to fill soft toys and we can use a blanket stitch to close the last gap.</p> <p>Revisiting Core Knowledge Appliqué, cross-stitch, and blanket stitch are different sewing techniques.</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Pupils will be finishing their toy designs, using stuffing and a blanket stitch to close the final gap.</p>	
Music Composition to represent the festival of colour (Theme: Holi festival) <i>Half for Spring 2 + Summer 1</i>	<p>New Core Knowledge We can represent music with colours by identifying its mood and features</p> <p>Revisiting Core Knowledge . Before starting this unit, you might want to check that the children can recall:</p> <ul style="list-style-type: none"> • How to work in a group to prepare a good performance. • How to make sure they play in time. • How to record music on paper. <p>Key Vocabulary Mood – The feeling or emotion that music expresses, such as happy, sad, or calm.</p>	<p>New Core Knowledge Music can be represented visually using colours, shapes, and symbols in a graphic score.</p> <p>Revisiting Core Knowledge We can represent music with colours by identifying its mood and features</p> <p>Key Vocabulary Graphic score – A visual way of showing music using colours, shapes and symbols instead of traditional notation.</p> <p>Tempo – The speed of the music; how fast or slow it sounds.</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge A vocal composition is a piece of music created using voices that expresses musical ideas inspired by a picture.</p> <p>Revisiting Core Knowledge Music can be represented visually using colours, shapes, and symbols in a graphic score.</p> <p>Key Vocabulary Vocal composition – A piece of music made with the voice, using sound, rhythm and pitch without instruments.</p> <p>Pitch – How high or low a sound is in music.</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Music can be composed to represent a chosen colour, with sound reflecting that colour's character.</p> <p>Revisiting Core Knowledge A vocal composition is a piece of music created using voices that expresses musical ideas inspired by a picture.</p> <p>Key Vocabulary Compose – To create or put together a piece of music.</p> <p>Musical features – The elements of music (such as tempo, dynamics, pitch and rhythm) that give it character.</p>	<p>New Core Knowledge Music can be performed collaboratively, and sounds can be shaped by adjusting dynamics and pitch to reflect ideas.</p> <p>Revisiting Core Knowledge Music can be composed to represent a chosen colour, with sound reflecting that colour's character.</p> <p>Key Vocabulary Dynamics – How loud or soft the music is.</p> <p>Pitch – How high or low a sound is in music.</p> <p>Outline of Main Tasks Pupils will work together to rehearse and perform their colour-inspired compositions,</p>

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	<p>Dynamics – The volume of the music, including how loud or soft it is.</p> <p>Outline of Main Tasks Pupils will listen to music and select colours to represent it, explaining their choices using the music’s mood and features.</p>	<p>Pupils will listen to a piece of music and create their own graphic score, choosing colours and shapes to show the music’s features such as tempo and mood.</p>	<p>Pupils will look at a picture prompt and then compose and perform their own vocal musical idea, using their voices and instruments to show elements like mood, rhythm and pitch.</p>	<p>Outline of Main Tasks Pupils will create their own musical piece inspired by a single colour, choosing sounds that reflect that colour’s qualities and explaining their choices.</p>	<p>adjusting elements like dynamics and pitch to enhance the group performance.</p>
<p>French</p> <p>The French Speaking World</p>	<p>New Core Knowledge Basic directional words in French can be used to give and follow simple instructions.</p> <p>Revisiting Core Knowledge Before starting this unit, you may want to check that children can recall:</p> <ul style="list-style-type: none"> Some French-speaking countries worldwide. How to describe the weather in French, including temperature, weather and compass points. How to compare nouns by placing plus/moins and que around the adjective of comparison. <p>Key Vocabulary  Directions – Words that tell you where to go, such as <i>au nord</i> (to the north) and <i>au sud</i> (to the south) in French.  Compass points – The main points on a compass (north, south, east and west) used in French to describe position or routes.</p> <p>Outline of Main Tasks Pupils will listen to and respond to French directional words and practise using them to give simple directions, such as north, south, east and west.