

Year 4 Summer term 2 Medium Term Plan

	WB – 2.6.25	WB – 9.6.25	WB – 16.6.25	WB – 23.6.25	WB – 30.6.25	WB – 7.7.25	WB – 14.7.25
<b>Maths</b>	<p>Power maths – Unit 14 geometry and 2D shapes</p> <p>LI: understand polygons</p> <p>LI: reasoning with polygons</p> <p>LI: to understand lines of symmetry</p> <p>LI: complete a symmetric figure</p> <p>LI: EOUA (End of Unit Assessment)</p>	<p>Power maths – Unit 14 geometry and 2D shapes</p> <p>LI: Toolkit lesson</p> <p>Power maths – Unit 15 statistics</p> <p>LI: to interpret charts</p> <p>LI: to solve problems with charts (1)</p> <p>LI: to solve problems with charts (2)</p> <p>LI: to interpret line graphs (1)</p>	<p>Power maths – Unit 15 statistics</p> <p>LI: to interpret line graphs (2)</p> <p>LI: draw lines graphs</p> <p>LI: EOUA</p> <p>LI: toolkit lesson</p> <p>Power maths – Unit 16 geometry position and direction</p> <p>LI: to describe position</p>	<p>Power maths – Unit 16 geometry position and direction</p> <p>LI: to describe position using coordination</p> <p>LI: plot coordinates</p> <p>LI: draw 2D shapes on a grid</p> <p>LI: translate on a grid</p> <p>LI: describe translation on a grid</p>	<p>Power maths – Unit 16 geometry position and direction</p> <p>LI: EOUA</p> <p>LI: toolkit lesson</p> <p>LI: completion of books and tasks lesson</p> <p>Complete maths test to show areas with misconceptions so that relevant lessons can be taught</p>	<p>Test week and Misconception lessons - Catch up week</p>	<p>Misconception lessons – catch up week</p>

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<p><b>Writing</b></p>	<p><i>Iron man</i></p> <p><b>LI: To write a character description based on the text</b></p> <p>As a class read up to page 8 which ends “fell asleep immediately” thought shower what we know about Gulliver already before write a character description on him so far. Do we think this will change?</p> <p>Use the model sentences in pairs to see what some of the children’s predictions are:</p>	<p><i>Iron man</i></p> <p><b>LI: To write a Logbook</b></p> <p>Read to page 50 and show children a version of a logbook within the British library and look at the key features if the Haslewell log book.</p> <p>Model and write a version of a logbook in the character of Gulliver remembering that this must all be written in the past and show how intelligent Gulliver was.</p> <p><b>LI: To create a persuasive leaflet</b></p>	<p><i>Iron man</i></p> <p><b>LI: To write a log book as the story is being read</b></p> <p>In this lesson ask the children to try and log the key events of the story as it is being read. Explain that I will read each page twice so that the information isn’t missed but this means that they must write down all the key events from the story.</p> <p><b>LI: To create 3 fantasy lands of our own</b></p>	<p><i>Iron man</i></p> <p><b>LI: To conclude the story</b></p> <p>Ask the children to conclude their story at the final fantasy location before making their conclusions. Do they prefer these places and want to stay? Do they much prefer home? Or can they think of a creative conclusion of their own.</p> <p><b>LI: to edit our stories</b></p> <p><b>LI: To edit and publish stories (1)</b></p>	<p><i>The selfish giant</i></p> <p><b>LI: To understand a divide</b></p> <p>Split the classroom in half and hang a curtain half way across the room so that one side can not see the other. Ask the class how they feel about this before addressing a letter to the other side of the classroom expressing whether you like this idea or not.</p> <p><b>LI: To write a description with a warning</b></p>	<p><i>The selfish giant</i></p> <p><b>LI: To make inferences to the Giant’s thoughts and feelings</b></p> <p>Discuss reread the pages from yesterday and highlight where Autumn calls the Giant selfish. What words would we use to describe the giant try to find 2 positive and 2 negative and make sure to justify the adjectives shown. Use these in justification sentences at the end of the lesson.</p> <p><b>LI: To identify themes within the story</b></p>	<p><i>The selfish giant</i></p> <p><b>LI: To plan the main events of a narrative</b></p> <p>Use a bare bones plan to show an example plan of the Selfish Giant, ask the children to modify my plan so that there is a new character and a new setting and a reason that happiness is restored.</p> <p><b>LI: to begin writing my story using speech</b></p> <p>Children to use their plan from yesterday to begin writing their story. Explain the the</p>
