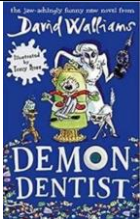

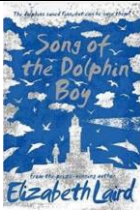

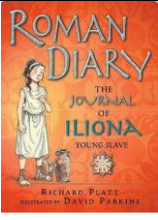















Year 4 Big Picture Long Term Plan 2023 - 2024

Year 4 Planning Overview

Term	Autumn		Spring		Summer	
Topic Title	What's Inside	Road trip USA	Blue Abyss	Potions	Romans	
Book Links						
Lyfta Links		Space mission Lucy	Reduce plastic waste			
Visit/experience linked to topic	Dentist Speaker	Church visit Sea Life Centre Pantomime	Beaumanor Hall		Lunt Fort	Twinlakes
UN Global Goal Links	  	  	   		 	
Maths	 Number: Place Value Number addition and subtraction	Measurement, length and perimeter Multiplication and divisions and number. Number: Multiplication and division.	Number: Multiplication and division. Area Number: Fractions	Decimals Measurement: Money	Measurement: Money Statistics Time	Shape

Writing	Persuasion Article – why it's good to look after teeth Explanation Text- How the Digestive System Works	Write own myths based on Native American myths and legends. To write a myth based on an artifact.	Newspaper report – Environmental and ocean pollution Poems – Kennings (Sustainability) Non-Chron Report - Based on ocean animal (Lyfta/VRs)	Classic Poems - Macbeth (Willow Dome) Fantasy - Create a potion - Alice In Wonderland	Issues and Dilemmas - Pompeii - someone has two choices in a story and choose a certain path.... Poems On A Theme Novel as a Theme - Emperors end: A Roman story.	Debate - Discussion on the Roman Invasion Playscripts - Roman Battle
Reading	Fiction - Demon Dentist by David Walliams Non-Fiction - Digestive System Text	Fiction - Boy in the Girl's Bathroom by Louis Sachar Non-Fiction - Poetry	Fiction - The Song of the Dolphin Boy Non-Fiction - Plastic Pollution	Fiction - Alice in Wonderland Non-Fiction - History of medicine	NF Pompeii issues and dilemmas link - reading for pleasure. Fiction- Roman Diary - The Journey of Iloina. Poetry - Pirates / spring NF: Roman soldier non-fiction comprehension. Non-Fiction - horrible histories Non- Fiction- Sound	
Science	Animals, including humans <u>National Curriculum Objectives</u> Pupils should be taught to: <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, 	Electricity <u>National Curriculum Objectives</u> Pupils should be taught to: <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 	Living things and their habitats <u>National Curriculum Objectives</u> Pupils should be taught to: <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 • construct and interpret a variety of food chains, 	States of matter <u>National Curriculum Objectives</u> Pupils should be taught to: <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) 	Sound <u>National Curriculum Objectives</u> Pupils should be taught to: <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 	Working Scientifically-

	<p>protection and movement</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 	<p>complete loop with a battery</p> <ul style="list-style-type: none"> 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>identifying producers, predators and prey</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things 	<ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>object that produced it</p> <ul style="list-style-type: none"> 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. 	
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History		<p>Significant Americans (Lincoln, Rosa Parks, Ford)</p>		<p>History of Medicine – how vaccines were developed (Jenner/smallpox) Lotions and potions of medieval medicine</p>	<p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study understand how our knowledge of the past is constructed from a range of sources <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain a local history study 	
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Geography		<p>National Curriculum Objectives Pupils should be taught to: human geography</p> <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, 	<p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate cities of the United Kingdom, geographical regions and their physical characteristics, key topographical features (including hills, mountains, coasts and rivers) 	<p>National Curriculum Objectives Pupils should be taught to: Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: the water cycle 	<p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate cities of the United Kingdom, geographical regions and their identifying human characteristics I can carry out research to discover features of villages, towns or cities I know how to find places on a map I can name and find at least six cities in the UK on a map I can explain the difference between the British Isles, Great Britain and the United Kingdom 	
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food, minerals and water Geography.

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- I can locate and name some of the main islands that surround the United Kingdom
- I can describe types of settlements found in the United Kingdom and how they are used

Music

National Curriculum Objectives

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 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.

Pulse

- I can sing and play confidently and fluently, maintaining an appropriate pulse.
- I can follow and lead simple performance directions. (eg call and response patterns)
- I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)

Voice

- I can sing with an awareness of my breathing and pronunciation.
- I can sing fluently with confidence.
- I can use standard or graphic notation to create a melody.

