

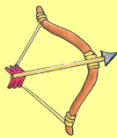





Year 4 Long Term Plan

Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Text: The Black Hat – Maia Walczak Journey – Aaron Becker A Boy Called Christmas – Matt Haig</p> <p>Genres: * Biography (prepositions) * Recount (time conjunctions, past-tense verbs) * Story Writing (character descriptions, expanded noun phrases)</p>	<p>Text: Escape from Pompeii - Christina Balit A Boy Called Christmas – Matt Haig</p> <p>Genres: * Recount * Instructions (adverbs, time conjunctions, imperative verbs) * Letter & Essay (persuasive writing)</p>	<p>Text: The Boy at the Back of the Classroom - Onjali Rauf The Rainforest Book – Charlotte Milner Expedition Diaries Bornea Rainforest – Simon Chapman</p> <p>Genres: * Settings (descriptive language) * Story Writing (including setting descriptions, apostrophes for possession) * Diary Entry (relative clauses)</p>	<p>Text: Rhythm of the Rain - Grahame Baker-Smith The Boy at the Back of the Classroom - Onjali Rauf</p> <p>Genres: * Shape Poetry (building an image) * Explanation (subheadings, accurate vocabulary)</p>	<p>Text: The Baker by the Sea - Paula White Flotsam - David Wiesner Iggy's House - Judy Blume</p> <p>Genres: * Recipes * Newspaper Article (sub-headings, quotes) * Story Writing (subordinate clauses, pronouns, inverted commas)</p>	<p>Text: Encyclopaedia of American Indian History and Culture – National Geographic</p> <p>Genres: * Traditional Tales * Fact Files (bullet points)</p>
Maths	Addition & Subtraction Multiplication & Division Fractions Time		Shape & Symmetry Perimeter & Area 4 Operations Fractions		4 Operations Money Fractions & Decimals Position & Direction	

<p>Science</p>	<p>Sound:</p> <ul style="list-style-type: none"> * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases 		<p>Animals (including humans):</p> <ul style="list-style-type: none"> * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>States of Matter:</p> <ul style="list-style-type: none"> * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Electricity:</p> <ul style="list-style-type: none"> * identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * recognise some common conductors and insulators, and associate metals with being good conductors 	<p>Living Things & habitats:</p> <ul style="list-style-type: none"> * recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things
<p>RE</p>	 <p>Christianity (Religion & the Individual) Why are good stewardship and generous giving important for every Christian?</p>	 <p>Islam (Inspirational People) Why do Muslims call Muhammad the 'Seal of the Prophets'?</p>	 <p>Hinduism (Inspirational People) How does the story of Rama and Sita inspire Hindus to follow their Dharma?</p>	 <p>Sikhism (Inspirational People) How does the teaching of the gurus move Sikhs from dark to light? (Religion, Family & Community) How do Sikhs put their beliefs about equality into practice?</p> <p><i>*Two Sikhism Units combined*</i> <i>*Sikhism only done in Year 4*</i></p>	 <p>Christianity (Religion, Family & Community) Why do Christians believe they are people on a mission?</p>	 <p>Christianity (Religion, Family & Community) Why do Christians call themselves the 'Body of Christ'?</p>

<p>History</p>	<p>Roman Empire: Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Why did Boudica stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know? How can we solve the mystery of why this great empire came to an end? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p>		<p>Geography this half term</p>	<p>Geography this half term</p>	<p>Ben's Quest: How can historical artefacts help us to ask questions about the past? How has Lowestoft changed over time? How can keeping careful records help people in the future understand more about life in the past? How do changes in a place affect the jobs people do? How have the lifeboat service kept sea-goers safe over the years? What role did Lowestoft play in World War 2?</p>	<p>Geography this half term</p>
<p>Geography</p>	<p>History this half term</p>	<p>History this half term</p>	<p>Earthquakes & Volcanos:</p> <ul style="list-style-type: none"> • describe and understand the key aspects of volcanoes and earthquakes • understand that the distribution of earthquakes and volcanoes follows a pattern • be introduced to plate tectonics • learn about the 'Pacific Ring of Fire' 	<p>Rivers & the Water Cycle:</p> <ul style="list-style-type: none"> • name and locate some of the UK's and the world's most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle 	<p>History this half term</p>	<p>The Americas:</p> <ul style="list-style-type: none"> • focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • understand geographical similarities and differences through looking at regions in North and South America • begin to associate weather/climate with landscape and environment • use maps, atlases, globes and digital/computer mapping • learn to use the eight points of a compass