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	<p><i>At first I thought he was _____, but now _____.</i>  <i>I know Gulliver is clever because _____.</i>  <i>Although he is a _____, man, he is _____,</i>  <i>because _____.</i>  <i>When Gulliver _____,</i>  <i>it proved that he _____.</i></p> <p><b>LI: To use fronted adverbials to show where, when, or how something happened</b></p>	<p>Read as a class up to page 60 and explain how we might be able to persuade someone to come and visit Gulliver. On this occasion use it as an opportunity to see what the children have remembered from last persuasive poster only referencing the display</p> <p><b>LI: To create a logbook entry for Brobdingnag</b></p> <p>Read pages 50 to 60 once again and ask this</p>	<p>Use this lesson to ask the children to use their knowledge of nonsense words to name 3 islands of their own. Each island needs to be different from the next and so using adjectives, adverbs and noun ask the children to spider diagram ideas so that they are all unique. Children to present these at the end</p> <p><b>LI: To write the beginning of our adventure</b></p>	<p><b>LI: To edit and publish stories (2)</b></p> <p><b>LI: To edit and publish stories (3)</b></p>	<p>As a class explore the book up until “how happy.” Using the image of the garden asking the children to write 4 sentences that are complex to describe the garden. Ask the children to make sure that the final sentence that is written is “Trespassers will be prosecuted!” How does this change the tone?</p> <p><b>LI: To use adjectives to create inference</b></p> <p>As a class read up to</p>	<p>Read up to the boy was too tiny and ask the children to consider opposites we have had so far in the story (<i>darkness vs light, joy vs misery, winter vs spring, big vs small.</i>)</p> <p>Provide the children with another letter apologising and stating that the Giant misses them. Ask the children to respond to the letter showing grace, gratitude and also explaining some ideas</p>	<p>first 2 bare bones need to be covered in separate paragraphs today and that speech should accurately be added. Model this before giving the children the opportunity to do this.</p> <p><b>LI: To write paragraphs 3 and 4</b></p> <p>Model these examples before giving the children the time to write this</p>
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	<p>Revisit up to page 10 of the book asking the children to note down on whiteboards any fronted adverbials they spot. Write on the board Gulliver was pinned down and ask the children to interrogate me in role to find out more information to improve the sentence. Read up to page 13 and ask the children to caption the picture with a simple sentence before improving it with an adverbial phrase</p> <p><b>LI: to use a variety of sentence types to create poster</b></p> <p>Model to the class the types of sentences I</p>	<p>time that the logbook is continued. Show a modelled version and how it has been improved upon with dates times and extra detail where necessary.</p> <p><b>LI: To compare the settings of the story</b></p> <p>As a class read to pages 102. Once read ask the class to create a similarities and differences table for the lands that Gulliver has visited so far. Once this is completed as a class ask the children to complete sentence with a contrasting conjunction that tells me about their favourite similarity and difference.</p>	<p>Use the description of the first mystery land as the beginning of the story. Ask the children to walk into this new place with their senses so that the reader is immersed by the setting around them.</p> <p><b>LI: to use adverbs to travel to my second destination</b></p> <p>In this lesson, leave the first island and travel to thee second. Remind the children that how you do the action shows what type of explorer you are. Model starting sentences with fronted adverbials for effect before describing venturing into the next fantasy location.</p>		<p>“they said to each other” and then ask the class what the word selfish means. How would someone that was selfish act? Ask the children to write a letter to the Giant asking why he is being so selfish and what this means for everyone else. If there is the opportunity ask children to write a paragraph giving suggestions on how he could change his behaviour.</p> <p><b>LI: To respond to a letter from the giant</b></p> <p>At the start of the lesson leave a series of clues that lead towards a massive letter.</p>	<p>they may have for the garden as well.</p> <p><b>LI: to understand the importance of walls</b></p> <p>Ask the children in groups if they can think of any famous walls (<i>The Great Wall of China, Hadrian’s Wall, The Berlin Wall, London Wall etc.</i>) Ask the children to debate walls (keeping things in such as prisoners but also children in schools etc.) ask children to fact find before splitting the class in two and chairing a debate.</p> <p><b>LI: to create a missing poster</b></p>	<p><b>LI: To write an effective ending</b></p> <p>Model these examples before giving the children the time to write this</p>
