**LU2: TIME TUNNEL 2018**

**MEDIUM TERM PLAN - CLASS 4**

1. **Knowledge Harvest (to be done during Brainwave unit): chn to create a timeline of the main events in world history from the beginning of time**
2. **Entry point: Teachers to present their own timeline to Class 4**
3. **Explain the Theme: Discuss key vocabulary, e.g. what chronological means, century, decade, etc.**
4. **Exit point: Children work with their parents to create a family tree Friday, 20th April**

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| Google | Wk 15th February | Wk 219th February | Wk 326 February | Wk 45 March | Wk 512 March | Wk 619 March | Wk 72 April | Wk 89 April | Wk 916 April | Wk 1023 AprilPARATY TRIP |
| ENGLISH | **Non - Fiction: Biography**Cold writing task**Imitation Phase** (cold task, hook, immersion in the text type, model text, SPAG activities, oral learning of model text, reading as a reader, reading as a writer). | **Non - Fiction:** **Biography****Innovation Phase** (reading as a writer, SPAG activities, shared/guided/independent writing, daily feedback). | **Non - Fiction:** **Biography**Hot writing task**Invention Phase** (whole/group class teaching, SPAG activities, shared/guided/independent writing, feedback, hot writing task, compare hot and cold tasks). | **Poetry:** **Highwayman**Cold writing task**Imitation Phase** (cold task, hook, immersion in the text type, model text, SPAG activities, oral learning of model text, reading as a reader, reading as a writer). | **Poetry:** **Highwayman****Innovation Phase** (reading as a writer, SPAG activities, shared/guided/independent writing, daily feedback). | **Poetry:** **Highwayman**Hot writing task**Invention Phase** (whole/group class teaching, SPAG activities, shared/guided/independent writing, feedback, hot writing task, compare hot and cold tasks). | **Non-Fiction: Explanation text**Cold writing task**Imitation Phase** (cold task, hook, immersion in the text type, model text, SPAG activities, oral learning of model text, reading as a reader, reading as a writer). | **Non-Fiction: Explanation text****Innovation Phase** (reading as a writer, SPAG activities, shared/guided/independent writing, daily feedback). | **Non-Fiction: Explanation text**Hot writing task**Invention Phase** (whole/group class teaching, SPAG activities, shared/guided/independent writing, feedback, hot writing task, compare hot and cold tasks). |  |
| LIBRARY |  |  |  |  |  |  |  |  |  |  |
| MATHS | Block A1Number and Place Value | Block A1Number and Place Value | Block B1Addition and subtraction | Block B1Addition and Subtraction | Block B1MultiplicationDivision | Block B1Multiplication Division | Block G1Geometry - Properties of shape | Block G1Geometry - Properties of Shape | Block C1 - Fractions inc decimals and percentage | Block C1Fractions inc decimals and percentages |
| ICT |  Remind rules learned concerning computer & Internet use ; Identify the risks associated with using digital communication | Recognise that not all information on the Internet is accurate or unbiased and develop a range of strategies for identifying the origin of a website | Recognise that online resources may be covered by copyright | Geography linked - see slideshow [presentation](https://docs.google.com/presentation/d/15D_tIzHoDOMvF1Szj5BoUD9aNbtedVGewpJ9K4DeF_U/edit#slide=id.p3) ICT Task 1 | Geography: locating Paraty and its relevant places:[presentation](https://docs.google.com/presentation/d/15D_tIzHoDOMvF1Szj5BoUD9aNbtedVGewpJ9K4DeF_U/edit#slide=id.p3) | [Market Research lessons](https://docs.google.com/a/britishschool.g12.br/document/d/1JtFN5F-akwZoGMDyGW_IAGGjQN54Gf-OhZwvu-32wuI/edit?usp=sharing)  | [Market Research lessons](https://docs.google.com/a/britishschool.g12.br/document/d/1JtFN5F-akwZoGMDyGW_IAGGjQN54Gf-OhZwvu-32wuI/edit?usp=sharing)  | [Market Research lessons](https://docs.google.com/a/britishschool.g12.br/document/d/1JtFN5F-akwZoGMDyGW_IAGGjQN54Gf-OhZwvu-32wuI/edit?usp=sharing)  | [Market Research lessons](https://docs.google.com/a/britishschool.g12.br/document/d/1JtFN5F-akwZoGMDyGW_IAGGjQN54Gf-OhZwvu-32wuI/edit?usp=sharing)  | [Market Research lessons](https://docs.google.com/a/britishschool.g12.br/document/d/1JtFN5F-akwZoGMDyGW_IAGGjQN54Gf-OhZwvu-32wuI/edit?usp=sharing)  |
| PSHE | to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals | to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals | what positively and negatively affects their physical, mental and emotional health | to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others  |  to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these | to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these | how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’  | to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet | that bacteria and viruses can affect health and that following simple routines can reduce their spread |  |
| IPC (History & Geog) |  |  | **Entry Point****History Task 1** Create a timeline to show key events from own lives.**Geography Task 2** Create & label map of Brazil([See ICT](https://docs.google.com/presentation/d/15D_tIzHoDOMvF1Szj5BoUD9aNbtedVGewpJ9K4DeF_U/edit#slide=id.p3)) | **History Task 3**Create a timeline of Brazilian history.**History Task 5**Assign a key event to small groups. Students research and write up in own words.**Geography Task 1**Paraty - locate and label.(See ICT) | **History Task 5** continued.**Art Task 1**Create painting to illustrate key event.**Geography Task 1** Research key events that have influenced & shaped the human and physical features of Paraty.(See ICT) |  **History Task 5** continued.**Art Task 1**continuedCreate painting to illustrate key event**Geography Task 1**continued. | **History Task 5** continued.**Art Task 1**continuedCreate painting to illustrate key event.**Geography Task 1**continued. | **History Task 5** continued.**Art Task 1**continuedCreate painting to illustrate key event.**Geography Task 1**continued. | **Exit Point- History Task 2**Create a family tree. | **Trip to Paraty** |