

Long Term Planning Subject Overview Y4

Subject	Term														
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1			Summer 2			
English	'Charlie changes into a Chicken' by Sam Copeland To entertain – character transformation description		'The Firework Maker's Daughter' by Philip Pullman To inform: - Informal letter from Lila to Lalchand explaining leaving To entertain: - setting description - fire-fiend's grotto		'The Mousehole Cat' by Antonia Barker To entertain: - Poetry To entertain: - description of the storm as an animal 'Great Storm Cat' To inform: - Non-Chronological Report about Cornwall				Peanut Jones and the illustrated city' by Rob Biddulph To persuade: - advert to visit a particular section of the illustrated city To inform: - Instructions: How to use the La Porte pencil' To entertain: Short chapter written in a particular section of the illustrated city						
	- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] - Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Use of commas after fronted adverbials				Use of paragraphs to organise ideas around a theme				- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]						
Maths	Number: Place value	Number: Addition and subtraction	Measurement: Area	Number: Multiplication and Division A	Number: Multiplication and Division B	Measurement: Length and Perimeter	Number: Fractions	Number: Decimals A	Number: Decimals B	Measurement: Money	Measurement: Time	Consolidation	Geometry: Shape	Statistics	Geometry: Position and direction
Science	What are sounds and how do we hear them? <ul style="list-style-type: none"> Identify and show how sound travels through particles 		What are solids, liquids and gasses? <ul style="list-style-type: none"> Observe closely and classify a range of solids and liquids and gasses. 		What is electricity and how do circuits work? <ul style="list-style-type: none"> Construct and investigate a range of circuits. 		Where does all the food go? <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. Can create food chains based on research. 				Who am I? <ul style="list-style-type: none"> Observe plants and animals in different habitats- Visit to Yorkshire Wildlife Park. Compare and contrast the living things observed. 				

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	<p>and into the ear. Labelled diagram.</p> <ul style="list-style-type: none"> Observe instruments to explore volume and pitch. Make predictions and draw conclusions about the pitch and volume of sounds. – sound/distance investigation Note how vibrations make sounds of different volumes and travel to our ears – ear gongs Make own instruments that produce a range of pitches – pan pipes 	<ul style="list-style-type: none"> Explore and observe gasses Set up ice hands experiment and observe and measure how fast ice hands melt when left in different temperatures. Use the results to draw conclusions about what affects how quickly a solid melts and to raise further questions. 	<ul style="list-style-type: none"> Classify materials that conduct electricity and those that don't following investigation and record findings. Investigate the effect of a switch and combinations of switches in simple circuits. Create a quiz game, which uses an electric circuit. 	<ul style="list-style-type: none"> Identifies differences, and similarities of different types of teeth according to herbivore, omnivore and carnivore. Can record the teeth in their mouth Observe a representation of how food breaks down and explain the processes that take place in the digestive system. Label the different parts of the digestive system. 	<ul style="list-style-type: none"> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Classify living things found in different habitats based on their features. Create a simple identification key based on observable features Use research to explore human impact on the local environment Use secondary sources to find out about human impact, both positive and negative, on environments and write a report on this.
Computing	<p>How do I use a computer as an artist?</p> <ul style="list-style-type: none"> Use software on a range of digital devices to design and create content that accomplish given goals. 		<p>How do I write efficient programs?</p> <ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p>How do I use selection in a program?</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 	
Art	<p><u>Drawing – Power prints</u></p> <ul style="list-style-type: none"> Use shading to create tone and texture. Be inspired by shape, line and texture to create a wax resist piece. 	<p><u>Painting and mixed materials – Prehistoric Painting</u></p> <ul style="list-style-type: none"> Use simple shapes to build initial sketches. 		<p><u>Sculpture and 3D – Mega materials</u></p> <ul style="list-style-type: none"> Use familiar shapes to create simple 3D drawings and 	<p><u>Craft and Design – Fabric of Nature</u></p> <ul style="list-style-type: none"> Select imagery and colours to create a

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	<ul style="list-style-type: none"> Use ideas from the wax resist to create a print block and collaboratively create a fabric print. 	<ul style="list-style-type: none"> Use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing with natural pigments. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. 	<p>describe the shapes they use.</p> <ul style="list-style-type: none"> Draw a simple design with consideration for how its shape could be cut from soap. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. 	<p>mood board with a defined theme and colour palette.</p> <ul style="list-style-type: none"> Complete four drawings, created with confident use of materials and tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work and style. Create a pattern using their drawing/ Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns.
DT	<p><u>Textiles - Fastenings</u></p> <ul style="list-style-type: none"> Identify the features, benefits and disadvantages of a range of fastening types. Write design criteria and design a sleeve that satisfies the criteria. Make a template for their book sleeve. 	<p><u>Digital World - Mindful moments</u></p> <ul style="list-style-type: none"> State and/or describe the advantages and disadvantages of existing products (timers). Understand how Micro:bit features could be used as part of a design idea. Write a program that displays a timer on the Micro:bit based on their chosen seconds/minutes. 	<p><u>Electrical Systems - Torches</u></p> <ul style="list-style-type: none"> Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. 	