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	<p>would like to see in the poster:                  Question (potentially rhetorical)                  Statement                  Command                  Complex sentence                  Short sentence                  Explain that the best will be used on the classroom door to advertise Gulliver to parents.</p> <p><b>LI: to understand the features of persuasive writing</b></p> <p>Read up to the page 24 up until Gulliver realises, he wants to be freed. Model writing a letter for freedom with persuasive features that have been looked at in previous lessons. Model on the board an example before asking the children to write them and hearing some of them read aloud.</p> <p><b>LI: to create a persuasive leaflet</b></p> <p>Read up page 42 and ask the children to fill in spider diagrams on both Lilliput and Blefescu. After the children will have to create a leaflet to persuade people to</p>	<p><b>LI: To communicate without nouns</b></p> <p>Read to page 128 as a class and head back to page 111 where all nouns are removed to make conversations easier. Ask the children to write a sentence and then ask their partner to remove the nouns. Does the sentence make sense? Can the children make a sentence that makes sense with no nouns?</p>			<p><i>Dear interfering townsfolk,                  If I wanted your opinion, I would have asked for it. It is none of your business what I do with my property, just as it is none of my business what you do with yours. Belongings are belongings and this garden belongs to me. My own garden is my own garden, anyone can understand that. Now kindly go away and mind your own business from now on.                  Regards,                  The Giant</i></p> <p>Brainstorm ideas to tempt the giant to change his mind before share writing the first paragraph before asking the children to write the second independently.</p> <p><b>LI: To understand how an author has used personification</b></p> <p>As a class read up to “through the trees”. Ask the children why the words Snow and Hail have capitals (because they have been personified)</p> <p>As a class fill in the personification table</p>	<p>Read as a class up to “but children are the most beautiful flowers of all” ask the children about this sentence and see what their opinions are. Explain that the Giant’s favourite child has gone missing and that we need to create posters with as much information about the boy as possible to find him. Then ask the children to try and draw him too.</p> <p><b>LI: to review and justify opinions on a book</b></p> <p>Read to the end of the story with the children and pose the question. Is it sad that the Giant has died? Ask the children to complete a review sheet on the story comparing and contrasting it to our favourite books</p>	
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	visit this place with a partner using all the				with other examples so that we can understand		
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	features we have learnt so far				how personification helps the text. Finish with some examples of their own.		
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Reading	<i>Zombierella</i>	<i>Zombierella</i>	<i>Zombierella</i>	<i>The story of flight</i>	<i>The story of flight</i>	<i>The story of flight</i>	<i>The story of flight</i>
	<p><b>LI: to understand the features of a prologue</b> Read the prologue and ask the children, who is speaking, why is this part of the book here and then using this see if they are able to think of any ways that they could adapt a fairytale</p> <p><b>LI: to understand definitions and word classes.</b> Whilst reading chapter 1 ask the children to predict the meaning of words from the book and also which of the word classes they are.</p> <p><b>LI: to compare conventional princes</b> Ask the children before reading chapter 2 to write 4 features of a traditional prince (polite, handsome, firm...) and then ask the children to write down the features of this prince during the chapter. What do the children notice and how are they different?</p> <p><b>LI: to justify opinions</b></p>	<p><b>LI: to answer comprehension questions</b> Read to the end of page 95 with the children whilst asking the children to answer locating and inference questions on the pages of the book.</p> <p><b>LI: to answer inference questions</b> Read to page 103 and ask the children to answer the relevant questions with a friend so that the answers are agreed upon before sharing with the class.</p> <p><b>LI: to locate related words</b> Read through the chapter asking the children to locate with the author has listed 3 things. Give the children a sheet in which they have to connect the 3 things that are mentioned together in the chapter.</p> <p><b>LI: to understand words in context.</b> Read to the end of Chapter 6 and ask the</p>	<p><b>LI: to understand the mother character within our story.</b> Read to the middle of chapter 8 and discuss what Zombierella's mother is like as a character. The children are then to answer the 4 inference questions about the mother before discussing them on their tables.</p> <p><b>LI: to understand "shifts" and locate them</b> Read chapter 8 before revisiting the title. What is a shift? Explain that it is a change and that the children are to look for 1 behaviour, 1 feeling and 1 factual change in the story that show it's a shift.</p> <p><b>LI: to understand what an epilogue is.</b> Read the epilogue of the story and discuss: Who is speaking? What is the purpose? Why is an epilogue helpful? Ask the children to write a 4-sentence version of their own for the same story.