

Year 4 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Literacy (Pathways to Write Scheme)	<p style="text-align: center;">Gorilla</p> <p>Themes: Family, absent father, magic mountain gorillas, zoos. Girl is given a teddy by her father which comes alive and takes her the zoo. Link to PSHE: About change including transitions, loss and separation H8</p>	<p style="text-align: center;">Leon and the Place Between</p> <p>Themes: Magic, fantasy worlds, believing, circus. At funfair, discover a circus tent with magician. One child believes and goes to the place where everything goes when they disappear. Siblings then believe.</p>	<p style="text-align: center;">Escape from Pompeii</p> <p>Themes: Romans, volcanoes, non-fiction, girls' and boys' roles, death, disaster, friendship. Story of Mount Vesuvius erupting. Link to History: Romans topic.</p>	<p style="text-align: center;">When the Giant Stirred</p> <p>Themes: nature, volcanoes, island in the Pacific, Gods, different cultures, life cycles, information book. Village tribe live on the island until the volcano explodes destroying everything. Then moves on to it regenerating and becoming the beautiful island once more. Link to Geography topic: Volcanoes and earthquakes</p>	<p style="text-align: center;">Where the Forest Meets the Sea</p> <p>Themes: rainforests, aborigines, endangered species, beaches and woodlands, comparing past and present, conservation, human impact on environments. Link to Geography: Rainforests</p>	<p style="text-align: center;">Blue John</p> <p>Themes: fairy tale, gems, loneliness. Blue John is creating by the Queen of Darkness to curb her loneliness but she is not allowed out the cave until the temptation becomes too much and he leaves. Based on a real rock found in Derbyshire.</p>	
	<p>Outcome: Fantasy story Greater Depth: Re-tell the story from Dad's viewpoint or include speech.</p>	<p>Outcome: Diary from Leon's point of view. Greater Depth: Write from a different point of view.</p>	<p>Outcome: Historical narrative from character's point of view. Greater Depth: Write from the point of view of the captain.</p>	<p>Outcome: Adventure story from the point of view of the boy. Greater Depth: Write from the point of view of the God.</p>	<p>Outcome: Information board for a rainforest exhibit. Greater Depth: Include an interactive element.</p>	<p>Outcome: Letter to a caving enthusiast, including an explanation. Greater Depth: Include a paragraph of information.</p>	
	<p style="text-align: center;">Mastery Keys</p> <p>Expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use fronted adverbials. Organise paragraphs around a theme. Use commas after fronted adverbials. Use inverted commas for direct speech (Y3)</p>	<p style="text-align: center;">Mastery Keys</p> <p>Use standard English forms for verb inflections. Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. Indicate possession by using the possessive apostrophe with plural nouns. Recognise the difference between plural and possessive 's'. Build a varied and rich vocabulary.</p>	<p style="text-align: center;">Mastery Keys</p> <p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use standard English for verb inflections. Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs). Use and punctuate direct speech (using dialogue to show the relationship between characters).</p>	<p style="text-align: center;">Mastery Keys</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use and punctuate direct speech. Use commas after fronted adverbials.</p>	<p style="text-align: center;">Mastery Keys</p> <p>Build a varied and rich vocabulary. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Use paragraphs to organise information and ideas around a theme. Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular. Recognise the grammatical difference between plural and possessive 's'.</p>	<p style="text-align: center;">Mastery Keys</p> <p>Build a rich and varied vocabulary and an interesting range of sentence structures. Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use paragraphs to organise information and ideas around a theme. Recognise the grammatical difference between plural and possessive 's'.</p>	
	<p>Missed NC Objectives not covered in Pathways to Write</p> <p>Increase familiarity with a wide range of books reading fairy stories, myths and legends and retelling some of these orally. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks.</p>						
Mathematics (White Rose Scheme)	<p>Poetry (To be completed during Assessment Week)</p> <p>Poem: The Lost-Lost Property Office Outcome: To write a group list poem based on the original and perform. Greater Depth: Write in couplets or change the setting of the poem e.g. under the bed or the back of the drawer. Poetry Keys: Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole. Create own repeating patterns and experiment with simple forms.</p>		<p>Poetry (To be completed during Assessment Week)</p> <p>Poem: Windrush Child Outcome: To write a free-verse personal narrative poem based on the structure of the original, describing what it feels like to leave and go to a new place. Greater Depth: Write a similar poem with freedom to change the structure and include feelings vocabulary. Poetry Keys: Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration. Use increasingly effective similes to create imagery.</p>		<p>Poetry (To be completed during Assessment Week)</p> <p>Poem: I Am the Seed that Grew the Tree Outcome: To write individual Haiku based on the natural world and link these with others in the group to make a series known as Renga. Greater Depth: Extend these to make the Tanka form and perhaps continue to link several to make Renga of their own. Poetry Keys: Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs Create own repeating patterns and experiment with simple forms.</p>		
