



Gwlady's Street C P and N School Long Term Plan - Year 4



Year 4	Autumn	Spring	Summer
	Roman Rule	World's Kitchen	Britain From the air
History/ Geography	Use primary and secondary sources of information to learn about whom the Romans were and where they came from as well as identify features of Roman entertainment, Roman gladiators, the Roman Army and the main Emperors of Rome.	How to use maps and atlases to locate continents, oceans and countries around the world. How to extend their knowledge and understanding beyond the local area and the United Kingdom to include Europe, North and South America.	How to ask geographical questions. How to use atlases, maps and plans at a range of scales. How to obtain information from secondary sources, including aerial photographs. How to use ICT programmes to write a set of instructions. What places are like in their locality. How people preserve places of special interest. How the Victorians changed Britain's landscape.
Art	Collage - Create a Roman mosaic. Explore ideas and collect visual and other information in response to the work of Matisse, Bacon and Warhol. Explore how visual qualities can be organised and combined for different purposes to communicate ideas.	Drawing - Draw a self-portrait in the style of Arcimbaldi. Make a variety of marks in response to descriptive vocabulary when listening to a story. Observe closely and discuss natural forms and produce detailed analytical drawings. Use landscape as a starting point for artwork, developed in response to a famous artist.	Textiles - Recreate a UK landmark out of wood and material. Explore and experiment with monoprinting techniques. Combine a variety of dip dye, monoprinting, knotting and wrapping techniques in response to Michael Brennan-Wood.

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<p>DT</p>	<p>Mechanical systems- Levers and linkages. Designing and creating a Roman Catapult using a prototype to improve a design.</p>	<p>Food – Healthy and varied diet. Working hygienically and safely to create a dish from each continent of the world using research and planning and using a recipe.</p>	<p>Structures – Shell Structures. Using materials with functional properties and aesthetic qualities and using finishing techniques suitable for the product they are creating to make a 3d model of a famous landmark.</p>
<p>Science</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from a sound 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. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>States of Matter 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>	<p>Animals, including humans 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 Living things and their habitats. 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</p>	<p>Electricity 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>

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RE	Sacred texts Judaism Islam Hinduism Sikhism	The Bible Christianity	Prayer and special places Christianity Hinduism Judaism Islam Buddhism Sikhism	Christian belief about Jesus Christianity	The journey of life and death Christianity Judaism Hinduism Buddhism Islam Sikhism	
Music	Mamma Mia- Pop. ABBA's music. Understanding the structure of a song.	Glockenspiel 2- mixed styles. Exploring and developing playing skills using the glockenspiel. Learning to read and play the notes C, D, E, F and G.	Stop- Grime. Writing lyrics linked to a theme.	Lean on Me- Gospel. Soul/Gospel music and helping one another.	Blackbird- The Beatles/ Pop. The Beatles, equality and civil rights. Identifying themes within a piece.	Reflect, Rewind & Replay- Classical. The history of music, look back and consolidate your learning, learn some of the language of music.
Physical Education	Tag Rugby Send and receive a ball under pressure in a game. Dummy pass accurately, Pass and create an overlap. Compete in a game of Tag Rugby.	Gymnastics Perform with control and poise, Compose a sequence with a partner, Show contrasting dynamics, Perform at a high standard. Dodgeball Develop dodging technique, Demonstrate attacking techniques,	Swimming	Dance Show good timing posture and extension, Show use of canon, Perform, review and improve a finished piece.	Athletics Combine sprinting with low hurdles, Sustain performance, Replicate techniques.	

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		Officiate a game effectively.				
Computing	<p>iData To sort record cards using field names. To understand that information can be stored as numbers, text and choices (e.g. yes/no). To understand that storing information in an organised way helps answer questions. To search a database to answer questions. To use the information in a database to create a simple chart.</p>	<p>iProgram (Repetition & Forever Loops) To understand that a program is a sequence of statements written in a programming language. To program a sequence of statements. To program an object to move and draw. To understand that commands and actions can be programmed to be executed depending upon whether a condition is true or not. To combine repetition and conditional statements in a program.</p>	<p>Sphero Robotics Control a robot by using an app to make it move. Control a robot with accuracy. To program a sequence of instructions that are repeated. To design an algorithm, write a computer program, test and debug. To plan and program precise movements and colour changes.</p>	<p>iMovie Use photos, video and sound to create an atmosphere when presenting to different audiences. Change the appearance of text to increase its effectiveness. Create, modify and present documents for a particular purpose and audience.</p>	<p>iMail To understand that messages can be used to communicate over distance a number of ways. To understand how email travels and how to retrieve it. To send and reply to emails. To attach a file to an email. To understand the advantages of attaching files to emails. To use email to communicate ideas.</p>	<p>(STEAM activity) Microbits To build electrical circuits and test materials. Explore selection and flowchart algorithms. Tinkering with inputs on the microbit. Electrical conductivity testing with the microbit Review and evaluate results.</p>
MFL	<p>Descriptions of hair and eyes (I) Big green monster story Brothers and sisters 1 – 39 (add/subtract, odds/evens, double/halve) School subjects + simple opinions Time – on hr + ½ past 1 – 20 (R/W) Alphabet linked to Christmas</p>		<p>Weather Linked with months + seasons X10 – 60 (RRP) Animals and habitats Gruffalo story 1 – 69 (Forwards/backwards, add/subtract)</p>		<p>Sports 2 Opinions and simple justifications Favourite sport [I do/ I play] 'Sophie the sporty one' story Recycle days and seasons 1 – 69 (odds/evens, double/halve) Cold drinks for a picnic [+milkshake flavours. Sandwich fillings/ice cream flavours</p>	

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Safe Messages			Euros. 1 – 69 (all operations)
	Using tools correctly and safely.	Food hygiene and creating food safely.,	Understanding the dangers of Electricity.

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