

Year 4 Long Term Plan 2017-2018

	Autumn Term		Spring term		Summer term	
Topic	Wonderful Water	Blood Bones and Body Bits	Awesome Anglo Saxons	Earthquakes and Eruptions	Homely Habitats	Groovy Greeks
English	Poetry Creating Images Narrative Writing Imaginary Worlds	Non-Fiction Explanation Writing Poetry Form	Narrative Writing Historical settings and stories from other Cultures Story	Non-Fiction Journalistic Writing Persuasive Writing	Non-Fiction Information Writing	Narrative Writing Stories that raise issues and Dilemmas Playscripts
Mathematics	Ongoing Year 4 Mathematics Objectives					
Science	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • 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, including 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, 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 • identifying differences, similarities or changes related to simple scientific ideas and processes 					
	<p><u>Solids, Liquids and Gases</u></p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p>	<p><u>Sound</u></p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>Electricity</u></p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series</p>

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						circuit recognise some common conductors and insulators, and associate metals with being good conductors.
ICT	During KS2, pupils should be taught to use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.					
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Use search technologies effectively. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. Understand the opportunities networks offer for communication and collaboration. Appreciate how search results are selected and ranked. Be discerning in evaluating digital content.	Use search technologies effectively. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. Appreciate how search results are selected and ranked. Understand the opportunities networks offer for communication and collaboration. Be discerning in evaluating digital content.	Use search technologies effectively. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
History			Britain's settlement by Anglo-Saxons.			Ancient Greece – a study of Greek life and achievements and their influence on the western world.
Geography	<ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ 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. 					
	name and locate geographical regions and their identifying human and physical characteristics, key			name and locate geographical regions and their identifying human and physical characteristics, key topographical features		

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	<p>topographical features (including hills, mountains, coasts and rivers), and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>			<p>(including hills, mountains, coasts and rivers), and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		
Art	<p><u>Painting</u></p> <p>Canal Boat Art (Traditional British Folk Art)</p>	<p><u>Observational/tonal drawing</u></p> <p>Link to Leonardo Da Vinci anatomy drawings</p>	<p><u>Creative Drawing</u></p> <p>Anglo Saxon Christian themed Art</p> <p><u>Model Making</u></p> <p>Build a model village</p>	<p><u>Model Making</u></p> <p>Build a model of a volcano.</p>	<p><u>Observational/tonal drawing</u></p> <p>Wildlife sketching.</p>	<p><u>Painting</u></p> <p>Shield Designs based on mythological creatures.</p>
DT					Shelters – building mini-beast shelters with a range of real tools.	Food preparation – making an authentic Greek meal.
RE PHSE	People who inspire us	People who inspire us	What is it like to follow God?	Why do Christians call the day Jesus died Good Friday?	What are the deeper meanings of festivals?	What is the Trinity?
PE Games	Rugby	Football	Dance	Tri-Golf	Cricket	Rounders
PE	Swimming	Swimming	Gymnastics	Circuit Training	Athletics	Athletics
Music	Dalcroze & Recorder Karate (RK)	RK & The Nutcracker & Christmas	Composition & RK	Graphic Scores & RK	Composition & RK	Animal Songs