



# Hillcrest Primary School

## Medium Term Plan

At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.

**TLC Text:**  
Girl and Robot



**Wow Start**  
Bionic Hands

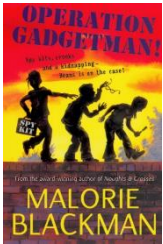
**Year Group: 4**

**Term: Summer 1**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	To use drama to reenact TLC text. To role-play a heist to remove an artefact from a museum.  To explore and activate tiered vocabulary	To box up instructions.  To write instructions using time adverbials, ambitious noun phrases and direct speech.  To create a shared write.	To reflect and edit instructions.  Author write (Instructions to remove Aztec artefact)	To use drama to explore the short film.  To identify the plot points within a short film.	To structure writing around plot points.  To write a narrative with a clear structure.  To use emotive language to create suspense and drama.	To reflect and edit narrative. Author Write (Narrative of Girl and Robot)
<b>Grammar &amp; Punctuation</b>	Time adverbials Tier 3 vocabulary Possessive apostrophes	Direct speech Imperative verbs	Standard English	Tier 3 vocabulary Adverbs Fronted adverbials Show don't tell	Tier 3 vocabulary Adverbs Fronted adverbials Emotive language	Standard English
<b>Spelling</b>	Apostrophes for possession	Common exception words	'ous' suffix endings	Homophones	-ation suffix endings	'sub-' and 'super-' prefixes
<b>Maths</b> <i>Decimals</i> <i>Money</i> <i>Time</i> <i>Shape</i>	To recognise hundredths as fractions  To recognise hundredths as decimals  To divide a 1 or 2 digit number by 100  End of Unit test.	To make a whole with tenths  To make a whole with hundredths  To partition decimals  Times table consolidation	To flexibly partition decimals  To compare decimals  To order decimals  To round to the nearest whole number  To show halves and quarters as decimals	End of unit assessment (decimals)  To write money using decimal  To convert between pound and pence  To compare amounts of money  To estimate with money	To calculate with money  To solve problems with money  End of unit assessment (Money)  To identify years, month, weeks and days  To identify hours, minutes and seconds	To convert between analogue and digital times  To convert to the 24-hour clock To convert from the 24-hour clock  End of unit assessment (Time)  To understand angles as turns  To identify angles
<b>Science</b> <i>Electricity</i>	To understand how to stay safe around electricity.	To draw a simple circuit.  To identify faults within a simple circuit.	To make a switch.	To use a simple circuit to find insulators and conductors.	TAPS Assessment – To create a circuit using alternative materials.	
<b>Design &amp; Technology</b>	STEM – make a robotic hand					
<b>Art</b>	3D drawing of a robot					
<b>Music</b> <i>Global Pentatonic</i>	Bank Holiday Monday	To listen to and compare pentatonic melodies.	Bank Holiday Monday	To improvise pentatonic melodies.	To compose and notate pentatonic melodies.	Assessment
<b>MFL (French) In the classroom</b>	To introduce the nouns and articles/ determiners for 6 common classroom objects.	To learn a further 6 common classroom objects.	To learn the question 'Qu'est-ce qu'il y a dans ta trousse?' and respond using 'Dans ma trousse j'ai....'	To introduce the possessive adjectives mon, ma, mes	To use 'Je n'ai pas de...' to say what they do and do not have in their pencil case.	To revise all language taught so far.  Complete end of unit assessment.

<b>Outdoor P.E.</b> <i>Rounders</i>	To develop throwing and catching with accuracy and apply these to a striking and fielding game.	To develop bowling and learn the rules of the skill within this game.	To develop a batting technique and understand where to hit the ball.	To develop fielding techniques and apply them to game situations.	To play different roles in a game and begin to think tactically about each role.	To apply skills and knowledge to compete in a tournament.
<b>Indoor P.E.</b> <i>Swimming</i>						
<b>R.E.</b> <i>Why is the Bible the best-selling book of all time?</i>	To can explain how the Christian Bible came to exist using historical enquiry.	To explore the contents of the Bible and explain how they were decided on	To evaluate the impact of people and events on the modern-day Christian Bible	To explain the importance of Bible interpretation to many Christians.	To compare the use of the Christian Bible in different churches.	To identify ways in which the Christian Bible is relevant to some people today.
<b>Computing</b> <i>We are Musicians</i>	Bank Holiday Monday	To build a percussion sequence	Bank Holiday Monday	To experiment with the touch instruments	To create a tune in piano roll view	To create a piece of music using live loops
<b>Life Skills (PSHE &amp; RSHE)</b>	To begin to understand the Human Rights convention	To understand how reusing items benefits the environment	To understand the role of groups in the wider community	To understand the contribution groups make to a community	To understand the value of diversity in a community	To develop an understanding of the role of local government

*We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class. Therefore, here are some supplementary texts they may enjoy alongside!*

<b>Supplementary Texts</b>	<b>Same Author</b>		<b>Readers also liked...</b>		<b>Non-Fiction</b>	
						
	<b>Thief!</b> <i>By Malorie Blackman</i>	<b>Operation Gadgetman!</b> <i>By Malorie Blackman</i>	<b>Runaway Robot</b> <i>By Frank Cottrell-Boyce</i>	<b>The Last Human</b> <i>By Lee Bacon</i>	<b>How things work</b> <i>By T J Resler</i>	<b>Robots</b> <i>By Dr Nathan Lepora</i>