Year 4 Long Term Plan

TopicWonderful WaterBlood Bones and Body BitsGroovy GreeksEarthquakes and EruptionsHomely HabitatsAwesome Anglo SaxonsEnglishPoetry Creating Images Narrative Writing Imaginary WorldsNon-Fiction Explanation Writing Poetry FormNarrative Writing Historical settings and stories from other Cultures StoryNon-Fiction Journalistic Writing Persuasive WritingNon-Fiction Information Writing Marrative Writing Information Writing Persuasive WritingNon-Fiction Journalistic Writing Persuasive WritingNon-Fiction Information Writing Marrative WritingMathematicsOngoing Year 4 Mathematics ObjectivesDuring 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: 		Autumn Term		Spring term		Summer term			
Body Bits Eruptions Eruptions Saxons English Poetry Creating Images Narrative Writing Imaginary Worlds Non-Fiction Explanation Writing Poetry Form Narrative Writing Historical settings and stories from other Cultures Non-Fiction Journalistic Writing Persuasive Writing Non-Fiction Information Writing Narrative Writing Narrative Writing Mathematics Ongoing Year 4 Mathematics Objectives 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: 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 identify that humans and some other animals have fentify that humans and some other animals have tidentify tow sounds are tidentify how sounds	Торіс	Wonderful Water	Blood Bones and	Groovy Greeks	Earthquakes and	Homely Habitats	Awesome Anglo		
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Gases some other animals have things can be grouped skeletons and muscles for identify how sounds are in a variety of ways identify common		Solids, Liquids and	identify that humans and	Sound		recognise that living	Electricity		
		Gases	some other animals have	identify how counds are		things can be grouped	identify common		
compare and group subscription and made associating some of		compare and group	skeletons and muscles for	made associating some of		in a variety of ways	appliances that run on		
materials together mexament them with something explore and use explore and use		materials together	support, protection and	them with something		explore and use	electricity		
according to whether they vibrating		according to whether they	movement.	vibrating		classification keys to	cicotiloity		
are solids liquids or gases		are solids liquids or dases		Visitating		help group identify and	construct a simple series		
recognise that vibrations		are conde, inquice or gacee		recognise that vibrations		name a variety of living	electrical circuit,		
observe that some from sounds travel through things in their local and identifying and naming its		observe that some		from sounds travel through		things in their local and	identifying and naming its		
materials change state a medium to the ear wider environment basic parts, including		materials change state		a medium to the ear		wider environment	basic parts, including		
when they are heated or cells, wires, bulbs,		when they are heated or					cells, wires, bulbs,		
cooled, and measure orfind patterns between therecognise thatswitches and buzzers		cooled, and measure or		find patterns between the		recognise that	switches and buzzers		
research the temperature pitch of a sound and environments can		research the temperature		pitch of a sound and		environments can			
at which this happens in features of the object that fis can identify whether or not a		at which this happens in		features of the object that		change and that this can	identify whether or not a		
degrees Celsius (°C) produced it lamp will light in a simple		degrees Celsius (°C)		produced it		dangers to living things	lamp will light in a simple		
find natterna between the				find nottorna batwaan tha		dangere te nving timige.	series circuit, based on		
identify the part played by construct and interpret a whether or not the lamp is		identify the part played by		volume of a sound and the		construct and interpret a	whether or not the lamp is		
condensation in the water		condensation in the water		strength of the vibrations		variety of food chains,	part of a complete loop		
cycle and associate the that produced it it is that produced it is		cycle and associate the		that produced it		identifying producers,	with a battery		
rate of evaporation with recognise that a switch		rate of evaporation with				predators and prey.	recognise that a switch		
temperature. recognise that sounds get		temperature.		recognise that sounds get			opens and closes a circuit		
fainter as the distance from and associate this with				fainter as the distance from			and associate this with		
the sound source whether or not a lamp				the sound source			whether or not a lamp		
Increases.				increases.			lights in a simple series		

	Autumn Term		Spring term		Summer term		
Topic	Wonderful Water	Blood Bones and Body Bits	Groovy Greeks	Earthquakes and Eruptions	Homely Habitats	Awesome Anglo Saxons	
ICT	During KS2, pupils should b concerns about content and 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. (Data collection based on use of water at home and rainfall data collected by the met office)	e taught to use technology sa contact. 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. (NOT SURE HOW YET)	ifely, respectfully and responsi 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 internet to find information on Greek Gods – send useful information	Eruptions bly, recognise acceptable/unad 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 internet to find information on Volcanoes – send useful information to	Cceptable behaviour, identify 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. (Data collection based on animals found in school grounds. Include use of data loggers for wildlife area. Use internet to find information on mini-	circuit recognise some common conductors and insulators, and associate metals with being good conductors. (a range of ways to report 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. (NOT SURE HOW YET)	
			to each other during research using VLE)	each other during research using VLE)	beasts)		
History			Ancient Greece – a study of Greek life and achievements and their influence on the western world.			Britain's settlement by Anglo-Saxons and Scots.	
Geography	 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 						

	Autumn Term		Spring term		Summer term			
Торіс	Wonderful Water	Blood Bones and Body Bits	Groovy Greeks	Earthquakes and Eruptions	Homely Habitats	Awesome Anglo Saxons		
	graphs, and digital technologies.							
	name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and understand how some of these aspects have changed over time describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and understand how some of these aspects have changed over time describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle				
Art	The Great Wave off Kanagawa by Japanese artist Hokusai.	Observational/tonal drawing of bones. Link to Leonardo Da Vinci anatomy drawings	Vase sculptures and illustrations for stories.			Anglo Saxon Christian themed Art		
DT	Water Containers – product testing/evaluation		Food preparation – making an authentic Greek meal.		Shelters – building mini- beast shelters with a range of real tools.			
RE PHSE								
PE Games	Football	Rugby	Dance	Tri-Golf	Cricket	Rounders		
PE	Swimming	Swimming	Gymnastics	Circuit Training	Athletics	Athletics		
Music								