

Year 4 – Term 6 – Medium Term Plan

Term 6 Misty Mountains & Winding Rivers	Week 1	Week 2	Week 3	Week 4	Week 5 Transition	Week 6	Week 7
Geography	<ul style="list-style-type: none"> - Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. -Describe and compare aspects of physical features. - Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. -Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. - Use four or six-figure grid references and keys to describe the location of objects and places on a map. - Explain how the physical processes of a river, sea or ocean have changed a landscape over time. - Describe and explain the transportation of materials by rivers. - Name, locate and explain the importance of significant mountains or rivers. - Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. -Identify, describe and explain the formation of different mountain types. -Identify the topography of an area of the UK using contour lines on a map. -Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. -Name, locate and explain the importance of significant mountains or rivers. 						

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Geography/ Science			<ul style="list-style-type: none"> - Use specific geographical vocabulary and diagrams to explain the water cycle. - Describe altitudinal zonation on mountains. - Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. - Describe the properties of different types of soil. - Describe how environments can change due to human and natural influences and the impact this can have on living things. 			
Science				-Begin to choose which observations to make and for how long and make systematic, careful observations and		

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				<p>comparisons, identifying changes and connections.</p> <ul style="list-style-type: none"> - Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. - Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. - Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. - Invertebrates usually have soft bodies or a hard outer shell or covering called an exoskeleton. There are six main groups of invertebrates: annelids, molluscs, arachnids, crustaceans, insects and myriapods. 			
Art						<p>Vista</p> <ul style="list-style-type: none"> -Choose an interesting or unusual perspective or viewpoint for a landscape -Compare and contrast artwork from different times and cultures. -Use the properties of pen, ink and charcoal to create a range of effects in drawing. 	

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	<p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (IT)</p>	
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