WILLIAM HILDYARD C OF E PRIMARY SCHOOL: YEAR 4 – LONG TERM PLAN

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| TERM 1 – Stone Age to Iron Age **-** Class 4 will explore Stone Age, Bronze Age & Iron Age. Children will develop some chronological sequence to this British history studies, this topic offers many great opportunities to explore two major historical concepts, change and continuity. This topic will allow the children to keep posing the all-important question; how can we possibly know what it was like so many years ago before man recorded his thoughts in writing. | TERM 2 – Stone Age to Iron Age **-** Class 4 will explore Stone Age, Bronze Age & Iron Age. Children will develop some chronological sequence to this British history studies, this topic offers many great opportunities to explore two major historical concepts, change and continuity. This topic will allow the children to keep posing the all-important question; how can we possibly know what it was like so many years ago before man recorded his thoughts in writing. | TERM 3 **–** ROAD TRIP USA **-** Class 4 will explore the United States of America by understanding the geographic magnitude of the country and importance of the people within it. The first term will focus more readily on the make-up of America and will home in on contrasting locations in terms of their physical features… |
| Geography   * Physical geography including: to understand the Stone Age landscape and how Stone Age people used their land. * Study human geography including: farming, food and water * Will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   RE   * Celebrations   History   * To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) * To use a timeline to place historical events in chronological order. * To use evidence to describe the clothes, way of life and actions of people in the past. * To describe the life of a Stone Age, Bronze Age and Iron Age person * To compare different life in pre-history with life today.   Art   * To create sketches to record their observations and use them to review and revisit ideas of popular landmarks from around the Stone Age to Iron Age * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.   ICT linked by way of research to topic area   * To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   Science: Electricity – linked to Famous People and the inventions connected to electrical appliances.   * To identify common appliances that run on electricity * To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * To 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 * 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 * To recognise some common conductors and insulators, and associate metals with being good conductors   D&T –   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   Music   * To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * To improvise and compose music for a range of purposes using the inter-related dimensions of music * To listen with attention to detail and recall sounds with increasing aural memory   Physical Education   * Gymnastics * Golf   Spanish   * To listen attentively to spoken language and show understanding by joining in and responding * To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | Geography   * Physical geography including: to understand the Stone Age landscape and how Stone Age people used their land. * Study human geography including: farming, food and water * Will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   RE   * Community (Hinduism)   Art   * To create sketches to record their observations and use them to review and revisit ideas of popular landmarks from around the Stone Age to Iron Age * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay   ICT – linked by way of research to topic area   * To 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 * To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content   Science: States of matter   * To compare and group materials together, according to whether they are solids, liquids or gases * To 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) * To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.   D&T: – Creation of a POP UP fact-file full of information about a Famous American of the child’s choice   * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]   Music:   * To use and understand staff and other musical notations * To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * To develop an understanding of the history of music.   Physical Education   * Basketball * Fitness.   Spanish   * To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * To appreciate stories, songs, poems and rhymes in the language | Geography (more geography units in these terms)   * USA - Locational knowledge - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * Understand geographical similarities and differences through the study of human and physical geography of North America * Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Study human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water * Will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (USA)   RE   * Community (Islam)   History   * To explore American history through the ages, including study on Martin Luther King and slavery in America. * To understand the impact of Independence on America and the rest of the world.   Art   * To create sketches to record their observations and use them to review and revisit ideas of popular landmarks from around the USA. * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay   Science - Animals, including humans linked to African animals…   * To describe the simple functions of the basic parts of the digestive system in humans * To identify the different types of teeth in humans and their simple functions * To construct and interpret a variety of food chains, identifying producers, predators and prey.   ICT – linked to topic research   * To 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 (Microsoft Excel learning)   D&T – creation of a ‘FREEDOM QUILT’ using a mix of materials and mediums   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   Music   * To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * To improvise and compose music for a range of purposes using the inter-related dimensions of music * To listen with attention to detail and recall sounds with increasing aural memory   Physical Education   * Dance * Tag Rugby   Spanish   * To listen attentively to spoken language and show understanding by joining in and responding |