</p>	<p><b>LI: to chronologically order items for context</b> Give each table various pictures of flying machines and ask the children to order them from oldest to youngest, asking the children to look for clues and share ideas as to why they have put the flying machines in the order they have.</p> <p><b>LI: to fact find within the text</b> Introduce the book and read to the end of Dream of flight. Provide the children with fact finding questions about the pages that we have covered and share these answers at the end.</p> <p><b>LI: to understand the meaning of key vocabulary</b> Read the pages floating on the breeze. As a class work through the questions asking the children to find the definitions of key vocabulary and use our new vocab to understand the text</p>	<p><b>LI: to compare the advancements in flight between both world wars</b> Reread the first world war and then continue to reading the second world war. Ask the children to complete a table detailing the key difference with flight in the first and second world wars.</p> <p><b>LI: to chronologically order key events</b> Provide the children with 8 key names and ask the children to use the book to order them chronologically and add a piece of information to each.</p> <p><b>LI: to use the book to find the definitions of words</b> Read the pages need for speed and after discussing where to find the definitions of key words ask the children to find the definitions of 4 words in the text.</p> <p><b>LI: to find information to justify statements</b></p>	<p><b>LI: to fact find as a group</b> Read anatomy of an aeroplane and also straight up. After this give each table a whiteboard and quiz the children or both pages. Ask 3 questions for each of the pages making sure everyone in the group agrees on the answer before sharing them.</p> <p><b>LI: to understand fact and opinion</b> Read flying without pilots. After this read 4 statements and ask all children on whiteboards to decide whether the statements are fact or opinion. Discuss as a class why it is important that we know which is which.</p> <p><b>LI: to debate the question "do you think that planes are a force for good?"</b> Read working in the air and the environment of the future. Ask the children to find as many pros and cons as they can.</p>	<p><b>LI: to create a glossary based on the new vocabulary we have learnt</b> Revisit the words we looked at in lesson one before asking the children to find as many definitions in the book as possible.</p> <p><b>LI: to create an informative and presentable glossary for others</b> Turn yesterday's information into a fact page that gives definitions for key words in the book before other children read it.</p> <p><b>LI: to create an informative and presentable glossary for others (2)</b> Turn yesterday's information into a fact page that gives definitions for key words in the book before other children read it.</p> <p><b>(2 lessons left for missed lessons or</b></p>

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	<p>Read chapter 3 drawing relevance to the fact that there are no step sisters or mother and discuss how that is a modern slant used to unpick the idea that step families are bad. Read chapter 3 and leave the statement</p> <p>“Cinderella’s Three beautiful sisters were making her life HELL!” Ask the children to agree and disagree and explain why.</p> <p><b>LI: to understand the meaning in poems</b> Read to the end of page 79 and ask the children to match the stanza descriptions to the stanzas of deaths poem at the edge of the book so that the themes are understood.</p>	<p>children in table groups to work through the 4 questions on words in context making sure the answers are agreed before sharing them with the class.</p> <p><b>LI: to understand why verbs are used deliberately</b> Read to the end of page 155 before providing the children with 5 quotes from the book. Where is the verb in sentence? How do you know? Why has that verb been chosen deliberately. Share as a class and see if the children’s answers are similar.</p>	<p><b>LI: to complete a review of the story</b> Complete a review as a class discussing who the book would be relevant for, which parts we liked and disliked and also what features might you expect to see in a sequel.</p> <p><b>LI: To write the plot to a sequel</b> Ask the children to revisit their reviews from the previous lesson before asking the children to write the plot of Zombierella’s 2 or potentially how could they adapt a fairytale of their own choice?</p>	<p><b>LI: to understand the science of flight</b> Read the pages inventing the aeroplane. Ask the children to find the 3 main parts to a plan and explain their function in order to understand how planes fly. Add this to a diagram on display in the classroom.</p> <p><b>LI: to create a fact file on a key aviationist</b> Give the children 4 key names that impacted flight during the war. Ask the children to pick one and whilst reading flying as fashion and the first world war ask the children to create a fact file about the person they have chosen.