Long Term Plan Year 4 2024/2025

Year 4	Autumn 1	Autumn 2
RE **Come and See**	People- the family of God in Scripture. Called – Confirmation: a call to witness.	Judaism – Torah Gift – God's gift of love and friendship in Jesus.
English	Recounts Poetry Author Study - Dapo Adeola *Whole Class Reading* – Stig of the dump	 Author Study (Charles Dickens) Stories in fantasy settings *Whole Class Reading* A Christmas Carol The Lion, The Witch and The Wardrobe
Maths	**Place Value** **Number: Addition and Subtraction**	**Measures: Area** **Number: Multiplication and Division (A)**

IPC	Brainwave The Brain	Bright Sparks	Scavengers and Settlers
	<u>Health and wellbeing</u> 2.12 Understand that there are different ways to improve learning 2.13 Know that emotions can be managed to support learning **<u>Science</u>** Know that there are physical similarities and differences between themselves and other people Know the role of the different nutrients in the body **<u>Enquiry</u>**	**<u>Knowledge</u>** Identify common appliances that run on electricity Construct a simple series 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.	**<u>History</u>** 2.02 Understand that there are different accounts of the same event 2.03 Be able to select and record relevant information including multiple sources 2.04 Know that historians study an artefact within its historical context

	Research Observation **<u>Working Scientifically</u>** Recording and presenting Answering questions and concluding	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a series circuit. Recognise some common conductors and insulators and associate metals with being good conductors. **<u>Enquiry</u>** 1.Observing over time 2.Identifying and Classifying 3. Comparative 4. Research **<u>Working Scientifically</u>** Setting up simple practical enquiries, comparative and fair tests.	2.05 Know about the significant events, dates and features of past societies 2.07 Be able to organise events and societies chronologically 2.10 Know about similarities and differences between past and present lifestyles **<u>Art</u>** 2.01 Be able to plan and create an original work of art to express experiences, thoughts, ideas and/or emotions 2.02 Be able to demonstrate improvement when using/practising a specific technique 2.03 Be able to create an original artwork to serve a given purpose selecting from a range of given media 2.06 Be able to experiment with and combine a variety of materials, techniques and technologies 2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection

			2.09 Know that an artwork can have one or more purposes 2.13 Be able to make inferences about artists and their intention(s) **Geography** 2.13 Be able to describe human activities that can cause or reduce environmental issues **Science** **Knowledge** Describe in simple terms how fossils are formed when things that have lived are trapped within rock. **Enquiry** 1. Observing over time **Working Scientifically** Making careful observations and taking accurate measurements using a range of equipment. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Setting up simple practical enquiries, comparative and fair tests. Recording findings using simple

			scientific language, drawings, labelled diagrams, keys, bar charts and tables. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
PSHE **Ten Ten**	Created and loved by God Module 1 (except Unit 2 sessions 3-5 as covered in Summer Term)		
PE	Invasion Games 1 Swimming	Invasion games 2 Swimming	
MFL **Language Angels (French)**	● Recognise some basic French greetings. ● Recognise the numbers 1-10. ● Respond to some simple classroom instructions. ● Respond to some simple questions when prompted with visual cues. ● Recognise basic family vocabulary.		
Computing Teach Computing Scheme	**Computing systems and networks**	**Programming** Repetition in shapes	

Year 4	Spring 1	Spring 2
RE Come and See	Community – Life in the local Christian community and ministries in the parish Giving and receiving- living in communion	Self-discipline -Celebrating growth to new life.
English	**Persuasion** **Performance Poetry** **Whole Class Reading** **The Lion, The Witch and The Wardrobe (finish)** **Poetry (Allan Ahlberg, Michael Rosen)**	**Explanations** **Myths and Legends** **Whole Class Reading** **How to train your dragon**
Maths White Rose	**Number: Multiplication and Division B** **Measurement: Length and Perimeter**	**Number: Fractions** **Number: Decimals**
IPC	**Land Sea and Sky**	**How Humans Work**
	Science: **Knowledge:** 1.Recognise that environments can change and that this can sometimes pose dangers to living things. 2.Observe that some materials change state when they are heated or cooled 3. measure or research the temperature at which this happens in degrees Celsius (°C). 4. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 5.Recognise that living things can be grouped in a variety of ways.	**Science** **Knowledge** -Describe the simple functions of the basic parts of the digestive system in humans -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, protection and movement. -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