	<p style="text-align: center;">Number: Place Value</p> <p>Count in multiples of 6,7,9, 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000. Identify, represent and estimate number using different representations. Round any number to the nearest 10, 100 and 1000. Solve numbers and practical problems that involve all the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers.</p> <p style="text-align: center;">Number: Addition and Subtraction</p> <p>Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p> <p style="text-align: center;">Measurement: Length and Perimeter</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Convert between different units of measure (for example, kilometre to metre).</p> <p style="text-align: center;">Number: Multiplication and Division</p> <p>Recall and use multiplication and division facts for multiplication tables up to 12x12. Count in multiples of 6,7,9,25 and 1000. Use place value, known and derived facts, to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together by three numbers. Solve problems involving multiplying and adding including using the distributive law to multiply two-digit numbers by one-digit.</p>		<p style="text-align: center;">Number: Multiplication and Division</p> <p>Recall and use multiplication and division facts for multiplication tables up to 12x12. Use place value, known and derived facts, to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together by three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as 'n' objects are connected to 'm' objects.</p> <p style="text-align: center;">Measurement: Area</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p style="text-align: center;">Number: Fractions</p> <p>Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator.</p> <p style="text-align: center;">Number: Decimals</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Solve simple measure and money problems involving fractions and decimals to 2 decimal places. Convert between different unit of measure (for example, kilometre to metre).</p>		<p style="text-align: center;">Number: Decimals</p> <p>Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. Understand the effect of dividing a one- or two-digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p style="text-align: center;">Measurement: Money</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p style="text-align: center;">Measurement: Time</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p> <p style="text-align: center;">Statistics</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p style="text-align: center;">Geometry: Properties of Shape</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Compare a simple symmetric figure with respect to a specific line of symmetry.</p> <p style="text-align: center;">Geometry: Position and Direction</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/right and up/down.</p>		

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Geography/History	<p style="text-align: center;">Mountains and Rivers</p> <p>Identify different types of mountains and how they are formed. Know where the main mountain regions are in the UK. Identify key mountains – use Goggle Earth to look at their features. Research key information – height, physical features etc. Maths: Place value knowledge to order mountains and rivers. Explore the main mountain regions of the world. What is the same/different? Maths link: order the UK and world mountains. Know and label the main features of a river. Identify key rivers of the UK. Explore their locality, statistics etc. What do you notice about land use around a river? Links between mountains and rivers -Water Cycle demonstrates this link. English: Non-chronological report on famous mountain/river. Organise paragraphs around a theme. Use commas after fronted adverbials.</p>	<p style="text-align: center;">Ancient Greece</p> <p>Location and timeline of Ancient Greece and making comparisons to modern Greece - Including locating Athens and Sparta. Identify differences between Athens and Sparta, including the life of a child. Comparing how Ancient Greeks were governed and any similarities to today? (democracy) Olympics—compare to modern day. Greek architecture and the influences of this still found today. Post learning: Debate which was the greatest legacy – Speaking and Listening Link English: Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p>	<p style="text-align: center;">The Romans: Pompeii</p> <p>Who were the Romans? Identify their place on historical timeline. Julius Caesar’s attempted invasion of Britain 55-54BC - description of Britain 54BC (Primary Source) The Roman Empire by AD 42 and the power of its army - In-depth look at Soldiers British resistance: Boudica Successful invasion by Claudius and conquest, including Hadrian’s Wall. English: Diary of a Roman soldier. Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).</p>	<p style="text-align: center;">Earthquakes and Volcanos</p> <p>Recap on previous learning about types of mountains and their features. Discuss features of a volcano, where the word ‘volcano’ originated, how they are formed and label the parts of a volcano. Discuss ‘The Ring of Fire’ and that 90% of volcanoes are located here. Discuss the different types of volcano. Use maps to identify where the most famous volcanoes in the world are found. Know what causes a volcanic eruption. Identify why earthquakes happen and discuss the way they are measured (Mercalli and Richter Scale). Where in the world do earthquakes happen? Identify on maps. Research famous natural disasters (mainly volcanoes and earthquakes) in recent and historical history. English: Create a newspaper report. Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use and punctuate direct speech. Use commas after fronted adverbials. Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).</p>	<p style="text-align: center;">Rainforests</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term ‘tropics’ and discuss climate in this area. Identify that this is where the rainforests of the world are found. Know what is meant by biomes and what are the features of a specific biome. Identify most famous rainforests of the world on a map. Compare and contrast two. Relate to previous learning of the tropics. Label layers of a rainforest and identify features of each including, in general, what types of animals are found there. Research specific animals found in the rainforest – information text. Explore deforestation – persuasive letter. English: (Rainforests also being covered through Pathways to Write Unit – objectives will be interlinked) PSHE: That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environments; to continue to develop the skills to exercise these responsibilities. L7 Maths: Statistics comparing numbers of endangered animals found in the wild now.</p>	<p style="text-align: center;">The Romans – Chester focus</p> <p>Life of a Roman (what is left now: Roman Baths, Roads, “Chester”, Architecture, heating) Roman Government (links to democracy again) Christianity (Gods and Goddesses prior to that) Link to RE topic. The use of an Amphitheatre. Using road maps (Chester) PSHE: To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment and to use this as an opportunity to build resilience) H10 Trip– Chester.</p>
Science (Developing Experts Scheme)	<p style="text-align: center;">States of Matter</p> <p>Understand three water exists in three different states of matter. Investigate the effect of temperature on drying washing. Understand dissolving and diluting. Understand evaporation and condensation. Understand the water cycle. Explore separating simple mixtures of substances.</p>	<p style="text-align: center;">Electricity</p> <p>Identify common electrical appliances, construct a simple electrical circuit, identify and name basic parts of a circuit. Identify when a lamp will light in a simple series circuit. Understand the difference between a series and parallel circuit. Explain how to recognise electrical conductors and insulators; give examples of good and poor conductors. Explain how an electrical circuit works. To know how to work safely with electricity. PSHE: To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’. H9 Basic emergency aid procedures, where and how to get help. H15</p>	<p style="text-align: center;">Sound</p> <p>Explain how sound is caused when an object vibrates. Know that sounds travel through solids, liquids and gases; understand that sound waves are much slower than light waves. Understand the difference between high and low-pitched sounds. Recognise that sounds get fainter as the distance from the sound source increases; understand soundproofing. To know about insulating your ears against sound. Explore pleasant and unpleasant sounds.</p>	<p style="text-align: center;">Living Things & Their Habitats</p> <p>Know how scientists classify animals. Understand the difference between vertebrate and invertebrate. Know about cold-blooded reptiles. Know about warm-blooded birds and animals. Understand how fish are different from amphibians and reptiles. Understand habitats.</p>	<p style="text-align: center;">Living Things & Their Habitats</p> <p>Know about the balance of nature. Understand ecosystems and how they are affected by changes in the environment. Understand man’s impact on the environment. Know about air pollution; know how we can protect the environment. Understand water pollution. Explore methods that can be used to conserve water. Use this knowledge to link to Poetry Unit in Summer 2.</p>	<p style="text-align: center;">Animals Including Humans</p> <p>Understand salivary glands and taste buds. Know the different types of teeth. Understand the intestines. Understand the food pyramid and why it is important. Know about vitamins and minerals. Understand the food chain; know how natural cycles work.</p>