</p>	<p>Read global air travel and heroes of the cabin. Provide the children with 5 statements and ask them to use these books to find information that proves that they are true in pairs.</p> <p><b>LI: to answer true or false questions</b> Read keeping the skies safe and then provide the children with true or false statements to organise and then share as a class expecting that the children can explain why they put the statement there.</p>	<p><b>LI: to debate the question “do you think that planes are a force for good?”</b> Revisit the pros and cons list for yesterday before splitting the children in half and chairing a debate in the class.</p> <p><b>LI: to form opinions based on the text.</b> Read a short history of the aeroplane. After this ask the children to finish the sentence. <i>The most significant moment in the history of aviation is...</i> discuss these as a class and also discuss why these should not be all the same.</p>	<p>misconceptions during the topic)</p>
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<p><b>Spelling</b></p>	<p>Accept/except Affect/effect Groan/grown Medal/meddle Heel/heal/he'll Peace/piece Weather/whether Whose/who's Scene/seen Rin/rein/reign Berry/bury</p> <p>Active spelling learning techniques</p>	<p>Expression Discussion Confession Permission Admission Compassion Emission Omission Compression Progression</p> <p>Active spelling learning techniques.</p>	<p>Exercise Experience Extreme Experiment Heart Heard Earth Increase Learn guard Guide</p> <p>Active spelling learning techniques.</p>	<p>Accidentally Address Arrive Business Different Difficult Grammar Opposite Possible Pressure</p> <p>Active spelling learning techniques.</p>	<p>Suppose Possess appear actually probably early February History Century Naughty</p> <p>Active spelling learning techniques.</p>	<p>Ordinary Library Busy Promise Surprise Particular Peculiar Popular Regular Consider</p> <p>Active spelling learning techniques.</p>	<p>Test of the Year 4 curriculum words before using the remaining lessons to address misconceptions</p>
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<p><b>Science</b></p>	<p>LI: to understand who Gerald Durrell is and what conservation is</p>	<p>LI: to understand who Alexander Graham Bell was and why he was important</p>	<p>LI: to understand what the solar oven was and how Maria Telkes</p>	<p>LI: to understand how Garrett Morgan made the traffic light</p>	<p>LI: to understand how oxygen was discovered</p>	<p>LI: to understand who Thomas Edinson was</p>	<p>LI: to research and present findings on an inventor of choice</p>
<p><b>Geography (see Quigley resources)</b></p>	<p>To research and find out about the volcanic eruptions that have had the most impact. (To include Pompeii) Locate and label on a map.</p>	<p>To know how tsunamis are formed. (vocab – magnitude, meteoric, intensity, tsunami)</p>	<p>To research and find out about earthquakes that have had the most impact. (To include the 2004 Tsunami on boxing day). Locate and label on a map.</p>	<p>To find out about cloud formation – how they are formed and the different types of clouds – draw and label.</p> <p><i>precipitation: rain, snow, sleet or hail falling from clouds</i> <i>cumulonimbus: thunder clouds</i> <i>stratus: featureless rain clouds in layers</i> <i>cumulus: small puffy clouds</i> <i>cirrus: thin wispy cloud</i></p>	<p>To define and understand climate change.</p> <p>To describe the main causes of climate change.</p> <p>Research the animals that are being affected and what might happen to them.</p>	<p>To research plastic waste and how it is affecting our oceans. Research the animals that are being affected and what is happening to them.</p>	<p>Geographical 'pleading' poems.</p> <p>If the earth could speak, what would it say?</p>

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<p><b>History</b></p>	<p>LI: to understand who were the Celts and how did they make Iron?</p> <p>Complete a diamond 9 to show the important of Iron when it arrived</p>	<p>LI: to understand why people-built hill forts in the Iron Age</p> <p>Watch a video and look at the features before drawing and labelling the features of an Iron age hill fort</p>	<p>LI: to understand an iron age diet and make Celtic Oatcakes</p> <p>Look at the available foods and organise the foods into those available and those that were before making oatcakes</p>	<p>LI: to understand Iron Age weapons and how they were more effective and how they were used.</p> <p>Look at and discuss Iron Age weapons and how they had changed from the Stone Age. Before picking a weapon of choice as a soldier you would choose and why</p>	<p>LI: to complete a timeline of key events from the Stone Age to the Iron Age</p> <p>As a class complete a timeline of events from Stone Age to Iron Age</p>	<p>LI: to compare the lives of the rich and poor during the Iron Age (EOUA – spider diagram)</p> <p>Discuss and debate the lives of the rich and poor and then create a table of the differences before having a debate about this</p>	<p>LI: to complete an EOUA and create an information poster on changes through the stone, iron and bronze ages.</p>