</p>	<p>New Core Knowledge French is spoken in many countries around the world, not just in France.</p> <p>Revisiting Core Knowledge Basic directional words in French can be used to give and follow simple instructions.</p> <p>Key Vocabulary French-speaking world – The group of countries around the world where French is used as a language.</p> <p>Flag – A nation’s symbol that helps identify a country and represents it visually.</p> <p>Outline of Main Tasks Pupils will read and follow French clues to identify and locate French-speaking countries and recognise their flags or features</p>	<p>New Core Knowledge We can use French vocabulary such as <i>il y a</i> to describe what there is in each place.</p> <p>Revisiting Core Knowledge French is spoken in many countries around the world, not just in France.</p> <p>Key Vocabulary es trésors – the treasures (special features or important things in a place).</p> <p>il y a – there is / there are (used to say what exists in a country).</p> <p>Outline of Main Tasks Pupils will explore features and treasures of French-speaking countries, using French vocabulary such as <i>il y a</i> to describe what there is in each place.</p>	<p>New Core Knowledge French-speaking countries can have very different climates, and we can describe weather in French using phrases such as <i>il fait chaud</i> and <i>il fait très chaud</i>.</p> <p>Revisiting Core Knowledge We can use French vocabulary such as <i>il y a</i> to describe what there is in each place.</p> <p>Key Vocabulary il fait chaud – it’s hot in French. il fait très chaud – it’s very hot in French.</p> <p>Outline of Main Tasks Pupils will investigate climate data from French-speaking countries and describe weather conditions in French, using phrases such as <i>il fait chaud</i> and <i>il fait très chaud</i>.</p>	<p>New Core Knowledge You can use French to ask and answer questions about different countries in the French-speaking world.</p> <p>Revisiting Core Knowledge French-speaking countries can have very different climates, and we can describe weather in French using phrases such as <i>il fait chaud</i> and <i>il fait très chaud</i></p> <p>Key Vocabulary Quel est le nom du pays ? – “What is the name of the country?”</p> <p>Quelle est la population ? – “What is the population?”</p> <p>Outline of Main Tasks Pupils will work in pairs or small groups to ask and answer simple questions in French about countries in the French-speaking world, using vocabulary and facts they have learned and put into their passports.</p>
<p>Computing</p> <p>Creating media: Stop motion animation</p> <p>Half for Spring 2 + Summer 1</p>	<p>New Core Knowledge Animation is made from a sequence of still pictures that looks like real movement.</p> <p>Revisiting Core Knowledge Before starting this unit, check that the children can recall:</p> <ul style="list-style-type: none"> Decomposition is breaking something down into smaller chunks. An animation is made up of a sequence of photographs. Small changes in frames will create a smoother looking animation. 	<p>New Core Knowledge Stop-motion animation is made by taking lots of pictures and moving things a little bit in each one so it looks like they are moving.</p> <p>Revisiting Core Knowledge Animation is made from a sequence of still pictures that looks like real movement.</p> <p>Key Vocabulary Stop-motion animation – Animation created from a sequence of still images with slight changes in each frame to show movement.</p>	<p>New Core Knowledge A stop-motion animation project can be planned using a storyboard that shows the order of events and actions.</p> <p>Revisiting Core Knowledge Stop-motion animation is made by taking lots of pictures and moving things a little bit in each one so it looks like they are moving.</p> <p>Key Vocabulary Storyboard – A sequence of drawings that shows the order of scenes and actions in an animation.</p>	<p>New Core Knowledge A stop-motion animation can be created by using a storyboard to take a sequence of pictures that follow a planned story.</p> <p>Revisiting Core Knowledge A stop-motion animation project can be planned using a storyboard that shows the order of events and actions.</p> <p>Key Vocabulary Storyboard – Drawings that show the order of scenes and actions pupils will animate.</p>	<p>New Core Knowledge Editing a stop-motion animation involves changing frames by deleting or copying them to improve the sequence.</p> <p>Revisiting Core Knowledge A stop-motion animation can be created by using a storyboard to take a sequence of pictures that follow a planned story.</p> <p>Key Vocabulary Edit – To make changes to an animation by removing or adjusting frames.</p>

