

## Year 4 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	A Drop in the Ocean	It's all Greek to me	Rise of the Robots	Meet the Romans	Where in the World?	Food, Glorious Food
<b>English</b>	<ul style="list-style-type: none"> <li>- Fairy Tales</li> <li>- Recount</li> </ul>	<ul style="list-style-type: none"> <li>- Issues and Dilemmas</li> <li>- Poems with a structure</li> <li>- Non Chronological Report</li> <li>- Play script</li> </ul>	<ul style="list-style-type: none"> <li>- Fantasy</li> <li>- Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>- Film and play scripts</li> <li>- Myths</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry</li> <li>- Shakespeare</li> <li>- Classic Poems</li> <li>- Explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion/Debate</li> <li>- Information</li> <li>- Explanation</li> <li>- Persuasion</li> <li>-Novels by a significant author</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Place Value</li> <li>- Mental addition methods</li> <li>- Mental subtraction methods</li> <li>- Geometry</li> <li>- Mental Multiplication Methods</li> <li>- Mental Division methods</li> </ul>	<ul style="list-style-type: none"> <li>- Written addition</li> <li>- Written subtraction</li> <li>- Written multiplication</li> <li>- Fractions</li> </ul>	<ul style="list-style-type: none"> <li>- Place Value</li> <li>- Geometry</li> <li>- Measures</li> <li>- Decimals</li> <li>- Addition &amp; Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>- Multiplication written methods</li> <li>- Measures</li> <li>- Geometry</li> <li>- Statistics</li> <li>- Measures</li> </ul>	<ul style="list-style-type: none"> <li>- Measurement</li> <li>- Fractions</li> <li>- Place Value</li> <li>- Geometry</li> <li>- Measures</li> <li>- Multiplication</li> </ul>	<ul style="list-style-type: none"> <li>- Measures</li> <li>- Multiplication &amp; Division</li> <li>- Place Value</li> <li>- Statistics</li> <li>- Addition and Subtraction</li> <li>- Fractions</li> </ul>
<b>Geography</b>	<p>Use maps, atlases, globes and digital/ computer mapping to locate the world's countries (focusing on Europe and N/ S America), oceans and main rivers.</p> <p>Describe and understand key aspects of physical geography: rivers and the water cycle.</p>	<p>Locate modern day Greece on a map of Europe and learn about the human and physical features of modern Greece.</p> <p>Locate Ancient Greece, Athens and Sparta on a map.</p>	<p>Recap counties and cities in the UK (Y3) and countries in Europe (Au1), link to invasion of robots in UK and Europe.</p> <p><i>Link to Science topic: Electricity.</i></p>	<p>Locate modern day Italy on a map of Europe, and map spread of Roman Empire across Europe.</p> <p>Explore links between Roman settlements and modern-day UK counties and cities.</p>	<p>Identify the position and significance of Continents, Oceans, Equator, N/S hemispheres, Arctic and Antarctic Circles (recap from Y3), plus latitude, longitude, Tropics of Capricorn and Cancer, Prime/ Greenwich meridian and time zones (incl. day and night).</p>	<p>Describe and understand key aspects of human geography: types of settlement and land use, availability of natural resources (food).</p> <p>Locate where different foods come from around the world, begin to explore trade</p>

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	Establish an understanding of the interaction between physical and human processes (Water as a natural resource - water conservation/ pollution)				<p>Locate world's climate zones, biomes and vegetation belts. Name and locate one country in each climate zone.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region in N America (e.g. Death Valley) with a contrasting region in Europe (<b>NOT</b> UK e.g. Rhine Valley?).</p> <p>Consider interaction between physical and human processes.</p> <p><i>Link to Science, consider different animals and their habitats.</i></p>	processes and Fair Trade. Link to current affairs e.g. Brexit.
<b>History</b>		Can we thank the Ancient Greeks for anything in our lives today?	<p><i>Enquiry Q to be led by chn</i></p> <p><i>Science link: The history of electricity</i></p>	What did the Romans ever do for us?		How has shopping for food and its availability changed over time?

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		A study of Greek life and achievements and their influence on the Western World.  <i>School-wide mini-project: Study events beyond living memory – Remembrance day, WW1 100yrs anniversary.</i>	and the famous scientists involved. Skills focus: develop chronological understanding, explore contrasts and change over time, develop use of sources as evidence.	The Roman Empire and its impact on Britain (with a focus on London).		Local history study. <i>(Link to RE school linking programme work)</i>
<b>Science</b>	<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
	States of matter  Ernest Rutherford	States of matter  Ernest Rutherford	Electricity  Benjamin Franklin	Sound  Alexander Graham Bell	Animals, including humans  Jean Cruveilhier	Living things and their habitats  Wangari Maathai
<b>Art</b>	Painting- watercolours	Materials – mosaic tiles	Sculpture- modelling			
<b>Spanish</b>	<p><b><u>Unit 1: ¡A bordo!</u></b>  <b>Objectives:</b>  <u>ALL children will:</u>                      -Identify and pronounce accurately the names of some countries and towns</p>	<p><b><u>Unit 2 La paga</u></b>  <b>Objectives:</b>  <u>ALL children will:</u>                      -Count and understand numbers from 21 to 39                      -Understand sums of money</p>	<p><b><u>Unit 3: Cuéntame un cuento</u></b>  <b>Objectives:</b>  <u>ALL children will:</u>                      -Understand and use numbers in</p>	<p><b><u>Unit 4: La vida deportiva</u></b>  <b>Objectives:</b>  <u>ALL children will:</u>                      -Say some sports that contribute to a healthy lifestyle</p>	<p><b><u>Unit 5: El carnaval de los animales</u></b>  <b>Objectives:</b>  <u>ALL children will:</u>                      -Ask and answer questions about animals</p>	<p><b><u>Unit 6: ¿Qué tiempo hace?</u></b>  <b>Objectives:</b>  <u>ALL children will:</u>                      -Understand and say weather phrases</p>

