

Year 4 Long Term Planning

	World War II Evacuee	Anglo Saxons: War or Peace?	Where did it all begin? Early Islamic Civilization (Baghdad) Rivers
Visits & Visitors	Eden Camp	Anglo-Saxon Day	River Chasers led by PA Trip to Mosque
English	<i>Grandpa's Great Escape</i> Diary: Unit 5 (NF) Newspaper: Unit 4 (NF) Personal Reactions: Unit 12 (P) Traditional Tales: Unit 7 (F) Fact files: Unit 14 (NF)	<i>Beowulf</i> Fables: Unit 6 (F) Tales of adventure: Unit 9 (F) Metaphors and similes: Unit 13(P) Exploring plays: Unit 10 (F) Easter Animal poems: Unit 3 (P)	<i>Disney: Aladdin Twisted Tale</i> Autobiography: Unit 11 (NF) Comparing forms: Unit 15 (P) Classic stories: Unit 8 (F) Website advert: Unit 1 (NF) Descriptive poetry: Unit 2 (P)
Science	<p>Electricity</p> <ul style="list-style-type: none"> ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ▪ recognise some common conductors and insulators, and associate metals with being good conductors. <p>Sounds</p> <ul style="list-style-type: none"> ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel 	<p>Animals including humans</p> <p><i>Digestive System Y4</i></p> <ul style="list-style-type: none"> ▪ describe the simple functions of the basic parts of the digestive system in humans <p><i>Teeth Y4</i></p> <ul style="list-style-type: none"> • Identify the different types of teeth in humans and their simple functions. 	<p>Animals including humans</p> <p><i>Food chains Y4</i></p> <ul style="list-style-type: none"> ▪ construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Living things and their habitats</p> <ul style="list-style-type: none"> ▪ 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>States of matter</p>

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	<p>through a medium to the ear</p> <ul style="list-style-type: none"> ▪ 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. 		<ul style="list-style-type: none"> ▪ 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.
Computing	Programming: Turtle Logo Animation!	Photo Stories Advanced Word Processing	Scratch: Questions and Quizzes Using and Applying Skills: Create a Cartoon Character
	<i>What makes a good password? Why is it age restricted?</i>	<i>Play, Like, Share</i> https://www.thinkuknow.co.uk/Teachers/playlikeshare/	
R.E.	<ul style="list-style-type: none"> • Signs, symbols and parables • Light and Dark • Christmas 	<ul style="list-style-type: none"> • Jewish Celebrations and family life • Visiting/reviewing a local church • Easter 	<ul style="list-style-type: none"> • Muhammad, Mosques ad Prayer • Caring and praying
Art & Design	Sketching: Winston Churchill Sketching: WW2 sketch (Edward Ardizzone) Printing: WW2 Poster (Abram Games)	Sketching: Anglo-Saxon jewellery Modelling: Shield Collage: Dragons Head (Jay Blakemore)	Sketching: River banks Painting: Rivers - Waterlily (Monet) Drawing/painting using IT package e.g. dazzle or paint: Waterlily (Monet)
Design Technology	War time VE Day party food Design and make: World War II rationed meal	Anglo-Saxon feast Design and make: Anglo-Saxon bread	Traditional Islamic dish: Arab Pancakes
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: <ul style="list-style-type: none"> • A significant turning point in British history, the Battle of Britain 	Britain's settlement by Anglo-Saxons and Scots: <ul style="list-style-type: none"> • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and 	A non- European society that provides contrasts with British history: <ul style="list-style-type: none"> • Early Islamic civilization, including a study of Baghdad c. AD900

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		<p>culture</p> <ul style="list-style-type: none"> • Conversion to Christianity 	
<p>Geography</p>	<p>Locational knowledge:</p> <p>Locate the world’s countries, using maps... (Locate countries involved in WW2.)</p> <p>Name and locate the world’s seven continents and five oceans</p> <p>Identify the position and significance of latitude, longitude, Equator,, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge:</p> <p>Locate the world’s countries, using maps... (Locate countries Anglo-Saxons came from and the settlements in England)</p> <p>Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge:</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human & physical geography:</p> <p>Describe and understand key aspects of: physical geography, including: rivers and the water cycle</p> <p>Geographical skills and fieldwork:</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies RIVER CHASERS trip – Rufford/River Maun/River Trent</p>
<p>Music Ongoing: Recorders</p>	<p>Reading from notation Theory: Notation recap Playing from and composing using notation.</p>	<p>Composing using the pentatonic scale Theory: Composition using technology</p>	<p>Preparing a performance Theory: Listening to and evaluating music. Using the collection ‘Carnival of the Animals’</p>

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P.E.	Dance The Blitz Change 4 Life Fitness Gym Balance	Games Netball (Invasion) Football (Invasion)	Swimming	Games Hockey (Invasion) Tag Rugby (Invasion)	Dance Electricity Change 4 Life Fitness Gym Rolling and Twisting	Games Athletics (Run, Jump and Throw) Tennis/Cricket (Net/Court)
PSHE	Apples friend		Apples friend		Apples friend	
MFL:French	CC SoW :1 - 10		CC SoW: 11 - 20		CC SoW: 21 - 30	