



Year 4 Long Term Plan



Term	Autumn	Spring	Summer
Topic	RAINFOREST	OUR UK	ROMANS
Science	<p><u>Working Scientifically</u> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings.</p>		
	<p><u>Sound</u> I can explain how sounds are made, and show that some of them are linked to vibrations. I can explain that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it. I can show that sounds get fainter as the distance from the sound source increases.</p> <p><u>States of Matter</u> I can group materials together, according to whether they are solids, liquids or gases including tricky ones like gels, foams, mists and pastes. I can demonstrate and explain 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). I can correctly talk about the part played by evaporation and condensation in the water cycle and can show a link between the rate of evaporation and temperature.</p>	<p><u>Electricity</u> I can talk about common appliances that run on electricity. I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers. I can predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors.</p>	<p><u>Animals including Humans</u> I can explain some parts of the digestive system in humans. I can explain the different types of teeth in humans and what they do. I can describe and explain a variety of food chains, naming producers, predators and prey.</p> <p><u>Living Things and their Habitats</u> I can show that living things can be grouped together in various ways. I can explore and use classification keys to help group, identify and name a variety of living things. I can explain that environments can change and that this sometimes means that living things are put in danger.</p>
Computing	<p><u>E-Safety</u> I understand that what I say or post on the internet might be copied, shared and stored by others. I know what to do if I see anything worrying online.</p>	<p><u>Coding</u> I can use more complicated input devices.</p> <p><u>Digital Literacy</u></p>	<p><u>Coding</u> I can break programs up into smaller parts. I can use logical thinking to identify and solve potential bugs during coding. I can use other programs as I code.</p>



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	<p>Digital Literacy I can use different software programs and different types of hardware. I can use a range of programs to complete a task.</p>	<p>I understand that some computers on a network serve particular functions, such as controlling printers or sharing files.</p>	<p>E-Safety I understand how search engines order their search results.</p>			
P.E	FOLLOWING GETSET4PE SCHEME OF WORK					
	Basketball Hockey	Gymnastics Dodgeball	Swimming Dance	Swimming Handball	Tennis OAA	Athletics Rounders
History	<p>Local Study - Wickford</p> <p>Hi2/2.1 Local History: Pupils should be taught about an aspect of local history.</p> <p>Describe a local history study (Understanding of events, people and changes). BAND 6 STATEMENT Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p>			<p>The Romans</p> <p>Hi2/1.2 Roman Britain: Pupils should be taught about the Roman empire and its impact on Britain.</p> <p>Use historic terms related to the period of study. (Chronological understanding) Place some historical periods in a chronological framework. (Chronological understanding) Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes) Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry) Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p>		
Geography	<p>Rainforest</p> <p>Recognise the different shapes of continents. Demonstrate knowledge of features about places around him/her and beyond the UK. Identify where countries are within Europe; including Russia. Recognise that people have differing quality of life living in different locations and environments. Know how the locality is set within a wider geographical context. Explore weather patterns around parts of the world. Know about the wider context of places - region, country. Understand why there are similarities and differences between places. Explain about key natural resources e.g. water in the locality. Understand the effect of landscape features on the development of a locality.</p>			<p>Wickford</p> <p>Describe human features of UK regions, cities and /or counties. Describe how people have been affected by changes in the environment. Know about the wider context of places - region, country. Understand why there are similarities and differences between places. Explore features on OS maps using 6 figure grid references. Draw accurate maps with more complex keys. Measure straight line distances using the appropriate scale. Plan the steps and strategies for an enquiry.</p>		
	<p>Extreme Weather - Volcanoes/Earthquakes - Pompeii</p> <p>Explore weather patterns around parts of the world. Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p>					



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<p>MFL</p>	<p>I can listen attentively to spoken language and show understanding by joining in and responding. I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in sentences, using familiar vocabulary, phrases and basic language structures. I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*. I can present ideas and information orally to a range of audiences. I can read carefully and show understanding of words, phrases and simple writing. I can appreciate stories, songs, poems and rhymes in the language. I can broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly. I can describe people, places, things and actions orally* and in writing Languages - key stage 2. I can understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Habitat Family</p>	<p>Classroom My House</p>
<p>R.E</p>	<p>Where do religious beliefs come from? Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions. Recognise what influences him/her in his/her life, and identify the influence religion has on lives, cultures and communities including his/her own. Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Develop religious and moral vocabulary to describe key features.</p> <p>What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth. Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour</p>	<p>What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth. Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour</p>	<p>Why is there so much diversity of belief within? Christianity? Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the function of objects/places/people within Religious practices and lifestyles and describe similarities and differences in Religious practices and lifestyles both within and between religions. Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>What does sacrifice mean? Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions. Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p>



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<p>Art & Design</p>	<p>I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. I can use skills I have been taught to adapt and improve my work. I can say how I would improve my work using technical terms and giving reasons. I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied.</p>	<p>Sculpture and 3D: Mega Materials</p> <p>Drawing: Power Prints</p>	<p>Painting and Mixed Media: Light and Dark</p> <p>Craft and Design: Fabric of Nature</p>
<p>Design Technology</p>	<p>Construction- Moving Scene I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots. I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. I can apply techniques I have learnt to strengthen structures and explore my own ideas.</p>	<p>Electronics- Battery Operated Lights I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience. I can understand and use electrical systems in my products. I can create designs using exploded diagrams. I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.</p>	<p>Food- Seasonal Foods I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. I can understand seasonality and the advantages of eating seasonal and locally produced food. I can read and follow recipes which involve several processes, skills and techniques.</p>
<p>Music</p>	<p>Pop Music- Abba (Charanga) I can sing as part of an ensemble with confidence and precision. I can listen to and recall sounds with increasing aural memory. Body Percussion and Untuned Instruments I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can sing as part of an ensemble with confidence and precision.</p>	<p>Glockenspiels (Charanga) I can use musical language to appraise a piece or style of music. I can play and perform in solo or ensemble contexts with increasing confidence. Spring Performance I can sing as part of an ensemble with confidence and precision.</p>	<p>Ukuleles I can confidently recognise a range of musical instruments and the different sounds they make. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can understand some formal, written notation which includes minims and quavers.</p>
<p>PSHE</p>	<p>Health and wellbeing <i>What strengths, skills and interests do we have ?</i> Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p>Relationships <i>How do we treat each other with respect?</i> Respect for self and others; courteous behaviour; safety; human rights</p>	<p>Health and wellbeing <i>How can we manage our feelings?</i> Feelings and emotions; expression of feelings; behaviour</p> <p>Health and wellbeing <i>How will we grow and change?</i> Growing and changing; puberty</p>	<p>Living in the wider world <i>How can our choices make a difference to others and the environment?</i> Caring for others; the environment; people and animals; shared responsibilities, making choices and Decisions</p> <p>Health and wellbeing <i>How can we manage risk in different places?</i> Keeping safe; out and about; recognising and managing risk</p>