Rhythm

- I can create simple rhythmic patterns.
- I can confidently maintain an independent part when playing an instrument in a small group.
- I can play confidently and fluently maintaining an appropriate pulse.
- I can aurally identify, recognize, respond to and use musically basic symbols including Western notation

Pitch

- I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
- I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation

Music Technology.

- To use voice, sounds, technology and instruments in creative ways.
- To recognise, respond and use basic musical structure.
- To comment about own and other's music, with a focus on the structure used.

20th Century Music.

- To listen to and use features of recorded music from different traditions, genres, styles, and times.
- To demonstrate quality of key musical skills and elements

	<ul style="list-style-type: none"> I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions 		<ul style="list-style-type: none"> I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestion. 	<p>and basic changes in pitch within a limited range.</p> <ul style="list-style-type: none"> I can create simple rhythmic patterns, melodies, and accompaniments. I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these. 		
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R.E	<p>What do Hindus believe God is like?</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories and what Hindus believe about God. Offer informed suggestions about 	<p>What is the Trinity and why is it important to Christians?</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and trinity mean. 	<p>What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> Identify the terms 'dharma', Sanatan Dharma and Hinduism and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' 	<p>Why do Christians call the day Jesus died "Good Friday"?</p> <ul style="list-style-type: none"> Recognise the word 'Salvation' and that Christians believe Jesus came to save or rescue people. Offer informed suggestions about what the events of 	<p>For Christians, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. 	<p>How and why do people mark the significant events of life?</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of
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	<p>what Hindu murtis express about God.</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live. • Identify some different ways in which Hindus worship. • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. • Make links between the Hindu idea of everyone having a 'Spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way that they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today. • Describe how Hindus show their faith within their faith communities in Britain today. • Identify some different ways in which Hindus show their faith. • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<p>Holy Week mean to Christians.</p> <ul style="list-style-type: none"> • Give examples of what Christians say about the importance of the events of Holy Week. • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. • Describe how Christians show their beliefs about Jesus in worship in different ways. • Raise thoughtful questions and suggest some answers about what Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<ul style="list-style-type: none"> • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship. • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>commitment for religious and non-religious people today.</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment and say what these rituals mean. • Make simple links between beliefs about love and commitment and how people in at least two religious traditions love. • Identify some differences in how people celebrate commitment. • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • Give good reasons why they think ceremonies of commitment are or are not valuable today.
Computing	Computing systems and networks -The Internet -	Creating Media – Audio Editing	Creating Media – Photo Editing	Data and Information – Data Logging	Programming A – Repetition in Shapes	Programming B – Repetition in Games

	<p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportu 	<p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise and manipulate digital content • use technology purposefully to store and retrieve digital content and to recognise common uses of information technology 	<p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise and manipulate digital content • use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school. 	<p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • 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, 	<p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • 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.
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					systems and content that accomplish given goals.	
French	All Around Town <ul style="list-style-type: none"> name some of the major cities of France; identify and say typical amenities to be found in French towns; say and order multiples of ten; ask and give a simple address in French; locate the correct part of a bilingual dictionary to translate from French-English or vice versa. 	On the move <ul style="list-style-type: none"> name some types of transport; use Je... and Tu... correctly in a simple sentence; respond to simple instructions for direction and movement; follow simple directions to find a place on a map. 	Going Shopping <ul style="list-style-type: none"> Listen and respond to topic vocabulary. Answer questions using the topic vocabulary. Take part in role play as a shopper/ shopkeeper, speaking in French. Greet and respond 	Where in the World? <ul style="list-style-type: none"> listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; write an answer in a sentence using the topic vocabulary; use an English/French dictionary to translate from English to French. 	What's the Time? <ul style="list-style-type: none"> say and write a sentence to tell the time (o'clock); count in fives to at least 30; understand and use the terms avant and après; answer questions about a TV schedule. 	Holidays and Hobbies. <ul style="list-style-type: none"> listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; write an answer in a sentence using the topic vocabulary; present ideas and information orally to a range of audiences.

Art	<u>National Curriculum Objectives</u> Pupils should be taught to: <ul style="list-style-type: none"> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] about great artists, architects and designers in history 					
	Collagraphs <ul style="list-style-type: none"> Learn about the technique of collagraph and apply the principles to their own work. Learn about contemporary artists Andrea Starkey and Mari French. 	Observational Drawing <ul style="list-style-type: none"> Know how different pencil grades (or pressure applied to the same pencil) can achieve different tones. Will experiment with effects such as hatching, creating shadow and notice the effects of a blunt or a sharp pencil. 	World Of Watercolour <ul style="list-style-type: none"> Know how to apply different watercolour techniques such as a wash, wet on wet, wet on dry, blending, scumbling, glazing, splattering, blending Know how to use different brushes and parts of brushes for different effects Know some artists who used/use watercolours and discuss the techniques used in their paintings (Georgia O'Keeffe, J.M.W Turner, Paul Klee, Errol Allen) 		Roman Ceramics <ul style="list-style-type: none"> Know how the ancient Romans produced and decorated their pottery. Learn about the designs on Roman ceramics and how we decorate our 	Hot, Cold and Texture <ul style="list-style-type: none"> Learn about the artist Frank Bowling and his use of 'hot' and 'cold' colours. Investigate the differences between hot and cold colours and the effects these create. Look at abstract as an art term.