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	<ul style="list-style-type: none"> Which software creates simple animations and some of its features (e.g. onion skinning). <p>Key Vocabulary Animation – Pictures or photographs shown in sequence to give the illusion of movement.</p> <p>Flipbook – A simple book that shows a moving picture when you flip its pages quickly.</p> <p>Outline of Main Tasks Pupils will explore original forms of animation and be able to explain what animation means using examples of sequence and motion.</p>	<p>Frame – A single still picture in an animation sequence.</p> <p>Outline of Main Tasks Pupils will explore how stop-motion animation works and explain what makes stop-motion different from other forms of animation, they will also attempt to make their own short animation.</p>	<p>Plan – To think about and organise the parts of a project before making it, such as the story and key scenes.</p> <p>Outline of Main Tasks Pupils will work together to plan their stop-motion animation by creating a storyboard with characters, scenes and a sequence of actions they will animate.</p>	<p>Sequence – A set of pictures taken one after the other to make the animation move.</p> <p>Outline of Main Tasks Pupils will use their storyboard plan to take a series of images and create their own stop-motion animation, capturing each small change to tell their story.</p>	<p>Duplicate – To make a copy of a frame in an animation.</p> <p>Outline of Main Tasks Pupils will edit their stop-motion animations by removing unwanted frames and duplicating or adjusting frames to improve the movement and pacing of their animation.</p>
<p>RE</p> <p>What happens when we die? (Part 2)</p>	<p>New Core Knowledge Different religions have beliefs about the soul and what happens to it after death.</p> <p>Revisiting Core Knowledge Recap using slide on kapow of previous unit (What happens when we die? part 1)</p> <p>Key Vocabulary Soul – A spiritual part of a person that some people believe continues after the body dies.</p> <p>Atma – The word used by many Sikhs to describe the soul, which they believe is part of God (Waheguru).</p> <p>Outline of Main Tasks Pupils will compare ideas from Sikh and Hindu beliefs about the soul and explain where some people think the soul goes after a person dies.</p>	<p>New Core Knowledge Samsara is the cycle of birth, life, death and rebirth that some people believe happens to the soul.</p> <p>Revisiting Core Knowledge Different religions have beliefs about the soul and what happens to it after death.</p> <p>Key Vocabulary Samsara – The cycle of birth, life, death and rebirth.</p> <p>Reincarnation – The belief that a soul is born again in a new body after death.</p> <p>Outline of Main Tasks Pupils will explore the idea of samsara in Hindu and Sikh beliefs. They will create a simple diagram showing the cycle of birth, life, death and rebirth, and explain how actions (karma) affect the next life.</p>	<p>New Core Knowledge Some worldviews believe people can escape the cycle of rebirth by living a good life and reducing their karma.</p> <p>Revisiting Core Knowledge Samsara is the cycle of birth, life, death and rebirth that some people believe happens to the soul.</p> <p>Key Vocabulary Moksha – Liberation from the cycle of birth, death and rebirth, often seen as the ultimate spiritual goal.</p> <p>Karma – The idea that a person’s actions affect their future lives; good actions help reduce karma and bring someone closer to moksha.</p> <p>Outline of Main Tasks Pupils will investigate ways people can escape the cycle of rebirth. They will create a short explanation or mind map showing how good actions and following dharma can lead to moksha, using key vocabulary like <i>karma</i> and <i>moksha</i>.</p>	<p>New Core Knowledge Some people find comfort after death through beliefs, practices and traditions that help them cope with loss.</p> <p>Revisiting Core Knowledge Some worldviews believe people can escape the cycle of rebirth by living a good life and reducing their karma.</p> <p>Key Vocabulary Ardaas – A Sikh prayer often said in worship or during important moments, including times of loss.</p> <p>Cremation – The practice of burning a body after death to create ashes, which is part of funeral rites for some people.</p> <p>Outline of Main Tasks Pupils will investigate Sikh funeral rituals and other comforting practices after death. They will create a simple poster showing how these practices help people cope with loss, using key terms like <i>Ardaas</i> and <i>cremation</i>.