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Computing (Twinkl Scheme)	<p style="text-align: center;">Programming</p> <p>Write procedures using simple algorithms. Change the colour of a pen. Write using the label command. Draw shapes using setpos or setxy. Fill shapes in different colours. Draw arcs of different sizes as required. Create sophisticated algorithms and procedures. Include procedures with variables.</p>	<p style="text-align: center;">Animation</p> <p>Explain what is meant by animation. Create a series of linked frames that can be played as a short animation. Control and adjust a time slider to locate a different point in a film clip. Insert images to create a simple stop-motion animation short film clip. Evaluate the good and bad points about some animation software. Describe one or more traditional methods of animation. Make slight changes to an image using onion skinning, understanding the term. Use a time slider to find a specific point in a film clip to insert or edit an object. Edit and refine images in a stop-motion short film clip. Compare different animation software by analysing good and bad points.</p>	<p style="text-align: center;">Online Safety</p> <p>Define cyberbullying. Now how to respond to a hurtful message or comment online. Access a trusted search engine. Understand that different search terms give different results. Know what plagiarism is. Identify which information to keep private online. Explain what digital citizenship is. Communicate how to stay safe online to others. Identify comments/messages that others may consider hurtful. Edit own messages and comments to ensure they are kind. Understand that search results are ranked. Explain how to use others' work respectfully. Explain why it may be dangerous to share private information. Explain how to be a good citizen online. PSHE: Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. H22 That their actions affect themselves and others. R7 To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. H14</p>	<p style="text-align: center;">Programming: Quizzes and Questions</p> <p>Write a program which accomplishes a specific goal. Create a program that includes a logical sequence. Debug a program they have written. Use repetition and selection appropriately when necessary. Work with variables and adjust these depending on the effect they wish to create. Understand and use the duplicate function. Demonstrate that they understand how to combine a range of different effects to create their own quiz. Link to Science - classifying animals. Design a program. Successfully decompose a problem into its smaller parts. Analyse the software to check it is fit for purpose. Build on their existing knowledge to experiment and innovate when programming.</p>	<p style="text-align: center;">Word Processing</p> <p>Link to Geography - rainforests Select, edit and manipulate text in different ways. Insert an image into a document. Format an image for purpose. Use formatting tools to improve layout. Use spellchecking tool. Insert a simple table and edit sizes and number of columns and rows. Change the size of the page. Use some of the main keyboard short cuts. Suggest ways to improve a layout. Apply specific effects to an image. Type at an increasingly appropriate speed. Choose a relevant website to link a document to and create a hyperlink. Work independently based on prior knowledge to develop computing skills further.</p>	<p style="text-align: center;">Using and Applying</p> <p>Create and design an original character using appropriate software. Use appropriate software to tell a story involving designed cartoon character. Use other software to create an additional description or other materials linked to my character. Combine software to present information about my character.</p>
Spanish (Language Angels)	<p style="text-align: center;">Presenting Myself</p> <p>Introduce Spanish as a subject and Spain as a country. Introduce the numbers 1-10. To ask and answer questions on how they are. Learn how to say their name in Spanish and ask somebody their name in Spanish and to consolidate numbers 1-10. Revise numbers and consolidate numbers 1-20 with a listening activity and practise further their role play with the introduction of the new target question ¿cuántos años tienes? Revise numbers 1-20 and practice further their role play. Introduce new question '¿dónde vives?' and answer 'vivo...'. Revise all previous knowledge and concept on nationality in Spanish in preparation for ID card next week. Revise all language covered so far and complete assessment for the unit.</p>	<p style="text-align: center;">Family</p> <p>Introduce the unit la familia and introduce the nouns in Spanish for family members using a fictitious family. Consolidate the nouns and definite articles for members of the family and add new target question ¿cómo se llama? Consolidate él/ella se llama and introduce new target question ¿tienes un hermano / tienes una hermana? Consolidate tengo un hermano/una hermana and él/ella se llama and introduce numbers 10-100 enabling children to work towards being able to say how old their siblings/family members are. Introduce the concept of mi/mis using the 'Mi-Mis' PowerPoint allowing the children to start to introduce their/a family. Revise the possessives and learn how to say the age of a family member in Spanish by using the target question ¿cuántos años tienes? Él/ella tiene ... años ready for creative task and unit assessment.