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	<ul style="list-style-type: none"> Assemble their case using any stitch they are comfortable with. 	<ul style="list-style-type: none"> Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own. State key functions in the program editor (e.g. loops). Cut out a box net carefully, assembling it securely into a box using tape or glue and tabs and ensuring it has a slot for the Micro:bit display. Evaluate the immediate appeal of the Micro:bit timer and how it might function. 	<ul style="list-style-type: none"> Create a functioning torch with a switch according to their design criteria.
<p>History</p>		<p>How did Britain change from the Stone Age through to the Iron Age?</p> <ul style="list-style-type: none"> Children come to the conclusion that Stone Age man was not only a hunter gather but also made tools, carried out proper burials and had an organised way of life. Children can locate the move to farming on a simple timeline Children grasp hunter gatherers were living alongside early farmers 10,000 years ago. They can explain the impact of farming especially taming wild animals, growing wheat and barley, use of oxen, need for flint tools, clearing of forests for farming, use of pottery. Children grasp that the discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Pupils make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen? How do we know that they ate pigs and cattle? How do we know that they grew crops? How do we know that their houses were dark? Children understand that Stonehenge was built about 5,000 years ago, in stages. They can explain how it was built. 	<p>Why do people choose to invade or settle in different lands?</p> <ul style="list-style-type: none"> Know that there were 7 Anglo Saxon Kingdoms some of which are still the names of English counties today. See that they didn't invade Cornwall and Wales. Push and pull factors influence the need to move to another area. What reasons would be a push and what would be a pull? The influence of the Anglo-Saxons is with us today in the names of the villages, towns and cities around the country. That the Anglo- Saxons did many jobs within their village and worked as a community. Children can discuss the similarities and differences between the pagan Anglo-Saxon religion and Christianity. Children can discuss the influence of specific people in the conversion to Christianity e.g. Archbishop of Canterbury and name key buildings. Some will Label three key 'turning points' on the graph and justify why they are important to the Vikings settling in this country. Children know that the Vikings had a negative reputation and why this might have been true. Children know that the Vikings' reputation was based on biased opinion written by unreliable sources. Children know two or more reasons why Alfred the Great was deemed to be 'Great'.

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		<ul style="list-style-type: none"> • They can speculate as to likely use and come to a reasoned judgement using evidence. • They understand that it was one of many similar constructions from that time. • They use provisional and tentative language (might have, perhaps, possibly, maybe etc.) • Children can list 2 or 3 characteristics of life in an Iron Age hill fort community. • They can draw inferences from archaeological finds • They can explain how artists' impressions are created from fragments of finds. • Children use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened. • They come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence. • Some children will begin to weigh up the strengths and weaknesses of each theory. • Children can explain the relationship between People from the Iron Age and Roman settlers 	
<p>Geography</p>	<p>When and how can maps be used in my day to day life?</p> <ul style="list-style-type: none"> • To know how to use an atlas index to find a location. • To recognise symbols on an OS map, know what they mean or use the key to find out. • To give and follow directions using the 8 compass points. • To use 4 and 6 figure grid references to find and describe locations on a map. • I can plan and describe a journey using 8 compass points and 4 figure grid references. • To be able to follow a planned route and create a sketch map using symbols. 		

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RE	<p>Creation / Fall Digging Deeper</p> <p>What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> Place the concepts of God, creation and fall on a timeline of the Bible's big story Suggest what the story of Adam and Eve might show about human nature and how to act. Describe how and why Christian's might pray to God to say sorry and ask for forgiveness Make links between what stories in the Bible might say about human beings and pupils 'own ideas about how people should behave. 	<p>Incarnation/God Digging Deeper</p> <p>What is the trinity?</p> <ul style="list-style-type: none"> Identify John 1 as part of a 'gospel' noting some differences between John and the other Gospels Offer suggestions for what texts about God might mean Give examples of what the texts studies mean to some Christians Describe how Christians show their beliefs about God the Trinity in the way they live Make links between some of the texts and the teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly <p style="text-align: center; color: #4F81BD;">Two weeks</p>	<p>People of God Digging Deeper</p> <p>What is it like to follow God?</p> <ul style="list-style-type: none"> Make clear links between the story of Abraham and the concept of faith Make simple links between people of God and how some Christians choose to live in their whole lives and in the church communities <p>Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today</p>	<p>Salvation Digging Deeper</p> <p>What do Christian call the day Jesus died God Friday?</p> <ul style="list-style-type: none"> Offer suggestions about what narrative of the Last Supper, Judas betrayal and Peter's denial might mean Give examples of what the texts studied mean to some Christians Make clear links between the Gospel texts and how Christian's remember, celebrate and serve on Maundy Thursday including the holy communion Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live 	<p>Two week- Judaism – Passover (end of April) RE syllabus- Live out their faith</p> <p>Judaism - How important is it for Jewish people to do what God asks them to do?</p> <p>Visit a synagogue</p> <p>RE syllabus- inc similarities and differences of prayer in these communities</p>	<p>Gospel Digging Deeper</p> <p>What kind of world does Jesus want?</p> <ul style="list-style-type: none"> List two distinguishing features of a parable Make clear links between the story of the God Samaritan and the idea of the Gospel as 'good news' Offer some ideas about the meaning of the Good Samaritan story to Christians Make simple links between the Good Samaritan story and the importance of charity in Christian life Give some examples of how Christians act to show that they are following Jesus <p>Make links between some of Jesus' teachings and how to live, and life in the world today, expressing some ideas of their own clearly</p>

