

Year 4 Long Term Plan

	Natural Disasters	Good Vibrations	Roaming Romans	Past the teeth and over the gums: look out stomach here it comes	Planet in Danger	Battle of Britain
Science	<p>States of Matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Scientific Skills Asking relevant questions and using different types of scientific enquiries to answer them.</p>		<p>Animals Including Humans Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Scientific Skills Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings</p>	<p>Living Things and their Habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Scientific Skills Asking relevant questions and using different types of scientific enquiries to answer them. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings</p>	

	<p>that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p> <p>Scientific Skills Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment - thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, bar</p>	<p>Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. Recording findings using simple scientific language, drawings, labelled diagrams and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences,</p>		<p>using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>using keys and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p>	
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	<p>charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p>				
<p>History</p>			<p>Successful invasion by Claudius and conquest and the British resistance - Boudica Develop a chronologically secure knowledge and understanding of world and British history, establishing clear narratives within the period. Note connections</p>			<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example - the Battle of Britain. Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within the</p>

			<p>and contrasts and develop the appropriate use of historical terms. Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p>			<p>period. Note connections and contrasts and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p>
Geography	<p>Human and physical geography Describe and understand key aspects of physical geography, including: volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>		<p>Locational knowledge Locate the world's countries, using maps to focus on Europe in relation to the Romans and cities in the UK in relation to Romans</p> <p>Human and physical geography Describe and understand key aspects of physical geography, including: climate</p>	,	<p>Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes</p>	<p>Locational knowledge Locate the world's countries and major cities, using maps to focus on Europe, common wealth and North America.</p>

	studied.		zones. Geographical skills and fieldwork Use 8 points of the compass and 4 figure grid references.			
Art	Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - pastel Learn about great artists, architects and designers in history.		Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – card, paper and paint About great artists, architects and designers in history.			Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – paint, felt tips, etc. Learn about great artists, architects and designers in history. WW2 posters
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of	Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Improvise and compose music for a		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.

		music		range of purposes using the inter-related dimensions of music		
Music – Instrument	Instrument – Trumpet lessons weekly					
Design Technology	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and</p>		<p>Cooking and Nutrition Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Pasta dish</p>		<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components,</p>	

	<p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures – different shaped buildings</p>				<p>including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures – wooden bird box</p>	
PE	<p>Netball football Use running, jumping, throwing and catching in combination and isolation Play competitive games Apply simple principles for attacking and defending Receive and pass the</p>	<p>Compose and perform dances using a range of movement patterns. Respond and improvise imaginatively to a range of stimuli related to character, narrative and music - on their own, with a partner and in a small group.</p>	<p>Develop flexibility, strength, technique, control and balance. Develop the range and quality of actions, body shapes, balances and rolls they include in performances. Link these with increasing control and precision. Create gymnastic sequences that follow</p>	<p>Hockey and football Use running, jumping, throwing and catching in combination and isolation Play competitive games Apply simple principles for attacking and defending Receive and pass the</p>	<p>Cricket and rounders Play competitive games Develop a range of throwing techniques for small balls and use them in a game situation. Use ABC (agility, balance, coordination) to move into good catching positions</p>	<p>Athletics Develop flexibility, strength, technique, control and balance. Consolidate and improve the quality, range and consistency of the techniques they use Throw a variety of objects with one hand and know how to aim these to improve</p>

	<p>ball with increasing accuracy., with the feet and hands as appropriate. Begin to show confidence in using ball skills in various ways. Develop basic netball skills such as the chest pass, catching and shooting. Apply basic skills suitable for attacking and defending in variety of invasion games. Work well in a group and begin to communicate tactically Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball).</p>	<p>Begin to manipulate space in a controlled manner to respond appropriately to character, narrative and music. Use simple choreographic principles to create motifs and narrative. Able to take the lead when working with a partner or in a group. Perform dances that communicate character, narrative and music, with good control - on their own, with a partner and in a small group.</p>	<p>a set criteria, following a specific theme or piece of music, including changes in height, speed and direction. Use change in speed, level and direction to adapt sequences on different apparatus. Work with a partner to create, repeat and improve a sequence with two or more phrases, including the development of matching and mirroring partners.</p>	<p>ball with increasing accuracy., with the feet and hands as appropriate. Begin to show confidence in using ball skills in various ways, and link these together effectively (e.g. dribbling in different directions, bouncing, shooting and turning). Perform basic hockey skills such as dribbling and push pass. Apply basic skills suitable for attacking and defending in variety of invasion games. Work well in a group and begin to communicate tactically Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball).</p>	<p>and catch a small ball. Use ABC (agility, balance, coordination) to accurately track and stop a small ball when fielding, and apply this in a game situation. Develop correct batting and body positioning techniques for both moving and still small balls.</p>	<p>performance, including the under-arm, over-arm and push throws. Take a running jump with appropriate feet patterns/movements. Show accurate pace - run at a speed that is appropriate for the distance being run. Begin to develop the discipline of hurdling, combining running and jumping Take part in relay activities, understanding the concept.</p>
<p>RE</p>	<p>How are important events remembered? A. Investigate the beliefs and practices of religions and other world views, including:</p>	<p>What faiths are shared in our country? C. Investigate how religions and other world views influence morality, identity and diversity,</p>	<p>How do the Five Pillars guide Muslims? A. Investigate the beliefs and practices of religions and other world views, including:</p>	<p>Why are Gurus at the heart of Sikh belief and practice? A. Investigate the beliefs and practices of religions and other world views, including:</p>		

	<p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>				<p>including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human value</p> <p>Visit St Margaret's church Visit Jamiyat Tabligh-UI-Islam</p>				<p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>				<p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses Guru Gobind Singh Gurdwara Gobind Marg</p>			
Computing (including Online Safety)	Self-Image and Identity (1)	Spreadsheets (5)	Online Relationships (1)	Writing for Different Audiences (4)	Online Reputation (1)	Logo (4)	Online Bullying (1)	Animation (3)	Managing Online Information (1)	Effective Searching (3)	Health, well-being and Lifestyle (1)	Making Music (3)	Privacy and Security (1)	Coding (6)	Copyright and Ownership (1)	
PSHE	<p>Me and My Relationships An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure</p>		<p>Valuing Difference Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!</p>		<p>Keeping Myself Safe Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2)</p>		<p>Rights and Responsibilities Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers</p>			<p>Being my Best What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid</p>			<p>Growing and Changing Moving house My feelings are all over the place! Secret or surprise?</p>			

				Logo quiz Harold's expenses Why pay taxes?		
Language	Revision of colours from Year 3 Parts of the body Asking for French translation Zoo animals Some letters of the alphabet The verb 'to be', quantifiers, adjectives Christmas theme	Learning song and reciting a short poem Members of the family Ask and answer questions about family members Following and learning vocabulary from a story Pet vocabulary Easter theme Quantifier focus on 'assez'			Dictionary skills Playground song and activity Hobbies Opinions Numbers Revision of leisure activities Weather expressions Clothes items	