

Year 4 Long Term Plan: 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question:	<ol style="list-style-type: none"> <u>Why were the Romans so powerful and what did we learn from them?</u> <u>How could we cope without electricity for a day?</u> <u>Why is the sound we make enjoyed by so many?</u> 		<ol style="list-style-type: none"> <u>How would we survive without water?</u> <u>Where would you choose to build a city?</u> 		<ol style="list-style-type: none"> <u>What happens to the food we eat?</u> <u>Which wild animals and plants thrive in your locality?</u> <u>How can we rediscover the wonder of Ancient Egypt?</u> 	
Babcock English Text	<ol style="list-style-type: none"> Chalk Beatrices dream life in an African Slum How to Invent (Lynn Huggins-Cooper) 	<p>Story</p> <p>Recount</p> <p>Non Chronological Report- Why is the sound we make enjoyed by so many?</p>	<ol style="list-style-type: none"> A walk in London <p>Bills New Frock</p>	<p>Persuasive adverts – Write a persuasive advert (in answer to the question)</p> <p>Story</p>	<ol style="list-style-type: none"> The Incredible Book Eating Boy Ask Dr Fisher (Claire Llewellyn) Leon and the place between. 	<p>Narrative Poetry- The incredible book eating boy</p> <p>Letters</p> <p>Descriptive setting/ short story- Leon and the place between to model</p>
Guided Reading	<i>Guided Reading: Hodgeheg (Dick King Smith)</i>		<i>Guided Reading: Bill's New Frock (Anne Fine)</i>		<i>Guided Reading: The Firework Maker's Daughter (Phillip Pullman)</i>	

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<p>White Rose Maths</p>	<ul style="list-style-type: none"> • Place Value (4 weeks) • Addition and Subtraction (3 weeks) • Length and Perimeter (1 week) • Multiplication and Division (3 weeks) 	<ul style="list-style-type: none"> • Multiplication and Division (3 weeks) • Area (1 week) • Fractions (4 weeks) • Decimals (3 weeks) 	<ul style="list-style-type: none"> • Decimals (2 weeks) • Money (2 weeks) • Time (1 week) • Statistics (2 weeks) • Property of Shape (3 weeks) • Position and Direction (1 week)
<p>Science</p>	<p><u>2. Electricity</u></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><u>3. Sound</u></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 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 	<p><u>1. States of matter</u></p> <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. 	<p>1. <u>Animals, including humans</u></p> <ul style="list-style-type: none"> • 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>2. <u>Living things and their habitats</u></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.

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	<ul style="list-style-type: none"> recognise that sounds get fainter as the distance from the sound source increases 		
	<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 using straightforward scientific evidence to answer questions or to support their findings. 		
Geography		<p><u>2- Human geography</u></p> <ul style="list-style-type: none"> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water describe and understand key aspects of the water cycle 	<p>2. <u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> 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. Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)
	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
History	<p>1. The Roman Empire and its impact on Britain</p>		<p>3. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p>
	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed</p>		