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		<p>Islam –Muslim to show Commitment RE syllabus-live out their faith pilgrimages haji, Lourdes holy land/Iona</p>		<p>Kingdom of God Core Learning When Jesus left what was the impact of Pentecost? <ul style="list-style-type: none"> • Make clear links between the story of the day of Pentecost and Christian belief about the kingdom of God on Earth • Offer suggestions about what the description of Pentecost in ACTS2 might mean • Give examples of what Pentecost means to some Christians now • Make simple links between the description of the Day of Pentecost in Acts2, the Holy Spirit and the kingdom of God. How do Christians live their whole lives and in their church communities Make links between ideas about the kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas</p>		
Music	<p>Body & tuned percussion: Theme – Rainforests</p> <p>Listen to and appraise a piece of body percussion recognising the number of layers.</p>		<p>Catch up unit 2: (Singing, performing and composing based on Viking songs and pentatonic scales.)</p> <p>Sing and perform a Viking song.</p> <p>Learn what minims, crotchets and quavers are. Perform by clapping.</p>		<p>Rock and Roll</p> <p>Understand the origins of rock and roll music and learn the hand jive.</p> <p>Learn and perform a song creating own actions to match the music.</p> <p>Learn and play a 'moving bass line'.</p>	

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	<p>Compose and perform a piece of music using basic body percussion rhythms.</p> <p>Compose layers of music using body percussion to create a complete piece.</p> <p>Compose layers of music using tuned instruments (glockenspiels).</p> <p>Compose and perform a finished piece of music combining the layers building structure.</p>	<p>Compose and perform layered compositions, with instrumental or body percussion sound effects.</p> <p>Play a pentatonic scale and melodies on a glockenspiel, or other tuned instrument.</p> <p>Create, notate and rehearse a pentatonic melody in 4 phases which make up a melody.</p>	<p>Learn rhythmic patterns on tuned instruments to perform a piece of rock and roll music as a class.</p>		
	<p>When is your birthday?</p> <p>Numbers to 31 Days of the week Months of the year</p>	<p>Where does it hurt?</p> <p>Parts of the body Song – 'savez vous planter les choux ?' Christmas in France</p>	<p>Who are you?</p> <p>Describing portraits/people Family vocabulary Adjective agreements.</p>	<p>What's it like in a French supermarket?</p> <p>Food and opinions 'Je voudrais' Going shopping Negative sentences 'ne....pas'</p>	<p>What are you wearing?</p> <p>Clothes vocabulary Revision of opinions and adjective agreements</p>
<p>French</p>	<p><u>Speaking and listening</u> Listen and show understanding of short phrases through a physical response. Ask and answer several simple and familiar questions with a rehearsed response. Use a model to speak in full sentences using known vocabulary Begin to use conversational phrases for purposeful dialogue.</p> <p><u>Reading</u> Read aloud and show understanding of familiar short sentences. Use a bi-lingual dictionary to find the meaning of a word or its translation.</p> <p><u>Writing and Grammar</u> Write simple familiar short sentences using a scaffold for support. Write simple short sentences to describe people, things and actions. Use the correct form of the article depending on gender. Understand that adjectives 'agree' in French and therefore spelling changes. Understand the use of the negative 'ne...pas'</p> <p><u>Cultural Understanding.</u> Understand how Christmas is celebrated in France. Discover the similarities and differences in supermarkets. Song- 'Savez vous planter les choux.'</p>				

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PE - Games	Rugby	Hockey	Cricket	Tennis	Athletics	Orienteering
PE - Dance / Gym	Dance Disco	Dance	Dance	Gymnastics Balance	Gymnastics Rotation	Gymnastics Shape
RSHE	Mental health and Wellbeing Fr2) Are all friends the same? Fr3) Are friendships always fun? Bullying School Council Remembrance Children In Need M2) Are we happy all the time? C1) How do we make the world fair?		Wellbeing C2) Where do you feel like you belong? C3) How can we help the people around us? Os5) Digital Media Os6) Verifying content P1) How do I keep my body healthy?		Wellbeing and mental health Fa3) How should we treat people who are different?	