	6. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 7. Compare and group materials together, according to whether they are solids, liquids or gases. **Enquiry:** 1.Observing over time 2.Identifying, classifying, and grouping 3.Pattern-seeking 4.Comparative and fair testing. **Working scientifically** 1.Ask scientific questions 2.Plan an enquiry/ design tests to help classify 3.Make careful observations, taking accurate measurements using standard units 4.Set up simple practical enquiries, comparative and fair tests. 5.Record data using scientific diagrams, classification keys, charts and tables 6. Identify differences, similarities, or changes. 7. Draw conclusions using scientific evidence. **Geography** - Name and locate the countries of Europe. - Name and locate counties and cities of the United Kingdom, geographical regions. -Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. - Explain own views about locations, giving reasons. - Describe some of the characteristics of the following geographical areas: the Equator, Northern Hemisphere,	-Identify the different types of teeth in humans and their simple functions. -Recognise that vibrations from sounds travel through a medium to the ear. - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. **Enquiry:** 1.Research using secondary sources 2.Identifying, classifying, and grouping 3.Pattern-seeking 4.Comparative and fair testing. **Working scientifically** 1.Ask scientific questions 2.Plan an enquiry/ design tests to help classify. 4.Set up simple practical enquiries, comparative and fair tests. 5.Record data using scientific diagrams, classification keys, charts and tables 6. Identify differences, similarities, or changes. 7. Draw conclusions using scientific evidence.

	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. - Describe geographical similarities and differences between countries. Identify physical characteristics of locations in the United Kingdom, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	
PSHE	Created to love others Module 2 Units 1-3	
PE iMoves	Gymnastics Swimming	Athletics Swimming
MFL	French (Salut scheme) ● Recognise the days of the week when spoken in sequence. ● Understand most of the colours. ● Understand numbers up to 20. ● Respond to questions about likes and dislikes with a single word. ● Recognise negative responses to a question when given a visual prompt.	
Computing	Teach Computing Scheme **Creating media (photo)**	Teach Computing Scheme **Data and information (data logging)**

Year 4	Summer 1	Summer 2
RE Come and See	New life – To hear and live the Easter message Building Bridges – Admitting wrong, being reconciled with God and each other.	Holy Books God's People – Different saints show people what God is like.
English	Newspaper Reports Older literature - Author Study (Shakespeare) Whole Class Reading – How to train a dragon (finish) Whole class reading – Macbeth	Non-chronological reports Whole class reading - Beowulf
Maths White Rose	**Number: Decimals** **Measures: Money** **Measures: Time**	**Statistics: bar charts and line graphs** **Properties of shape: quadrilaterals, angles** **Position and direction: coordinates**
IPC	**All Aboard**	**Travel and Tourism**
	History The early innovations that led to the creation of the railways Different perspectives on the development of the railways How the railways were built How the railways changed people's lives Reports of early safety issues on the rail network Technological developments in train design. Local rail stations and networks **Geography** Famous long distance rail journeys Environmental challenges to developing or extending railways. **Art** Creating shared artwork Watercolour landscapes. **DT**	**Geography** Places we can travel to from our local airport Connections between countries in the host continent The consequences of over tourism How to be a responsible tourist Environmental issues and flying Man-made and natural attractions in the host continent What attracts tourists to the host continent. **Art** Creating a vintage travel poster How to create a balancing sculpture on the theme of 'flight or travel'. **Design Technology** Designs for the future of travel Levers and linkages

	Making different bridge designs **<u>International Goal</u>** To be able to associate cause and effect related to railways and global events.	Adding moving parts to models Creating a model of our futuristic design.
PSHE	Created to live in the community Module 3 Unit 1-2	Created and loved by God Module 1 Unit 2 (sessions 3-5)
PE iMoves	Tennis - Game application; cone tennis. - Game application; round robin games. - Game application; mixed ability doubles, round robin games. - Game application; tag team tennis. Swimming - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively (for example: front crawl, backstroke and breaststroke). - Perform safe self-rescue in different water-based situations.	Athletics - Confidently demonstrate an improved technique for sprinting. - Carry out an effective sprint finish. - Perform a relay, focusing on the baton changeover technique. - Speed up and slow down smoothly. - Learn how to combine a hop, step and jump to perform the standing triple jump. - Land safely and with control. - Begin to measure the distance jumped. - Perform a pull throw. - Measure the distance of their throws. - Continue to develop techniques to throw for increased distance. Swimming
MFL	French (Salut scheme) ● Sing along and do the actions to a French song, with a visual aid. ● Recognise most of the French body parts when they're spoken. ● Read the numbers 11-20 with some assistance. ● Accurately say the name of the month of their birthday when given a visual prompt. ● Understand the difference between singular and plural.	
Computing	Teach Computing Scheme **Programming – repetition in games** - To develop the use of count-controlled loops in a different programming environment - To explain that in programming there are infinite loops and count controlled loops - To develop a design that includes two or more loops which run at the same time - To modify an infinite loop in a given program	

	- To design a project that includes repetition - To create a project that includes repetition	