</p>	<p style="text-align: center;">At the Café</p> <p>Introduce the unit desayuno en el café and the vocabulary for ordering drinks. Revise the drinks vocabulary and introduce breakfast foods Integrate the food and drink language together in a café role play. Complete a class survey and use the data for numeracy Consolidate the language for ordering a breakfast in Spanish and introduce the extra vocabulary for snacks and drinks at a Spanish bar/ café. Consolidate all the language learned in this unit by creating a real Spanish bar/café in the classroom and completing the unit assessment.</p>	<p style="text-align: center;">The Classroom</p> <p>Introduce the unit Mi Clase by introducing the vocabulary for classroom objects. Revise the classroom objects from previous lesson and integrate the next five. Consolidate the vocabulary for classroom objects and introduce the vocabulary tengo and no tengo. Consolidate the new language, incorporate tengo and no tengo and extend with an "encuesta" (survey) on what is in and is not in their pencil cases. Revise 'En mi estuche tengo...' and 'En mi estuche no tengo...' and introduce simple classroom commands Revise the classroom commands and complete the unit assessment.</p>	<p style="text-align: center;">Habitats</p> <p>Introduce the unit Hábitats. Learn to look out for cognates (words that are similar in Spanish and English). Use graded listening and reading activities to help consolidate the new language we introduce. Learn in Spanish which plants grow in specific habitats. Learn about which animals live in specific habitats and look at some of their adaptations. Consolidate which animal and which plant lives in a certain habitat. Present to the class. Complete end of unit assessment</p>	<p style="text-align: center;">Goldilocks</p> <p>Learn new vocabulary by using picture cards from the story Ricitos de Oro y Los Tres Osos Learn and retain new vocabulary by improving reading skills and using word cards from the story. Learn and retain new vocabulary using phrase cards from the story Write their own Goldilocks story in Spanish Complete end of unit assessment</p>

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Music (Charanga Scheme)	<p>Mamma Mia</p> <p>As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.</p>	<p>Glockenspiel</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel</p>	<p>Stop!</p> <p>All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p>	<p>Lean on Me</p> <p>All the learning is focused around one song: Lean on Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Blackbird</p> <p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Reflect, Review and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
Art/DT (KAPOW)	<p>Drawing – Gorillas</p> <p>Draw familiar things from different viewpoints and combine images to make new images</p>	<p>Pavilions – Greek Architecture</p> <p>Explore pavilion structures, learning about what they are used for and investigating how to create strong and stable structures before also designing and creating their own pavilions, complete with cladding. KAPOW</p>	<p>Sculpture – Model of Mount Vesuvius</p> <p>Create a cardboard structure, encompassing Papier Mache to create a 3D form. Make a representational textured image from found textures that have been selected</p>	<p>Fastenings – Book Cover based on 'When the Giant Stirred.'</p> <p>This topic sees the children designing and creating a book sleeve; exploring a variety of fastenings and selecting the most appropriate one for their design. Pupils have greater creative freedom at every stage of the project KAPOW</p>	<p>Painting – Rainforests</p> <p>Explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting. Design a complex pattern made up from two or more motifs and print a tiled version</p>	<p>Edible Garden</p> <p>Pupil's learn how a variety of ingredients are grown. They learn how to plant seeds and care for their plants and how to cook with the ingredients they are growing; following recipes and using different kitchen equipment. English: write a set of instructions on how to make the perfect salad.</p>