<p>Art & Design</p>	<p>DT this half term</p>	<p>Painting and mixed media: Light and dark: * Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. * Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. * Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. * Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. * Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. * Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. * Build a more complex vocabulary when discussing their own and others' art. * Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Craft and design: Fabric of nature * Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. * Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. * Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. * Use growing knowledge of different drawing materials, combining media for effect. * Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. * Show an understanding of appropriate finish and presenting work to a good standard. * Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. * Design and make art for different purposes and beginning to consider how this works in creative industries.</p>	<p>Drawing: Power prints / Sculpture and 3D: Mega materials * Generate ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome. * Use sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome. * Use growing knowledge of different drawing materials, combining media for effect. * Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. * Evaluate their work more regularly and independently during the planning and making process.</p>	<p>DT this half term</p>	<p>DT this half term</p>
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			<ul style="list-style-type: none"> * Use subject vocabulary confidently to describe and compare creative works. * Use their own experiences of techniques and making processes to explain how art works may have been made. * Build a more complex vocabulary when discussing their own and others' art. * Evaluate their work more regularly and independently during the planning and making process. 			
Design & Technology	<p>Structure: Pavilions</p> <ul style="list-style-type: none"> * Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect * Building frame structures designed to support weight * Creating a range of different shaped frame structures * Making a variety of free-standing frame structures of different shapes and sizes * Selecting appropriate materials to build a strong structure and for the cladding <p>Reinforcing corners to strengthen a structure</p> <ul style="list-style-type: none"> * Creating a design in accordance with a plan <ul style="list-style-type: none"> * Learning to create different textural effects with materials 	Art this half term	Art this half term	Art this half term	<p>Electrical Systems:</p> <p>Torches</p> <ul style="list-style-type: none"> * Design a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. * Making a torch with a working electrical circuit and switch. * Use appropriate equipment to cut and attach materials. * Assemble a torch according to the design and success criteria. * Evaluate electrical products. <ul style="list-style-type: none"> * Test and evaluate the success of a final product. 	<p>Mechanical systems: Making a slingshot car</p> <ul style="list-style-type: none"> * Design a shape that reduces air resistance. * Draw a net to create a structure from. * Choose shapes that increase or decrease speed as a result of air resistance. * Personalise a design. * Measure, mark, cut and assemble with increasing accuracy. * Make a model based on a chosen design. * Evaluate the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
Computing	<p>Programming 1: Further coding with Scratch</p>			<p>Skills Showcase: HTML</p>		<p>Programming 2: Computational Thinking</p>

Online Safety	Managing Online Information: I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.		Health, Wellbeing and Lifestyle: I can explain how using technology can be a distraction from other things, in both a positive and negative way.		Copyright and Ownership: I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	
French	Greetings with puppets	Adjectives of size, colour and shape	Playground games – numbers and age	In the classroom	Transport	A circle of life
Music	Suffolk County Council Music Service WCET - Percussion		Suffolk County Council Music Service WCET - Percussion		Suffolk County Council Music Service WCET - Percussion	
RSHE	Me and My Relationships: * My beliefs * My rights and Responsibilities * An email from Harold * Okay or not okay? * Human Machines * Different feelings * When feelings change * Under pressure	Valuing Difference: * Can you sort it out? * Islands * Friend or acquaintance? * What would I do? * The people we share our world with * That is such a stereotype!	Keeping myself safe: * My relationships * Asking for help * Danger, risk or hazard * Picture wise * How dare you! * Medicines: check the label * Know the norms * Keeping ourselves safe * Raisin challenge	Rights and Responsibilities: * Who helps us stay healthy and safe? * How do we make a difference? * In the news * Safety in numbers * Logo quiz * Harold's expenses * Why pay taxes?	Being My Best: * My feelings * What makes me ME! * Making choices * SCARF hotel * Harold's Seven Rs * My school community	Growing and Changing: * My body * Moving house * My feelings are all over the place * Secret or surprise? * First Aid
PE	Unihoc	Matball	Swimming		Rounders	Athletics
Visits	Time & Tide Museum		Lound Lakes - Food Chains & The Water Cycle		Lowestoft Maritime Museum	