	<ul style="list-style-type: none"> Investigate the different textures and materials used in a collagraph. Look at the terms: collagraph, relief print, intaglio, collage and etching. Investigate different printing techniques by experimentation and testing out ideas. Know how to create a collagraph print and understand that the image will be reversed. Know how to sketch an idea which then develops into a printed collagraph. Reflect on their art journey and develop ideas based on ideas which are successful, and those which need refining. Create a series of collagraph prints inspired by nature. 	<ul style="list-style-type: none"> Know how to spot light, mid and dark tones on a still-life object. Know some artists who used/use pencil sketching and discuss the techniques used in their drawings (Michaelangelo, Leonardo Da Vinci and Prisca Nicholae). Appraise and improve their work by re-looking back at their own sketches. Learn how to sketch an object containing water. Create a charcoal and pastel still life of water in a glass. 	<ul style="list-style-type: none"> Look at 'Sunrise' 1916 by Georgia O'Keeffe and Paul Klee's untitled watercolour works of 1914 in detail and create their own abstract watercolour art Explore the watercolour work of Jamaican artist Errol Allen and JMW Turner and create a realist piece of art of their choice using the techniques introduced and rehearsed during this sequence. 	<p>pots and dishes today.</p> <ul style="list-style-type: none"> Learn about Pablo Picasso and his ceramic work – has links to Greek mythology and Roman styles. Appraise and improve their work by re-looking back at their own sketches. Learn how to create a ceramic pot using a coiling technique. Decorate their pot in a style similar to Picasso. Learn about a local ceramicist and her work including a studio tour. 	<ul style="list-style-type: none"> Investigate photos of volcanoes and describe the mood and colours. Know how to mix paint to create new colours and to label these colours in their own words. Know how to create different effects with paint by mark making and adding texture such as sand, glue and string. Reflect on their art journey and explain how an image makes them feel. Create an abstract volcano painting inspired by the work Frank Bowling.
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DT			<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and 	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range 	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <p>Cooking</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet
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			<p>communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks • select from and use a wider range of materials and components 	<p>of existing products</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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P.E	Striking and fielding	Swimming	<p>Dance</p> <ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down. • Identify and repeat the movement patterns and actions of a chosen dance style. 	Dodgeball	Athletics	Tennis
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- Compose a dance that reflects the chosen dance style.
- Confidently improvise with a partner or on their own.
- Compose longer dance sequences in a small group.
- Demonstrate precision and some control in response to stimuli.
- Begin to vary dynamics and develop actions and motifs in response to stimuli.
- Demonstrate rhythm and spatial awareness.
- Change parts of a dance as a result of self-evaluation.
- Use simple dance vocabulary when comparing and improving work.

Invasion games

Gymnastics

- Describe how the body reacts at different times and how this affects

Basketball

Rounders

Hockey

Cricket

performance.

- Explain why exercise is good for your health.
- Know some reasons for warming up and cooling down.
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PSHE

What strengths, skills and interests do we have?

- How to recognise personal qualities and individuality
- to develop self-worth by identifying positive things about themselves and their achievements
- how their personal attributes, strengths, skills and interests contribute to their self-esteem
- how to set goals for themselves
- how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

How do we treat each other with respect?

- how people's behaviour affects themselves and others,
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- about the relationship between rights and responsibilities
- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*

How can we manage our feelings?

- how everyday things can affect feelings
- how feelings change over time and can be experienced at different levels of intensity
- the importance of expressing feelings and how they can be expressed in different ways
- how to respond proportionately to, and manage, feelings in different circumstances
- ways of managing feelings at times of loss, grief and change
- how to access advice and support to help manage their own or

How will we grow and change?

- about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
- how puberty can affect emotions and feelings
- how personal hygiene routines change during puberty
- how to ask for advice and support about growing and changing and puberty

How can our choices make a difference to others and the environment?

- how people have a shared responsibility to help protect the world around them
- how everyday choices can affect the environment
- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- how to show care

How can we manage risk in different places?

- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence

		<ul style="list-style-type: none">• the rights that children have and why it is important to protect these*• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns	others' feelings		<p>and concern for others (people and animals)</p> <ul style="list-style-type: none">• how to carry out personal responsibilities in a caring and compassionate way	
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