| TERM 4 – Egypt and Africa -We will move on to explore modern day Egypt and draw comparisons of how the country has developed and changed. Our geography aspect will focus around tourism and its impact on society and physical features. | TERM 5 - Roman Britain - Children will investigate the happenings surrounding the Roman invasion of Britain. They will study the importance of key figures involved in the invasion, the impact the Romans had on Britain at that time and how modern Britain has been forever influenced by the Romans. | TERM 6 - Roman Britain - During this term children will take part in Forest Schools Learning on Roman and Celtic living and will be able to experience what existing at this time would be like. |
| Geography (more geography units in these terms)   * USA - Locational knowledge - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * Understand geographical similarities and differences through the study of human and physical geography of North America * Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Study human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water * Will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (USA)   RE   * Creation   History   * To explore American history through the ages, including study on Martin Luther King and slavery in America. * To understand the impact of Independence on America and the rest of the world.   Art   * To create sketches to record their observations and use them to review and revisit ideas of popular landmarks from around the USA. * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay   Science - Living things and their habitats linked to African habitats…   * To recognise that living things can be grouped in a variety of ways * To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * To recognise that environments can change and that this can sometimes pose dangers to living things   ICT   * To 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 (Microsoft Excel learning)   D&T – creation of a ‘FREEDOM QUILT’ using a mix of materials and mediums   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   Music   * To use and understand staff and other musical notations * To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * To develop an understanding of the history of music.   Physical Education   * Yoga * Hockey   Spanish   * To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* * To read carefully and show understanding of words, phrases and simple writing * To describe people, places, things and actions orally and in writing | History - the Roman Empire and its impact on Britain   * To know that Julius Caesar’s attempted invasion in 55-54 BC * To understand how powerful the Roman Empire was by AD 42 and the power the army has * To study the British resistance, including Boudicca and the Celts * Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity   RE   * Pilgrimage   Science - Sound   * To identify how sounds are made, associating some of them with something vibrating * To recognise that vibrations from sounds travel through a medium to the ear * To find patterns between the pitch of a sound and features of the object that produced it * To find patterns between the volume of a sound and the strength of the vibrations that produced it * To recognise that sounds get fainter as the distance from the sound source increases.   ICT – Programming Unit   * To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts   Art – Linked to Roman Art and culture   * To create sketches using a panoramic viewpoint. * To create chalk drawings of the buildings from Roman Times especially of those in Britain.   D&T – Roman Britain   * To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * To create a Round House using Forest School equipment and resources (2 of our Forest School Sessions)   Music   * To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * To improvise and compose music for a range of purposes using the inter-related dimensions of music * To listen with attention to detail and recall sounds with increasing aural memory * To use and understand staff and other musical notations   Physical Education   * Athletics * Tennis   Spanish   * To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * To speak in sentences, using familiar vocabulary, phrases and basic language structures * To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * To present ideas and information orally to a range of audiences * To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * To write phrases from memory, and adapt these to create new sentences, to express ideas clearly | Geography – Linked to Roman Times – Mount Vesuvius 79CE   * To ask geographical questions and use geographical vocabulary – plates, earth surface, etc. * To use globes, maps & atlases and study significant locations & environments (Pompeii) * To recognise some physical processes; explain how these cause changes in our environment, e.g. volcanic eruptions. * To identify & describe reasons for, & results of historical events i.e. eruption of Mount Vesuvius 79CE. * Recognise the past is represented & interpreted in different ways. * Communicate understanding & experience of geographic happenings in a variety of ways. * To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Stibbington Trip/Flag Fen etc.)   RE   * Complete units   Sound   * To find patterns between the pitch of a sound and features of the object that produced it * To find patterns between the volume of a sound and the strength of the vibrations that produced it * To recognise that sounds get fainter as the distance from the sound source increases.   ICT   * To use sequence, selection, and repetition in programs; work with variables and various forms of input and output   Art –   * To record their observations and use them to review and revisit ideas * To create clay coil pots in the style of Roman pottery, using our prior knowledge of clay work.   D&T –   * To cook and paint in the ways Ancient Romans would – Nettle Soup and outdoor/natural painting techniques (1 of our Forest School Sessions) * To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * Motorised Roman Chariots created using our electrical learning from previous terms   Music –   * To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * To develop an understanding of the history of music.   Physical Education –   * OAA * Rounders   Spanish –   * To write phrases from memory, and adapt these to create new sentences, to express ideas clearly |