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	<ul style="list-style-type: none"> <li>-Sing a song from memory on a related topic</li> <li>-Copy accurately in writing the key words and phrases from the unit</li> <li>-Understand and write a short email using structures learnt in the unit</li> </ul>	<ul style="list-style-type: none"> <li>-Develop skills in communicating in groups, using language learnt in the unit</li> <li>-Develop their understanding of how sounds are represented in writing</li> </ul>	<ul style="list-style-type: none"> <li>multiples of 10, up to 100</li> <li>-Develop their understanding of the way sounds are represented in writing</li> <li>-Join in with parts of a story from memory</li> <li>-Write short sentences that contain an adjective with an appropriate feminine agreement</li> </ul>	<ul style="list-style-type: none"> <li>-Make a weekly record of sporting activities</li> <li>-Understand related written information</li> <li>-Know the names of some food and drinks</li> </ul>	<ul style="list-style-type: none"> <li>-Describe animals and begin to use feminine agreements</li> <li>-Understand time on the hour</li> <li>-Devise and perform a short dialogue, using structures learnt in this and previous units</li> </ul>	<ul style="list-style-type: none"> <li>-Say which clothes they might wear in different conditions</li> <li>-Respond appropriately when asked the date</li> <li>-Use the new language in a short presentation</li> </ul>
<b>PE</b>	Performance	Invasion games	Striking and fielding	Balance, agility and coordination	Running and jumping	Net and wall games
<b>RE</b>	L2.2 Why is the bible so important for Christians today? L2.3 Why is Jesus inspiring to some people?		L2.6 Why do some people think that life is a journey and that significant experiences mark this (including non-faith)? <i>Visit Brick Lane synagogue</i>		L2.7 & L2.8 What does it mean to be a Christian/ Hindu in Britain today? (compare and contrast)	
<b>PSHE</b>	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>SRE</b>					Lesson 1: Growing & Changing To explore the human lifecycle: To describe the main stages of the human lifecycle. To describe the body changes that happen when a child grows up.  Lesson 2: Body Changes To identify some basic facts about puberty, reproduction and pregnancy.	

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					<p>To know that during puberty the body changes from a child into a young adult. To understand why the body changes at puberty. To identify some basic facts about pregnancy.</p> <p>Lesson 3: What is puberty? To learn about the physical changes associated with puberty. Know about the physical and emotional changes that happen in puberty Know that each person experiences puberty differently.</p>	
<b>D &amp; T</b>		Cooking (Linked to Science) Mechanisms		Structures		Textiles
<b>Computing</b>	Programming – simplifying programs Multimedia – comics		Programming – sensors E-Safety		Programming – Kodu Multimedia - adverts	
<b>Music</b>	<p><b><u>Unit: Animal Magic</u></b> <b>Children should be taught:</b></p> <ul style="list-style-type: none"> <li>•to identify how music can be used descriptively, eg to represent different animal characteristics</li> <li>•how to use the musical elements to describe animals</li> <li>•how to use movement to describe different animals</li> </ul> <p>how to match sounds and movement descriptively</p> <ul style="list-style-type: none"> <li>•how to use narration with sounds and movement (multimedia)</li> <li>•to select particular ways in which the elements can be combined expressively</li> </ul>		<p><b><u>Unit: Play it Again</u></b> <b>Children should be taught:</b></p> <ul style="list-style-type: none"> <li>• about repeated rhythmic patterns</li> <li>• about rhythmic patterns</li> <li>• how rhythms can be described through rhythmic symbol <ul style="list-style-type: none"> <li>• that repeated patterns are often used in music (notations)</li> </ul> </li> <li>•about rhythmic patterns based on spoken phrase</li> <li>• to structure rhythmic patterns based on spoken phrase</li> </ul>		<p><b><u>Unit: Painting with Sound</u></b> <b>Children should be taught:</b></p> <ul style="list-style-type: none"> <li>•that music, like pictures, can describe images and moods</li> <li>• to relate sounds to visual images</li> <li>• to select appropriate instruments</li> <li>• how sounds can be combined to make textures</li> <li>• how mood and emotion can be illustrated in music</li> <li>• to use sounds expressively</li> </ul>	
<b>Rights Respecting</b>	<p>Article 14 Every child has the right to think and believe what they want and to practice their religion (so long as they are not stopping others from enjoying their rights)</p>					

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	<p>Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in community. Government must do all they can to provide support to disabled children.</p> <p>Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.</p> <p>Article 28 Every child has the right to an education. Primary education must be free. Secondary Education must be available for every child. Discipline in schools must respect children's dignity.</p>
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