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<p><b>Art/DT</b></p>	<p>Wassily Kandinsky –</p> <p>LI: To express emotion through colour.</p> <p>Children are to use chalk to express emotion through colour in a variety of scenarios.</p> <p>D&amp;T will run along side this - to make a paper circuit with a design that lights up an LED.</p>	<p>Wassily Kandinsky –</p> <p>LI: To express emotion through thought line.</p> <p>Using chalk, the children will use texture, shape and curve to show emotions</p> <p>D&amp;T will run along side this - to make a paper circuit with a design that lights up an LED.</p>	<p>Wassily Kandinsky -</p> <p>LI: To create abstract art using shape</p> <p>Use this lesson to plan a piece of art work completely created by 2-D shapes</p> <p>D&amp;T will run along side this - to make a paper circuit with a design that lights up an LED.</p>	<p>Wassily Kandinsky –</p> <p>LI: To create abstract art using shape</p> <p>Use this time to use stencils to cut the shapes out in a variety of different colours to create abstract art.</p> <p>D&amp;T will run along side this - to make a paper circuit with a</p>	<p>Wassily Kandinsky –</p> <p>LI: To use finger painting to create an information poster</p> <p>Use this lesson to create a poster with relevant information on protecting the environment</p> <p>D&amp;T will run along side this - to make a paper circuit with a design that lights up an LED.</p>	<p>Wassily Kandinsky –</p> <p>LI: To use finger painting to create an information poster</p> <p>Use this lesson to paint the poster with only their hands</p> <p>D&amp;T will run along side this - to make a paper circuit with a design that lights up an LED.</p>	<p>Wassily Kandinsky –</p> <p>LI: To use finger painting to create an information poster</p> <p>Use this lesson to go over this poster in pen to add definition and detail</p> <p>D&amp;T will run along side this - to make a paper circuit with a design that lights up an LED.</p>

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				design that lights up an LED.			
<b>Music</b>	Music express scheme.	Music express scheme.	Music express scheme.	Music express scheme.	Music express scheme.	Music express scheme.	Music express scheme.
<b>PE</b>	Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/ sports day practice	Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/ sports day practice	Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/ sports day practice	Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/ sports day practice	Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/ sports day practice	Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/ sports day practice	Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/ sports day practice
<b>RE</b>	Community – What is pilgrimage? <b>LI: to understand what pilgrimage is</b>  Use this lesson to look at the features of a pilgrimage and why they are important to people religious beliefs	Community – What is pilgrimage? <b>LI: to understand the Jewish pilgrimage to Jerusalem</b>  Understand why Jews take pilgrimage to Jerusalem and how this relates to our previous topic	Community – What is pilgrimage? <b>LI: to understand the Christian pilgrimage to Walsingham and Lourdes</b>  Explain what the pilgrimage to Walsingham is and see if it can be ordered chronologically as a class.	Community – What is pilgrimage? <b>LI: to understand the Muslim Pilgrimage to Makkah</b>  Understand as to why Muslims make pilgrimage and answer a comprehension to show understanding	Community – What is pilgrimage? <b>LI: to understand the Hindu Pilgrimage to Ganges</b>  Children to create a piece of drama on the decision to make a pilgrimage to the Ganges, others to point out the features for accuracy.	Community – What is pilgrimage? <b>LI: to consider what a personal pilgrimage may look like</b>  Look at the features of pilgrimages and consider if the children were to go on a pilgrimage what would it look like, where would they go and why would they go there?	

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<b>COMPUTING</b>	Programming B – Repetition in games LI: to use loops to create different shapes	Programming B – Repetition in games LI: to use different loops	Programming B – Repetition in games LI: to animate your name	Programming B – Repetition in games LI: to modify a game	Programming B – Repetition in games LI: to design a game	Programming B – Repetition in games LI: to create a game	Programming B – Repetition in games LI: to test a partners game and give feedback
<b>PHSE</b>	LI: to understand how I am unique  (Changing me)	LI: to understand that our bodies can change and why and how someone may have a baby	LI: to understand what puberty and menstruation is	LI: to understand that other people are changing and that I should respect this	LI: to understand who to talk to when we are worried about change	LI: to celebrate and be positive about change	LI: to discuss any misconceptions about change before creating a presentation for the next Year 4s