



Year 4 Long Term Plans 2020-21

Autumn	Spring	Summer
English 		
<p>Text: Aladdin and the Enchanted Lamp – Phillip Pullman.</p> <p>Information texts about Ancient Civilisations</p> <p>Pixar short: The Blue Umbrella</p> <p>Texts: The Gruffalo and Fantastic Mr. Fox (Playscripts)</p> <p>Reading focus text: The Hodgeheg – Dick King-Smith</p> <p>Reading focus text: The Twits: Plays for Children – Roald Dahl</p> <p>ASSESSMENT PIECES FOR PORTFOLIOS:</p> <ul style="list-style-type: none"> • Non-Chronological report – Ancient Civilisations • Playscript 	<p>Text: The Promise - Nicola Davies</p> <p>Text: The Lost Thing - Shaun Tan</p> <p>Text: Charlie and the Chocolate Factory – Roald Dahl</p> <p>Reading focus text: There’s a Pharaoh in our bath! – Jeremy Strong</p> <p>Reading focus text: The Barefoot Book of Earth Poems - Judith Nicholls</p> <p>ASSESSMENT PIECES FOR PORTFOLIOS:</p> <ul style="list-style-type: none"> • Narrative – The Promise (alternative ending) • Narrative – The Lost Thing (character/setting adaptation) 	<p>Text: The Orchard Book of Greek Myths - Geraldine McCaughrean</p> <p>Text: Greek Myths – Marcia Williams</p> <p>Non-fiction examples of holiday brochures (persuasive writing)</p> <p>Text: The Iron Man – Ted Hughes</p> <p>Reading focus text: Percy Jackson and the Lightning Thief - Rick Riordan</p> <p>ASSESSMENT PIECES FOR PORTFOLIOS:</p> <ul style="list-style-type: none"> • Persuasive writing – holiday brochure • Narrative – Greek-style myth

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Maths 		
<ul style="list-style-type: none">• Place Value (4 weeks)• Addition & subtraction (3 weeks)• Length & perimeter (1 week)• Multiplication & division (3 weeks)• Consolidation (1 week)	<ul style="list-style-type: none">• Multiplication & division including multiplication and division facts for the 3, 4, and 8 multiplication tables (3 weeks)• Area (1 week)• Fractions (4 weeks)• Decimals (3 weeks)• Consolidation (1 week)	<ul style="list-style-type: none">• Decimals (2 weeks)• Money (2 weeks)• Time (1 week)• Statistics (2 weeks)• Properties of shape (3 weeks)• Position & direction (1 week)• Consolidation (1 week)

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Science		
<p><u>Autumn 1 – Animals and Humans</u> <u>Developing Experts Block 4</u></p> <ul style="list-style-type: none"> • Children will describe the simple functions of the basic parts of the digestive system in humans. • They will also identify the different types of teeth in humans and their simple functions. • They will construct and interpret a variety of food chains, identifying producers, predators and prey. • Children will learn about the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Children will compare the teeth of carnivores and herbivores, and suggest reasons for differences; finding out what damages teeth and how to look after them. • They will draw and discuss their ideas about the digestive system and compare them with models or images. <p><u>Autumn 2 – Sound</u> <u>Developing Experts Block 2</u></p>	<p><u>Spring 1 – Electricity</u> <u>Developing Experts Block 1</u></p> <ul style="list-style-type: none"> • Children will learn about common appliances that run on electricity and construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • They will also 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. • Children will be taught the skills of how to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • They will also be able to recognise some common conductors and insulators, and associate metals with being good conductors. • Throughout investigations, children will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. • Children will draw the circuit as a pictorial representation. • Children will learn about the precautions for working safely with electricity. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Children will observe patterns, for example, 	<p><u>Summer 1 – Living Things in the Environment: Habitats</u> <u>Developing Experts Block 5</u></p> <p><u>Summer 2 – Living Things in the Environment: Environment and Changes</u> <u>Developing Experts Block 6</u></p> <ul style="list-style-type: none"> • Children will be taught how to recognise that living things can be grouped in a variety of ways. • They will also explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • They will recognise that environments can change and that this can sometimes pose dangers to living things. • Children will also identify how the habitat changes throughout the year. • Children will also be given the opportunity to explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. • Children will learn to sort vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. • Children will explore examples of human