PSHE	<p>Transition to Y4</p> <p>How to take part in making and changing rules. H8 What being part of a community means, and about the varied institutions that support communities locally and nationally – start of linking to our school community: who supports our school in the locality? How do we support our community? L9</p>	<p>Christmas Fayre</p> <p>What is meant by enterprise and begin to develop enterprise skills – liaise with FOBL to create decorations to sell at the Christmas Fayre. L16</p> <p>RSE Unit – Year 3</p> <p>EVERYBODY'S BODY – Naming the body parts correctly for female and male genitalia. WHAT MAKES A GOOD FRIEND? What is important in a friendship? FALLING OUT WITH FRIENDS Ways to manage falling out with friends and that a quarrel doesn't mean the end of a friendship. Strategies to solve problems which arise.</p>	<p>Martin Luther King Day – Monday 18th January</p> <p>To recognise and challenge stereotypes. R16 That these universal rights (human rights) are there to protect everyone and have primary both over the national law and family and community practices. L4</p>		<p>National Nurses Day – Thursday May 6th</p> <p>Safety in the environment (including rail, water and fire safety) H21 About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. H23</p> <p>RSE Unit</p> <p>PUBERTY: Time to change – external changes to the body using scientific names for body parts. PUBERTY: Emotions and feelings – emotional changes through puberty and changes in friendships. GIRLS ONLY: Periods and where to access resources within school.</p>	<p>Summer Holiday Safety</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'. H9 To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment and to use this as an opportunity to build resilience) H10 To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. H14</p>
RE (St. Helens Scheme)	<p>Hindu dharma</p> <p>What might a Hindu learn through celebrating Diwali? · Vishnu · Rama & Sita · Diwali</p>	<p>Christianity - God</p> <p>How and why might Christians use the Bible? · The Bible · Christian life- guided by wisdom, teachings and authority. PSHE: That marriage is a commitment freely entered by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. R6 That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.R19</p>	<p>Sikhism</p> <p>How do Sikhs express their beliefs and values? · The 5 Ks · Equality · The Gurdwara</p>	<p>Christianity - Jesus</p> <p>Is sacrifice an important part of religious life? · Jesus in the wilderness · Lent · Sacrifice</p>	<p>Islam</p> <p>Why do Muslims fast during Ramadan? · The five pillars of Islam · Ramadan</p>	<p>Christianity - Church</p> <p>If life is like a journey, what's the destination? · Parables · Love for all PSHE: To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. R3</p>

Year 4 Long Term Planning

PE (Sports 4 Kids)	Football	Hockey	Gymnastics	Tennis	Cricket	Athletics
	<p>Display dribbling and changing direction at speed</p> <p>Demonstrate accuracy and distance when passing</p> <p>Ensure accurate passing, turning and moving</p> <p>Develop ways to beat an opponent</p> <p>Introduce pressure when dribbling, shooting and defending in a game</p>	<p>Display dribbling and changing direction at speed</p> <p>Demonstrate accuracy and distance when passing</p> <p>Ensure accurate passing, turning and moving</p> <p>Develop ways to beat an opponent</p> <p>Introduce pressure when dribbling, shooting and defending in a game</p>	<p>Use combinations of balancing, shapes, jumping etc.</p> <p>Use these combinations on apparatus</p> <p>Demonstrate combinations with a partner.</p> <p>Demonstrate combinations with a partner on apparatus</p> <p>Create sequences using these combinations</p>	<p>Display basic forehand and backhand shots</p> <p>Strike the ball with accuracy when moving</p> <p>Demonstrate backhand volley and volley when moving</p> <p>Practise serving accurately</p> <p>Strategically move around the court with speed</p> <p>Understand scoring in tennis</p>	<p>Use different catching techniques</p> <p>Vary shot selection under pressure</p> <p>Practise striking and running between wickets</p> <p>Show accuracy when bowling</p> <p>Display effective and correct positioning (batting, bowling, fielding)</p> <p>Apply some simple cricket rules</p>	<p>Develop pacing and strategy regarding athletic events</p> <p>Combine technique and power when performing</p> <p>Learn how to perform long jump (pace and technique)</p> <p>Develop power through the legs</p> <p>Develop shot put and throwing techniques with further power</p>
	Dance (Flamenco)	Tag Rugby	Volleyball	Outdoor Activities	Swimming	
	<p>Improvise creatively</p> <p>Create a sequence within a group</p> <p>Demonstrate control and precision within a sequence</p> <p>Vary dynamics of dance</p> <p>Show accuracy when following rhythm</p> <p>Evaluate and modify dance routine to improve</p>	<p>Dodge a defender under pressure</p> <p>Increase speed of passing within a team (pop passing)</p> <p>Use tackling techniques (tagging) in game</p> <p>Display accurate kicking technique</p> <p>Pass, catch and kick under pressure</p> <p>Understand gameplay and refine tactics</p>	<p>Display basic set and dig shots</p> <p>Strike the ball with accuracy when moving/jumping</p> <p>Demonstrate set to spike and spike when moving</p> <p>Practise serving accurately</p> <p>Strategically move around the court with speed</p> <p>Understand scoring in volleyball</p>	<p>Develop strong listening skills to an adult/partner</p> <p>Use simple maps and clues</p> <p>Begin to think through more complex activities to solve problems</p> <p>Choose and apply strategies to solve problems with support</p> <p>Discuss and work with others in a group</p> <p>Demonstrate and understanding of how to stay safe</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke)</p> <p>Performs safe self-rescue in different water-based situations</p>	