

| Long Term Year Plan<br>Year 4 |  |   |   |  |  |  |
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|                               | AT1  | AT2   | SP1   | SP2  | SU1  | SU2  |
| Science                       | <b>Living Things and their Habitats</b> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> | <b>Animals, including humans</b> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> | <b>What things are made of (States of matter)</b> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> | <b>Recap previous learning- including working scientifically</b> <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</li> </ul> | <b>Light and Sound (sounds)</b> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> | <b>Forces, Magnets and Electricity (Electricity)</b> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and</li> </ul> |

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|                             |   |  |   | <p>language, drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> <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> |   | associate metals with being good conductors.   |
| <b>Computing<br/>Year A</b> | <p><b>Year A:</b></p> <p><b>Word Processing Skills</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> </ul> | <p><b>Year A:</b></p> <p><b>Programming Turtle Logo and Scratch</b></p> <p><u>NC objectives:</u></p> | <p><b>Year A:</b></p> <p><b>Online safety</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise</li> </ul> | <p><b>Year A:</b></p> <p><b>Programming Turtle Logo</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific</li> </ul>  | <p><b>Year A:</b></p> <p><b>Photo stories</b></p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software on a range</li> </ul> | <p><b>Year A:</b></p> <p><b>Drawing and Desktop Publishing</b></p> <p><u>NC objectives:</u></p> <p>Select, use and combine a variety of software</p> |

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|  | <ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul> <p><b><u>E-safety focus:</u></b></p> <p><b><u>Accept:</u></b></p> <p>Discuss what/who the children should accept online.</p> | <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul> <p><b><u>E-safety focus:</u></b></p> <p><b><u>Reliable:</u></b></p> <p>Discuss how to know whether information is reliable.</p> | <p>acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <ul style="list-style-type: none"> <li>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p><b><u>E-safety focus:</u></b></p> <p><b><u>Safe:</u></b></p> <p>Discuss how to stay safe on the internet.</p> | <p>goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <ul style="list-style-type: none"> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul> <p><b><u>E-safety focus:</u></b></p> <p><b><u>Tell:</u></b></p> <p>Teach children what to do if they are unsure of anything or worried about anything online.</p> | <p>of digital devices that accomplish given goals</p> <p><b><u>E-safety focus:</u></b></p> <p><b><u>Meeting:</u></b></p> <p>Stranger danger and not meeting people in person</p> | <p>(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b><u>E-safety focus:</u></b></p> <p><b><u>SMART:</u></b></p> <p>Are you SMART on the internet/games? Children to assess their own actions and teacher to plan for any issues.</p> |
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| <b>RE</b>    | <b>Hinduism – Ganesh Chaturthi</b><br><br>Key questions:<br>Why are these words special?<br>Why are some places special?<br>How can faith contribute to community cohesion?<br>Why are sometimes special?<br>What can be learned from the lives of significant people of faith?<br>How do I and others feel about life and the universe around us?   | <b>Hinduism – Janmashtami</b><br><br>Key questions:<br>Why are these words special?<br>Why are some places special?<br>How can faith contribute to community cohesion?<br>Why are sometimes special?<br>What can be learned from the lives of significant people of faith?<br>How do I and others feel about life and the universe around us? | <b>Christianity – Lent</b><br><br>Key questions:<br>Why are these words special?<br>Why are some places special?<br>How can faith contribute to community cohesion?<br>Why are sometimes special?<br>What can be learned from the lives of significant people of faith?<br>How do I and others feel about life and the universe around us?   | <b>Judaism – Shabbat</b><br><br>Key questions:<br>Why are these words special?<br>Why are some places special?<br>How can faith contribute to community cohesion?<br>Why are sometimes special?<br>What can be learned from the lives of significant people of faith?<br>How do I and others feel about life and the universe around us? | <b>Islam – Hajj</b><br><br>Key questions:<br>Why are these words special?<br>Why are some places special?<br>How can faith contribute to community cohesion?<br>Why are sometimes special?<br>What can be learned from the lives of significant people of faith?<br>How do I and others feel about life and the universe around us?   | <b>Islam – Eid ul-Adha</b><br><br>Key questions:<br>Why are these words special?<br>Why are some places special?<br>How can faith contribute to community cohesion?<br>Why are sometimes special?<br>What can be learned from the lives of significant people of faith?<br>How do I and others feel about life and the universe around us? |
| <b>Music</b> | <b>Let Your Spirit Fly</b><br>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and | <b>N/A</b>  | <b>Three Little Birds</b><br>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a wide range | <b>N/A</b>   | <b>Bringing us Together</b><br>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and | <b>N/A</b>   |

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|           | understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music.  |   | of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music.   |  | understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music.  |   |
| <b>PE</b> | <p><b>Dance</b><br/>Pupils should develop flexibility, strength, technique, control and balance.<br/>Pupils should perform dances using a range of movement patterns.<br/>Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p><b>Gymnastics</b><br/>Pupils should develop flexibility, strength, technique, control and balance.<br/>Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p><b>Games – invasion e.g. football, netball, basketball etc.</b><br/>Pupils should use running, jumping, throwing and catching in isolation and in combination Pupils should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.<br/>Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p><b>Games – net and wall – tennis, badminton, volleyball.</b><br/>Pupils should use running, jumping, throwing and catching in isolation and in combination Pupils should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.<br/>Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p><b>Games – striking and fielding e.g. rounders, cricket.</b><br/>Pupils should use running, jumping, throwing and catching in isolation and in combination. Pupils should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.<br/>Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p><b>Athletics</b><br/><b>Outdoor and adventurous activities e.g. team building, orienteering, map skills.</b><br/>Pupils should use running, jumping, throwing and catching in isolation and in combination.<br/>Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.<br/>Pupils should develop flexibility, strength, technique, control and balance.<br/><br/>Pupils take part in outdoor and adventurous activity challenges both individually and within a team.</p> |

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| PSHCE | <b>Being Me in My World</b> <ul style="list-style-type: none"> <li>• Becoming a class team</li> <li>• Being a social citizen</li> <li>• Rights, responsibilities and democracy</li> <li>• Rewards and consequences</li> <li>• Learning charter</li> <li>• Owning the charter</li> </ul> | <b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>• Judging by appearances</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem solving</li> <li>• Special me</li> <li>• Celebrating difference-how we look</li> </ul> | <b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• Hope and dreams</li> <li>• Broken dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new dreams</li> <li>• Achieving goals</li> <li>• We did it!</li> </ul> | <b>Healthy me</b> <ul style="list-style-type: none"> <li>• My friends and me</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Healthy friendships</li> <li>• Inner strength and assertiveness</li> </ul> | <b>Relationships</b> <ul style="list-style-type: none"> <li>• Relationship web</li> <li>• Love and loss</li> <li>• Memories</li> <li>• Are animals special?</li> <li>• Special pets</li> <li>• Relationships with people and animals</li> </ul> | <b>Changing Me</b> <ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Puberty</li> <li>• Circles of change</li> <li>• Accepting change</li> <li>• Looking ahead</li> </ul> |
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