</p>	<p>New Core Knowledge Nirvana is a state in Buddhist belief where someone is free from the cycle of birth, death and rebirth and no longer experiences suffering.</p> <p>Revisiting Core Knowledge Some people find comfort after death through beliefs, practices and traditions that help them cope with loss.</p> <p>Key Vocabulary Nirvana – In Buddhism, a state of liberation from the cycle of birth and death and freedom from suffering.</p> <p>Bodhisattva – A compassionate being who postpones entering nirvana in order to help others find liberation.</p> <p>Outline of Main Tasks Pupils will investigate Buddhist beliefs about nirvana by exploring stories of the Buddha and other key figures, and then write a short paragraph explaining what nirvana means and how it relates to escaping suffering.</p>
<p>PSHE</p> <p>Citizenship</p>	<p>New Core Knowledge If someone breaks the law, there are consequences, and people like the police and judges help decide what should happen.</p> <p>Revisiting Core Knowledge Before starting this unit, you might want to check that the children can recall:</p>	<p>New Core Knowledge Everyone has rights, but we also have responsibilities to help keep ourselves and others safe and happy.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge People make communities better by helping others and doing things that matter.</p> <p>Revisiting Core Knowledge Everyone has rights, but we also have responsibilities to help keep ourselves and others safe and happy.</p>	<p>New Core Knowledge Pressure groups are organised groups of people who try to make a change about something they care about by getting others to listen and take action.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge Parliament is the place where people we elect make and change laws, and it helps run the country.</p> <p>Revisiting Core Knowledge Pressure groups are organised groups of people who try to make a change about</p>

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	<ul style="list-style-type: none"> • What rules are and why we need them. • What a community is. • What democracy is. <p>Key Vocabulary Defendant- The person who is accused of breaking the law.</p> <p>Defence lawyer- A person who helps someone in court by speaking up for them and explaining their side of the story.</p> <p>Outline of Main Tasks Children take part in a mock trial, acting out different roles such as judge, lawyer and jury. They explore what happens when a law is broken and how decisions are made in court.</p>	<p>If someone breaks the law, there are consequences, and people like the police and judges help decide what should happen.</p> <p>Key Vocabulary Responsibility- Something you are expected to do because it helps others or keeps things working well.</p> <p>Rights- Things you are allowed to have or do that help you stay safe, healthy, and treated fairly.</p> <p>Outline of Main Tasks Children sort statements into rights and responsibilities and then discuss why each matter. They explain how rights and responsibilities help their class and community.</p>	<p>Key Vocabulary Contribution- Something you give or do to help others or improve your community.</p> <p>Community- A group of people who live, work or belong together in the same place or share things in common.</p> <p>Outline of Main Tasks Children will be identifying people who contribute to their community and explain how their actions help others. They then share examples of how they could contribute too.</p>	<p>People make communities better by helping others and doing things that matter.</p> <p>Key Vocabulary Pressure group- A group of people who work together to influence decisions or changes about an issue they think is important, without being a political party.</p> <p>Campaign- A planned effort by a group to spread ideas and get people involved to help make a change.</p> <p>Outline of Main Tasks Children will explore different examples of pressure groups and discuss what change each group wants to make and how they try to do it. They will then create a simple campaign poster about an issue they care about.</p>	<p>something they care about by getting others to listen and take action.</p> <p>Key Vocabulary Parliament- The national group of people (including MPs) who meet to make and change laws.</p> <p>Government- The group of people in charge of running the country and making decisions about public services.</p> <p>Outline of Main Tasks Children learn about the different parts of Parliament and how it works through a class quiz. They will then discuss why Parliament is important and how it is responsible for making decisions that affect everyone.</p>
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