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<ul style="list-style-type: none"> • Children will identify how sounds are made, associating some of them with something vibrating. • They will also recognise that vibrations from sounds travel through a medium to the ear. • They will be given opportunities to find patterns between the pitch of a sound and features of the object that produced it. • They will find patterns between the volume of a sound and the strength of the vibrations that produced it. • They will also be taught how to recognise that sounds get fainter as the distance from the sound source increases. • They will also find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Children will explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways. • They will make measurements using data loggers. • They will draw simple conclusions 	<p>that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can, and some cannot be used to connect across a gap in a circuit.</p> <ul style="list-style-type: none"> • They will present data in a variety of ways to answer questions. • They will draw simple conclusions. • They will make measurements using data loggers. <p><u>Spring 2 – States of Matter</u> <u>Developing Experts Block 3</u></p> <ul style="list-style-type: none"> • Children will be taught how to compare and group materials together, according to whether they are solids, liquids or gases. • Children will 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). • They will also be given opportunities to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • When carrying out investigations, children will explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). • When investigating states of matter, children will observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. 	<p>impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Children will use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. • Children will use and make simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. • They will use fieldwork to explore the human impact on the local environment, and use secondary sources to find out about human impact (positive & negative) on environments.
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Working Scientifically

- Children will be given the opportunity to group and classify a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).
- They will research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.
- They will also observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing, drying or snowmen melting.
- Children will be able to report findings from enquiries using written or oral presentations.

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Computing		
<p><u>E-safety online reputation and online bullying</u></p> <ul style="list-style-type: none"> • Describe rules on how to behave online and identifying technologies where bullying may take place. • Describe how others can find information about yourself. <p>Multimedia – word and keynote</p>	<p><u>E-safety health and well-being</u></p> <ul style="list-style-type: none"> • Explain how using tech can distract from other things that should be getting done. • To suggest strategies to help limit time spent on tech. <p>Data and digital literacy – pages and numbers</p> <p>Multimedia – iMovie and garage band</p>	<p><u>E-safety privacy and security</u></p> <ul style="list-style-type: none"> • Explain why information should only be shared with chosen people who are trusted and to be able to create strategies for making passwords and keeping them safe. <p>Programming using block coding ‘Pyonkee’</p>
<p><u>Key Vocabulary:</u> CEOP, protect, online safety, sharing, report, online gaming, apps, download, upload, respect, world wide web</p>	<p><u>Key Vocabulary:</u> presenting, photos, video, graphics, podcast, save, modify, spellchecker, constructive feedback, refine, appearance</p>	<p><u>Key Vocabulary:</u> resource, internet, device, world, wide web, clipart, hyperlink, secure, research</p>


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History		
<p><u>Autumn 1 – Ancient Civilisations</u></p> <ul style="list-style-type: none"> • I am learning about the features and achievements of the earliest ancient civilisation and where and when they appeared, including Ancient Sumer, Indus Valley and The Shang Dynasty. • I can summarise the main events and explain the order in which they happened and identify how they fit into a chronological framework. • I can make comparisons between different times in history and different historical events. • I will compare and contrast these periods, identifying the particular strengths of each one and drawing on parallels between them. <p style="text-align: center;"><i>CONCEPT: Belonging, Consequences</i></p>	<p><u>Spring 1 – Ancient Egypt</u></p> <ul style="list-style-type: none"> • I am learning in detail about the civilisation of Ancient Egypt, so that I can identify some historically significant people and suggest reasons why they acted in the way that they did, i.e. Pharaohs. • I will use important terminology and vocabulary about Ancient Egyptian culture and beliefs (slavery), religion and their rituals (mummification) etc. <p style="text-align: center;"><i>CONCEPT: Loyalty, Power, Faith</i></p>	<p><u>Summer 1 – Ancient Greece</u></p> <ul style="list-style-type: none"> • I am learning about Ancient Greece because many of its ideas impacted on the western world that I now inhabit, i.e. legacy, theatre, language, democracy and artefacts. • I will learn about why wars started and their impact, i.e. Athens and Sparta. • I can express opinions about the people I have studied, i.e. Alexander the Great and create a timeline of important events and dates. • I can list the consequences in events and summarise what Britain has learnt from this civilisation. <p style="text-align: center;"><i>CONCEPT: Democracy, Influence</i></p>
<p><u>KEY VOCABULARY:</u> earliest, ancient, civilisation, Sumer, Indus Valley, Shang Dynasty, chronological, comparison, contrast, beliefs, Emperor, non-European, primary source, secondary source, explore, dynasty, recount.</p>	<p><u>KEY VOCABULARY:</u> ancient, Pharaohs, culture, beliefs, primary source, secondary source, slavery, mummification, ritual, pyramid.</p>	<p><u>KEY VOCABULARY:</u> ancient, western world, legacy, language, democracy, artefact, impact, timeline, Athens, Sparta, war, armies, politics, state, debate, citizen, cause, effect, consequence, military, philosophy.</p>

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Geography		
<p><u>Autumn 2 – Non-European Country Study: China</u></p> <ul style="list-style-type: none"> I am learning about China and where it is situated within Asia and link it to other countries and learning that I have studied. I will know that China is in East Asia and is the world’s most populous country, with around 1.4 billion people. I can compare a large city to my own town and describe the physical and human features of China. I can explain why people have chosen to live in China. I will look at tourism and locate the key tourist destinations of China. I will be able to create a map that shows the locations of all the above features, including adding appropriate descriptions and pictures. <p style="text-align: center;"><i>CONCEPTS: Community, Tradition</i></p>	<p><u>Spring 2 – Rivers</u></p> <ul style="list-style-type: none"> I am learning about rivers and I can name and locate the main rivers in the UK, particularly in the North West of England. I know the physical features/geography of rivers and the water cycle. I can name and locate some of the main rivers around the world, identifying the countries that they are located in. I will carry out a field work trip in the local area to look at water sources (Mill Dam). I can answer questions about the place, sketch maps and take photographs of the place we are studying. I can create a map of the local area and use basic symbols to identify key places and features. <p style="text-align: center;"><i>CONCEPTS: Community</i></p>	<p><u>Summer 2 – European Country Study: Greece</u></p> <ul style="list-style-type: none"> I am learning about Greece and where it is situated in Europe. I can explain how Greece has changed over time. I can locate other EU countries around Greece and their location to the UK. I will use maps, globes and digital mapping to focus on, and identify, the key physical and human characteristics, countries, and major cities in the areas that I am studying. I will be able to understand geographical similarities and differences, both human and physical of the area under study. This will include the types of settlements (i.e. rural, semi-rural, urban etc.). I can use symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the wider world. <p style="text-align: center;"><i>CONCEPTS: Reform, Tradition</i></p>
<p><u>KEY VOCABULARY:</u> China, Asia, Beijing, Shanghai, Chengdu, Forbidden City, Great Wall of China, skyscrapers, terracotta army, giant pandas, Zhangjiajie National Forest Park, population, tourism, location, Google Earth, images, destination.</p>	<p><u>KEY VOCABULARY:</u> rivers, Thames, Severn, Mersey, Dee, Tyne, Ribble, atmosphere, cloud, precipitation, condensation, water cycle, dam, water source, Amazon, Nile, Danube, Mississippi, Ganges, Yangtze, Zambezi.</p>	<p><u>KEY VOCABULARY:</u> Greece, Europe, continent, significance, characteristics, mapping, EU, European Union, similarities, differences, rural, semi-rural, urban, settlement, Athens, Aegean Sea, islands, Mediterranean, mountainous, coast line, temperatures, culture, tourism.</p>

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PSHE 		
<p><u>Autumn 1 – Being me in my world</u></p> <ul style="list-style-type: none"> Learners will understand their role within the school community and the roles of others. Learners will develop a greater understanding of democracy and the role this plays within our school, and particularly our school council. Learners will understand how democracy works and how having a voice within school benefits the whole school community. They will reflect on how their actions affect themselves and others. They will reflect on group decision making. They will reflect on what motivates behaviour. 	<p><u>Spring 1 – Dreams and goals</u></p> <ul style="list-style-type: none"> Learners will reflect on their hopes and dreams and how it feels to have a dream. Children will also reflect on how disappointment feels and how focusing on positive and happy experiences can help them to manage disappointment and change. Learners will know what it means to be resilient and have a positive attitude, and how they can adapt and make new plans when faced with challenge. They will reflect on making positive group contributions and celebrating these contributions. 	<p><u>Summer 1 – Relationships</u></p> <ul style="list-style-type: none"> Learners will reflect on relationships that they have both close and distant and what they contribute to each of them. Learners will reflect on people they love and how it can feel when they lose something or someone they love. They will discuss memories and how we can remember people that we no longer see. Learners will discuss how opinions are different and how we can express and respect our opinions. They will discuss animal rights and reflect on differing views. Children will reflect on special pets and how they feel when they lose a pet and how they can celebrate special things about their pet. They will reflect on how they can show appreciation to people and animals. They will reflect on getting on and falling out. They will reflect on relationships between girlfriends and boyfriends.
<p><u>Autumn 2 – Celebrating Difference</u></p> <ul style="list-style-type: none"> Learners will discuss how people can make assumptions about people based on what they look like. Learners will reflect on how sometimes it can be hard to spot bullying and what they can do if they think it is happening, but they are not sure. Learners will reflect on their own physical appearance and respect what makes them special and unique. They will reflect on judging others by their appearance and first impressions. Learners will be able to explain why it is good to accept people for who they are by identifying how special and unique everyone is. 	<p><u>Spring 2 – Healthy Me</u></p> <ul style="list-style-type: none"> Learners will reflect on their friendships and how the actions of other can make them feel embarrassed, hurt or inadequate and how they can manage these feelings. Learners will reflect on group dynamics and how people will take on different roles within a group e.g. a leader. Learners will reflect on smoking and alcohol, the impact it has on our body and some of the reasons people begin to smoke and drink alcohol. They will reflect on how they can act from 	<p><u>Summer 2 – Changing Me</u></p> <ul style="list-style-type: none"> Learners will reflect on characteristics


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	<p>pressure from others.</p> <ul style="list-style-type: none"> Learners will celebrate their inner strength and reflect on their understanding of right and wrong. 	<p>they have inherited from their parents.</p> <ul style="list-style-type: none"> Learners will correctly label the internal and external body parts that are necessary for reproduction. They will gain understanding of how a female's body changes to enable them to have babies and that menstruation is a natural part of this. Learners will look at changes that have happened and they will reflect on positively accepting change when it is out of their control and how to manage feelings that may arise due to change.
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Religious Education - (Lancashire SACRE)		
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<p><u>Key Question: How should we live our lives?</u></p> <p><u>Autumn 1 – Hindu dharma</u></p> <p>What might a Hindu learn through celebrating Diwali?</p> <p>Taught elements: Vishnu, Rama and Sita, Diwali</p> <p><u>Autumn 2 – Christianity (God)</u></p> <p>How and why might Christians use the Bible?</p> <p>Taught elements: The Bible, Christian life – guided by wisdom, teachings and authority</p>	<p><u>Key Question: How should we live our lives?</u></p> <p><u>Spring 1 – Sikhism</u></p> <p>How do Sikhs express their beliefs and values?</p> <p>Taught elements: the 5 Ks, equality, the Gurdwara</p> <p><u>Spring 2 – Christianity (Jesus)</u></p> <p>Is sacrifice an important part of religious life?</p> <p>Taught elements: Jesus in the wilderness, Lent, Sacrifice</p>	<p><u>Key Question: How should we live our lives?</u></p> <p><u>Summer 1 – Islam</u></p> <p>Why do Muslims fast during Ramadan?</p> <p>Taught elements: The Five Pillars of Islam, Ramadan</p> <p><u>Summer 2 – Christianity (Church)</u></p> <p>If life is a journey, what's the destination?</p> <p>Taught elements: parables, love for all</p>
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P.E.		
<p><u>Autumn 1</u></p> <p>Swimming Dance – topic based</p> <p><u>Autumn 2</u></p> <p>Swimming Gym – body awareness, jumping, travelling, bridges</p>	<p><u>Spring 1</u></p> <p>Invasion game – tag rugby N/W game – Volleyball</p> <p><u>Spring 2</u></p> <p>Dance – topic based OAA – problem solving/Orienteering</p>	<p><u>Summer 1</u></p> <p>Invasion game – Netball Athletics – Field</p> <p><u>Summer 2</u></p> <p>S/F game – Rounders Athletics – Track</p>
Music (Charanga) 		
<p><u>Autumn 1 – Mamma Mia</u></p> <p>Skills Performing and Singing: I can improvise using repeated patterns. Appraising: I can start to identify the character of a piece of music.</p> <p>Style - ABBA</p> <p><u>Autumn 2 – Stop!/Christmas Carols</u></p> <p>Skills Performing and Singing: I can maintain a part in a group, showing awareness of others. Appraising: I can describe and identify the different purposes of music.</p> <p>Style - Grime, Rap, Bhangra, Tango, Latin Fusion, Christmas</p>	<p><u>Spring 1 - Glockenspiel Stage 2</u></p> <p>Skills Pulse: I can keep a steady pulse in 2/4, 3/4 and 4/4 time on a tuned instrument. Melody: I can perform from and compose using at least 5 pitched notes. Composing and Improvising: I can notate composition ideas and begin to use the stave to record my performance.</p> <p>Style – Learn to play the Glockenspiel</p> <p><u>Spring 2 - Lean on Me</u></p> <p>Skills Composing and Improvising: I can compose a short song (lyrics and melody) and perform (Garageband). Composing and Improvising: I can use basic rhythmic notation to transcribe ideas (crotchet, minim, semibreve).</p> <p>Style – Gospel</p>	<p><u>Summer 1: Blackbird</u></p> <p>Skills Appraising: I can explain the place of silence and say what effect it has. Rhythm: I can perform pieces with at least 2 rhythms happening together. Performing and Singing: I can rhythmically perform a simple part, including rests.</p> <p>Style – Pop, Rock</p> <p><u>Summer 2 – Reflect, Rewind, Replay</u></p> <p>Consolidate the taught skills from Year 4.</p>

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Art		
<p>Artist - Piet Mondrian</p> <ul style="list-style-type: none"> • Use of tessellation to create interesting repeating patterns. • Creating computer generated drawings using ICT software. • Observe the use of colours in famous artists' work. • Using sketchbooks for recording various printing ideas, textures and styles. • <u>Accurate drawings of whole people including proportion and placement - DISCRETE</u> 	<p>Artist - William Morris</p> <ul style="list-style-type: none"> • Identify and draw the effect of light, scale and proportion on various stimuli. • Work on a variety of scales using viewfinders to create a closer effect. • Colour mixing and matching whilst developing a knowledge of tint, tone and shade. • Choosing suitable materials for a range of colour mixing opportunities. • <u>Explore, sketch and develop man made and environmental patterns. - DISCRETE</u> 	<p>Artist – Gaudi</p> <ul style="list-style-type: none"> • Observing the use of colour to display and signify mood and emotion. • Using sketchbooks for recording various printing ideas, textures and styles. • Modify and adapt print to reflect man-made patterns and artists' work.
Design Technology		
<p>DT Strand: Cooking & Nutrition/Texture</p> <ul style="list-style-type: none"> • Create a healthy series of dishes using various cooking techniques such as baking. • Use a wider variety of stitches to create pattern and join simple textiles. • Observation and design of textural art. 	<p>DT Strand: Form</p> <ul style="list-style-type: none"> • Analyse and interpret environmental and man-made patterns of construction. • Discuss and record own work and the work of other famous sculptors. 	<p>DT Strand: Texture/Form</p> <ul style="list-style-type: none"> • Create products for purpose using GEARS and PULLEYS to create movement and transfer media. • Compare different fabrics and materials and discuss their most appropriate uses.

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MFL – French (Primary Languages Network VLE: Stage 2)		
		Primary Languages Network VLE
<p><i>Revision: numbers 1-20, days, months, colours</i></p> <p>All About Me – asking and answering questions about myself, greetings, where I live, simple conversations</p> <p>School – classroom instructions, rooms around school, classroom objects</p> <p>Age – asking how old someone is and saying how old you are</p> <p>City focus – Bordeaux, shopping in a town Christmas</p>	<p><i>Revision: months of the year, animals</i></p> <p>Family – naming and talking about family members</p> <p>The Human Body – parts of the face, parts of the body, movement verbs, singing heads, shoulders, knees and toes.</p>	<p><i>Revision: Body parts and animals</i></p> <p>Illnesses – saying you don't feel well, explain what is wrong/what hurts</p> <p>Animals – jungle animals, mythical creatures</p> <p>Weather – types of weather, seasons Ice cream flavours</p>