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	responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
Computing From Rising Stars Switched On Computing Year 4 (BD has copy at St Catherine's)	4.1 We are software developers Developing a simple educational game	4.3 We are musicians Producing digital music (to link with LCC sound above)	4.2 We are toy designers Prototyping an interactive toy	4.4. We are HTML editors Editing and writing HTML	4.5 We are co-authors Producing a wiki	4.6 We are meteorologists Presenting the weather
<p>In Key Stage 2 - Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 						
PSHE	<p>It's our World</p> <p>To devise a class charter</p> <p>To understand how laws are made</p> <p>To know ways of saving energy</p> <p>To develop awareness of climate change</p>	<p>Say no!</p> <p>To appreciate the range of risks we might take.</p> <p>Understand what a risk is and the pros and cons.</p> <p>To know what legal and illegal drugs are.</p> <p>To know the effects and risks of smoking</p> <p>To know the effects and risks of drinking alcohol</p> <p>To know how to keep safe in my local area (gangs)</p> <p>To develop strategies to prevent bullying</p>	<p>Money matters</p> <p>To be able to keep track of personal money and keep a record of money.</p> <p>To know how to pay for goods.</p> <p>To know what makes up family expenses.</p> <p>To know how to plan and budget.</p> <p>To understand what a charity does.</p> <p>To set a simple goal: fundraising for charity.</p>	<p>Who likes chocolate?</p> <p>To understand there is a moral and ethical side to cost.</p> <p>To understand the principles behind fair trade.</p> <p>To understand the potential influence of consumer power</p> <p>To understand how the media presents information</p> <p>To understand that advertising can influence what we buy</p> <p>To recognise and challenge stereotypes</p>	<p>People around us</p> <p>To recognise there are similarities and differences between people</p> <p>To explore how we are all connected</p> <p>To understand how to work cooperatively</p> <p>To recognise and challenge prejudice</p> <p>To explore gender stereotypes</p> <p>To identify different jobs and careers in society</p>	<p>Growing up</p> <p>To explore the human life cycle</p> <p>To identify some basic facts about puberty, reproduction and pregnancy</p> <p>To learn about the physical changes during puberty</p> <p>To share my dreams, hopes and wishes</p> <p>To embrace positive change</p>

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					To recognise and deal with unwelcome change
Art (LCC)	Paint: Can I paint based on a dream or my imagination—link to LCC “Why is the sound we make enjoyed by so many” The children paint what they feel whilst listening to a piece of classical music albeit pictorial images or lines and shapes (doesn’t matter)	Print: Can I print using the collagraph technique? LCC “Where would you choose to build a city?” Create the outline of a city scape on a square using string, bumpy cardboard etc. paint over (be generous) and then place a blank sheet of paper on top to print. Press/rub with a spoon or fingers. Extend higher ability by creating layers of colour on top of the original print. Use square prints to create a tile display	Print: Can I print using the collagraph technique? LCC “Where would you choose to build a city?” Create the outline of a city scape on a square using string, bumpy cardboard etc. paint over (be generous) and then place a blank sheet of paper on top to print. Press/rub with a spoon or fingers. Extend higher ability by creating layers of colour on top of the original print. Use square prints to create a tile display	Critical study: Can I create an image inspired by an artist. Suggestions: Edgar Degas (children to explore movement through dancing) Seurat (Looking at the technique of pointillism) Vincent Van Gogh (Looking at his use of colour hot/cold?)	
<p>In Key Stage 2 -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 					
DT (LCC)	1. Romans Plan, design and make a model of a Roman weapon	1. Build a city	1. Food Make a model of the digestive system		

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	<p>1. Electricity</p> <p>Make a game without electricity</p> <p>Technical knowledge (possibly!)</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Build a tall building to appreciate issues in building sky scrapers.</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Healthy eating to meet DT objectives</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> 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. <p>2. How can we recreate the wonder of the Pyramids?</p> <p>Recreate a pyramid</p>			
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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>Make</p> <ul style="list-style-type: none"> 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, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> 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 understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 						
MFL FRENCH (Twinkl)	Holidays and Hobbies (Twinkl Year 4 French)	Going Shopping (Twinkl Year 4 French)	All Around Town (Twinkl Year 4 French)	What's the time? (Twinkl Year 4 French)	On the Move (Twinkl Year 4 French)	Where in the World? (Twinkl Year 4 French)
In Key Stage 2 - Pupils should be taught to:						

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	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages – key stage 2 3 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. 					
Music (Charanga)	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect rewind and replay
<p>In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 music ♣ listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 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. 						
RE	What is the 'Trinity' and why is it important to Christians?		What do Hindus believe god is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?
PE	Gymnastics Dodgeball	Gymnastics Multi skills	Handball Dance		Athletics (Sports day) Health Related Fitness Kwik Cricket Short Tennis	
<p>In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' and tennis], and apply basic principles suitable for attacking and defending 						

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- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming:

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations