

## Year 4 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question:	<p style="text-align: center;"><b><u>What happens to the food we eat?</u></b>  <b><u>Why is the sound we make is enjoyed by so many?</u></b>  <b><u>How could we cope without electricity for a day?</u></b></p>		<p style="text-align: center;"><b><u>Where would you chose to build a city?</u></b>  <b><u>Why is Exeter such a cool place to live?</u></b>  <b><u>How would we survive without water?</u></b>  <b><u>Why were the Romans so powerful and what did we learn from them?</u></b></p>		<p style="text-align: center;"><b><u>Which wild animals and plants Thrive in your locality?</u></b>  <b><u>How can we rediscover the wonder of Ancient Egypt?</u></b></p>	
Babcock English Text						
Cross curricular English	The incredible Book Eating Boy	The Pied Piper of Hamelin (Michael Morpurgo) Poetry – The Pied Piper of Hamelin (Robert Browning)	The Iron Man	Kensuke’s Kingdom Exploring poetic form Roman non fiction books.	Fox	The time travelling cat
White Rose Maths						
Cross curricular Maths	Data handling (Food Types) Measures & Data handling (Sounds, distances) Money (Cost of electricity)		Properties of shape (Settlements) Measures (Heights of buildings) Length (European rivers) Statistics (Population numbers)	Temperature Timelines	Classification of animals (statistic and data handling)	Timelines
Science	Animals including humans Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? Can they make accurate measurements using standard units? Can they explain their findings in different ways (display, presentation, writing)? Can they make a prediction based on something they have found out? Can they record and present what they have found using scientific language, drawings, labeled diagrams, bar charts and tables? Can they identify and name the basic parts of the human digestive system? Can they describe the function of the organs of the human digestive system? Can they identify the simple function of different types of human teeth? Can they compare the teeth of herbivores and carnivores Can they explain what a simple food chain shows?		States of matter Can they set up a simple fair test to make comparisons? Can they plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion? Can they compare and group materials based on their states of matter, ie, liquid, solid or gas? Can they explain what happens to materials when they are heated or cooled? Can they measure the temperature at which different materials change state? Can they use measurements to explain changes to the state of water? Can they link changes of state to the water cycle? Can they plan and carry out an investigation by controlling variables fairly and accurately?		All living things Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? Can they make accurate measurements using standard units? Can they explain their findings in different ways (display, presentation, writing)? Can they find any patterns in their evidence or measurements? Can they make a prediction based on something they have found out? Can they record and present what they have found using scientific language, drawings, labeled diagrams, bar charts and tables? Can they use a classification key to group a variety of living things? (plants, vertebrates, invertebrates) Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)	

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	<p>Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?</p> <p>Can they report findings from investigations through written explanations and conclusions?</p> <p>Can they use a graph or diagram to answer scientific questions?</p> <p>Electricity</p> <p>Can they set up a simple fair test to make comparisons?</p> <p>Can they plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated?</p> <p>Can they suggest improvements and predictions?</p> <p>Can they decide which information needs to be collected and decide which is the best way for collecting it?</p> <p>Can they use their findings to draw a simple conclusion?</p> <p>Can they explain how electricity is useful to us?</p> <p>Can they construct a simple circuit?</p> <p>Can they explain what a conductor is and test materials for conductivity?</p> <p>Can they explain closed and open circuits?</p> <p>Can they construct a circuit with a switch?</p> <p>Can they recognise some common conductors and insulators?</p> <p>Sound</p> <p>Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?</p> <p>Can they make accurate measurements using standard units?</p> <p>Can they explain their findings in different ways (display, presentation, writing)?</p> <p>Can they find any patterns in their evidence or measurements?</p> <p>Can they make a prediction based on something they have found out?</p> <p>Can they record and present what they have found using scientific language, drawings, labeled diagrams, bar charts, keys and tables?</p> <p>Can they describe a range of sounds and explain how they are made?</p> <p>Can they compare sources of sound and explain how the sounds differ?</p> <p>Can they explain how to change a sound (louder/softer)?</p> <p>Can they describe and explain how a sound travels from a source to our ears?</p> <p>Can they explain what happens to sound as it travels away from its source?</p> <p>Can they explain how you could change the pitch of a sound?</p>	<p>Can they use test results to make further predictions and set up further comparative tests?</p> <p>Can they group and classify a variety of materials according to the impact of temperature on them?</p> <p>Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?</p> <p>Can they relate temperature to change of state of materials?</p>	<p>Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)</p> <p>The major organs of the human body – linked to Egyptians.</p>
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	<p>Can they investigate how different materials can affect the pitch and volume of sounds?</p>		
<p>History/Geography</p>	<p>How has our diet changed over time?</p>	<p>How has the national grid changed over the years?</p>	<p>Geographical enquiry            Can they carry out a survey to discover features of cities and villages?            Can they find the same place on a globe and in an atlas?            Can they label the same features on an aerial photograph as on a map?            Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?            Can they carry out a survey to discover features of cities and villages?            Can they find the same place on a globe and in an atlas?            Can they label the same features on an aerial photograph as on a map?            Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?</p> <p>Physical Geography            Can they describe the main features of a wellknown city?            Can they describe the main features of a village?            Can they describe the main physical differences between cities and villages?            Can they use appropriate symbols to represent different physical features on a map?            Can they describe the main features of a wellknown city?            Can they describe the main features of a village?            Can they describe the main physical differences between cities and villages?            Can they use appropriate symbols to represent different physical features on a map?</p> <p>Human Geography            Can they explain why people are attracted to live in cities?            Can they explain why people may choose to live in a village rather than a city?            Can they explain how a locality has changed over time with reference to human features?            Can they find different views about an environmental issue? What is their view?            Can they explain why people are attracted to live in cities?</p> <p>•Can they say what they like about their locality?            • Can they sort things they like and don't like?            • Can they answer some questions using different resources, such as books, the internet and atlases?            • Can they think of a few relevant questions to ask about a locality?            •Can they identify the four countries making up the United Kingdom?            • Can they name some of the main towns and cities in the United Kingdom?</p> <p>History            Chronological understanding            Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show a range of information, such as, periods of history? • Can they use their mathematical skills to work exact time scales and differences as need be?            Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Knowledge and interpretation            Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Do they appreciate that significant events in history have helped shape the country we have today?            Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at?</p> <p>Historical enquiry            Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p>

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			<p>Can they explain why people may choose to live in a village rather than a city?          Can they explain how a locality has changed over time with reference to human features?          Can they find different views about an environmental issue? What is their view?          Can they suggest different ways that a locality could be changed and improved?</p> <p>Geographical Knowledge          Do they know the difference between the British Isles, Great Britain and UK?          Do they know the countries that make up the European Union?          Can they name up to six cities in the UK and locate them on a map?          Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?          Do they know the difference between the British Isles, Great Britain and UK?          Can they name up to six cities in the UK and locate them on a map?          Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</p> <p>Challenge          Can they give accurate measurements between 2 given places within the UK?          Can they explain how a locality has changed over time with reference to physical features?          Can they explain how people are trying to manage their environment?</p> <p>HISTORY          Chronological understanding          Can they plot recent history on a timeline using centuries?          Can they place periods of history on a timeline showing periods of time?          Can they use their mathematical skills to round up time differences into centuries and decades?          Can they use their mathematical skills to help them work out the time differences between certain major events in history?          Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p>	<p>Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p>
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			<p>Knowledge and interpretation</p> <p>Can they explain how events from the past have helped shape our lives?</p> <p>Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>Do they appreciate that the food people ate was different because of the availability of different sources of food?</p> <p>Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</p> <p>Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</p> <p>Historical enquiry</p> <p>Can they research two versions of an event and say how they differ?</p> <p>Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p> <p>Can they give more than one reason to support an historical argument?</p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p> <p>Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>	
<p>Computing</p>	<p>e-safety</p> <p>Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content.</p> <p>Explain the possible consequences of submitting personal information on line.</p> <p>Ensure information submitted online is only accessed by the people they trust.</p>		<p>Computer Science</p> <p>Understand and explore different game genres and what makes a good game.</p> <p>Understand that games, apps and web content are made of code.</p> <p>Debug existing code to improve it. Design and code a simple game.</p> <p>Use selection in their coding.</p> <p>Transfer existing coding skills between applications.</p>	<p>Data Handling</p> <p>Represent data in a database using appropriate data types.</p> <p>Turn questions into search criteria and use database tools to find answers.</p> <p>Use a spreadsheet to enter data and perform simple calculations.</p> <p>Convert data in a spreadsheet into different graph types for different purposes.</p>

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	<p>Identify the similarities and differences of virtual and real world communications to develop an understanding of positive online communication.</p> <p>Use strong passwords for all online accounts and devices.</p>	<p>Media</p> <p>Capture appropriate, quality still and moving images.</p> <p>Develop an understanding of differing film shots and their effective use.</p> <p>Create a 2D plan view using basic shapes.</p> <p>Plan, create and edit an animation, film or slideshow.</p> <p>Compose, combine and refine music or sounds.</p> <p>Identify features of good digital creation design.</p> <p>Collect, create and insert appropriate (fit for purpose) graphics and sound files to create a multimedia presentation.</p>	<p>Change elements of a spreadsheet and understand the effects on other calculations.</p>			
<p>E- Safety</p>	<p>E-Safeguarding curriculum taught at the start of each term, embedded throughout the year.</p>					
<p>PSHE</p>	<p><b>Feeling good</b></p> <p>Appreciate home and school values.</p> <p>Make 'I' Statements about their interests and feelings.</p> <p>Express positive things about themselves and others</p> <p>Recognise and be sensitive to the needs and feelings of others.</p> <p>Clarify what is important to them</p> <p>Form reasoned opinions.</p>	<p><b>Keeping healthy</b></p> <p>Accept responsibility for personal cleanliness.</p> <p>Handle food safely.</p> <p>Know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used.</p> <p>Know about different cultural practices in health and hygiene.</p> <p>Understand the important and beneficial role which drugs have played in society.</p> <p>Know some of the options open to them in developing a healthy lifestyle now and in the future.</p> <p>Know about the positive effects of exercise.</p>	<p><b>Changes in families</b></p> <p>Develop understanding of different types of relationships and families</p> <p>Understand what families are, and what members expect of each other</p> <p>Know the different changes that take place in human life</p> <p>Develop skills needed for relationships such as listening, supporting, showing care</p>	<p><b>Ups and downs in relationships</b></p> <p>Know that there are many different patterns of friendship</p> <p>Understand the meaning of friendship and loyalty</p> <p>Be able to be honest</p> <p>Know where to get help in school and through helplines when facing problems</p>	<p><b>Keeping safe outside school</b></p> <p>Identify hazards from substances at home and at school</p> <p>Know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco</p> <p>Have some understanding of the effects of these drugs and associated risks and some of the costs to society of drug misuse</p> <p>Think about risks and hazards in the environment and where to go for help</p> <p>Understand that it is wrong for children to be bullied or abused by other children or adults.</p>	<p><b>Looking ahead</b></p> <p>Look forward to new situations</p> <p>Assess positive things about themselves and set personal goals</p> <p>Record information about current events and choices they will make in the future</p> <p>Have realistic aspirations when target setting</p> <p>Think about financial implications of future needs and wants</p>

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Art	<p>Drawing</p> <p>Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</p>	<p>Studying great artists</p> <p>Using sound and music to create artwork based on the style of Kandinsky.</p>	<p>Drawing</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</p> <p>Painting</p> <p>Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling?</p> <p>Knowledge</p> <p>Can they experiment with different styles which artists have used? Can they explain art from other periods of history?</p> <p>Sketch books</p> <p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books?</p>	<p>How would Georgia O'Keefe have painted these plants?</p> <p>Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling? Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Can they produce a montage all about themselves? Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Hieroglyphics</p> <p>I can print onto different materials using at least four colours.</p>
<p>Use of ICT</p> <p>Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture?</p> <p>Knowledge</p> <p>• Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?</p>					
DT	<p>Can I make a model to show how the digestive system works?</p>	<p>Making sound proof earmuffs.</p> <p>Can we make a meal that does not require electricity to make?</p>	<p>Can I create a Skyscraper?</p> <p>Can I construct a bridge that opens and allows a ship to pass?</p> <p>Can you create a working model of Roman weaponry?</p>	<p>How can we recreate the wonder of the Pyramids?</p>	
<p>Can they come up with at least one idea about how to create their product? Do they take account of the ideas of others when designing? Can they produce a plan and explain it to others?</p> <p>Can they come up with at least one idea about how to create their product? Do they take account of the ideas of others when designing? Can they produce a plan and explain it to others?</p> <p>Can they come up with at least one idea about how to create their product? Do they take account of the ideas of others when designing? Can they suggest some improvements and say what was good and not so good about their original design? Can they tell if their finished product is going to be good quality?</p> <p>Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-bystep plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p>					

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	<p>Can they suggest some improvements and say what was good and not so good about their original design?          Can they tell if their finished product is going to be good quality?          Are they conscious the need to produce something that will be liked by others?          Can they show a good level of expertise when using a range of tools and equipment?</p>	<p>Can they suggest some improvements and say what was good and not so good about their original design?          Can they tell if their finished product is going to be good quality?          Are they conscious of the need to produce something that will be liked by others?          Can they show a good level of expertise when using a range of tools and equipment?          Have they thought of how they will check if their design is successful?          Can they begin to explain how they can improve their original design?          Can they evaluate their product, thinking of both its appearance and the way it works?          Food Technology:          Do they know what to do to be hygienic and safe?          Have they thought what they can do to present their product in an interesting way?          Using materials: Can they measure carefully so as to make sure they have not made mistakes?          How have they attempted to make their product strong?</p>	<p>Are they conscious of the need to produce something that will be liked by others?          Can they show a good level of expertise when using a range of tools and equipment?          Have they thought of how they will check if their design is successful?          Can they begin to explain how they can improve their original design?          Can they evaluate their product, thinking of both its appearance and the way it works?</p> <p>Stiff and flexible sheet materials          Can they measure carefully so as to make sure they have not made mistakes?          How have they attempted to make their product strong?</p> <p>Mouldable materials          Do they take time to consider how they could have made their idea better?          Do they work at their product even though their original idea might not have worked?</p> <p>Electrical and mechanical components          Can they add things to their circuits?</p>		<p>Can they explain why their finished product is going to be of good quality? • Can they use a range of tools and equipment expertly?          Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?</p> <p>Stiff and flexible sheet materials • Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose?</p>	
MFL	French Greetings, numbers, colours and family	French Pets, ourselves and Christmas	French Hobbies, questions, weather and holidays	Spanish Greetings, holidays and Easter	German Culture, feelings, days of the week, numbers, colours and family	
Music (Charanga)	What Caused that Raquet? Could you be the next x-factor star?		The Flying Dutchman overture (Wagner)		The Nutcrackers Suite Dance Chinoise (Tchaikovsky)	

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	<p>Can they explain the place of silence and say what effect it has?          Can they start to identify the character of a piece of music?          Can they describe and identify the different purposes of music?          Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?          Can they perform a simple part rhythmically?          Can they sing songs from memory with accurate pitch?          Can they improvise using repeated patterns?</p>	<p>I can explain why silence is often needed in music and explain what effect it has.          I can identify the character in a piece of music</p>	<p>I can identify the character in a piece of music I can use notation to record and interpret sequences of pitches</p>	
<p><b>Performing</b> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds?  <b>Composing</b> • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures?  <b>Appraising</b> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing?</p>				
RE				
PE	<p>Gymnastics  Dodgeball</p>	<p>Multiskills  Gymnastics</p>	<p>Dance  Can they respond imaginatively to a range of stimuli related to character and narrative?          Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?          Can they refine, repeat and remember dance phrases and dances?          Can they perform dances clearly and fluently?          Can they show sensitivity to the dance idea and the accompaniment?          Do they show a clear understanding of how to warm-up and cool-down safely?          Do they describe, interpret and evaluate dance, using appropriate language?          Challenging          Can they structure and vary longer dances?          Do they develop movement ideas for others?          Do they show a good sense of rhythm and style when performing?          Can they remember and perform a range of warm-up and cool-down activities?          Can they give reasons why physical activity is good for health?          Do they use a range of dance vocabulary to describe, interpret and evaluate dance?</p>	<p>Dance  Do they plan and perform dances confidently?          Can they compose motifs and plan dances creatively and collaboratively in groups?          Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?          Can they perform different styles of dance clearly and fluently?          Do they organise their own warm-up and cool-down exercises?          Do they show an understanding of safe exercising?          Can they recognise and comment on dances, showing an understanding of style?          Can they suggest ways to improve their own and other people's work?           Athletics          Kwik Cricket          Short Tennis</p>
<p><b>Acquiring and developing skills</b> • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care?</p>				
<p><b>Evaluating and improving</b> • Can they talk about what they have done?</p>				
<p><b>Health and fitness</b> • Can they describe what other people did? • Can they describe how their body feels before, during and after an activity?</p>				

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Global	Embedding Rights Respecting Action Plan.					
		Children in Need		Comic Relief World Book Day		
Outdoor Learning	Geocaching activities linked to the curriculum	Relating volume levels to audible distance Measuring area of playground.	Making outdoor skyscrapers Den building	Evaporation experiments using the sun	Bug hunting Pond Dipping Geo-caching	
Curriculum Enrichment	Harvest festival	Christmas Production			Picnic in the Park	