



King Edward Primary School Long Term Plan Year Four

Subject	Term One	Term Two	Term Three
Theme	Greeks	Sounds of the Amazon	Romans
Hook/Wow moments	Virtual plane trip to Greece & culinary experience (tasting Greek cuisine linked to English unit) Virtual tour through Ancient Athens & modern-day virtual tour of Athens	I'm in Year 4 get me out of here theme day. Bush Tucker trials- touching and tasting items that they would find in the Amazon. Team building activities. Science link to animals in their habitats.	Mansfield Museum Visit Roman day
Authentic Outcomes	Art showcase – vases/plates	Children to compose and record a soundscape	Army (turtle) formation with shields that they make themselves
Significant people studied	Alexander the Great—Greek ruler	Rainforest sketch artist—Leonardo Da Vinci Johann Sebastian Bach—German Composer	Mohamed Ali—Boxer Boudica and Hadrian
Places visited/visitors coming in	Mansfield Museum – Greeks Hindu temple visit Bike ability (visitors)	Yorkshire Wildlife	Mill adventure Pizza Express??
Other enrichment activities	Make a pizza Make a home for wildlife Link with a pen pal Learn how to play an instrument		
English	Key Texts - Reading		
	Narrative - Firework Maker's Daughter Non-fiction – Teeth – linked to Science. Non-fiction - Windrush Poetry- If I had Wings	Narrative – Running Wild or My Name is River Fiction: The Great Kapok Tree Non-fiction: Top Trees – magazine article Poetry - There's an Orangutan in My Bedroom	Narrative - The Boy at the Back of the Class Non-fiction / fiction – Muhammad Ali – Inspiring People. Non-fiction – Roman Record – Newspaper report. Poetry-Table and Chair – Edward Lear
	Writing Genres		
	1. Whole School Text <u>Punctuation and Grammar to be taught:</u> 2. Non-fiction - Travel Brochure (JC) <u>Punctuation and Grammar to be taught:</u> Recap: a or an, conjunctions and prepositions for time, place and cause. 3. Poetry – Chocolate Cake writing own version of a narrative poem <u>Punctuation and Grammar to be taught:</u>	1. Narrative – Charlie and the Chocolate Factory <u>Punctuation and Grammar to be taught:</u> Speech 2. Narrative - Journey by Aaron Becker (JC) <u>Punctuation and Grammar to be taught:</u> Plural possession apostrophes Expanded noun phrases 3. Explanation text: How Do Animals Become Critically Endangered? (Grammasaurus)	1. Narrative - Feast (JC unit) <u>Punctuation and Grammar to be taught:</u> Standard English – was and were 2. Non-fiction - Newspaper report based on the Romans <u>Punctuation and Grammar to be taught:</u> Paragraphs, speech, past tenses 3. Narrative - Traditional tale – Aladdin and the enchanted lamp



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	<p>Speech, Present perfect form and pronouns to avoid repetition</p> <p>4. Narrative - The Lost Thing – Shaun Tan <u>Punctuation and Grammar to be taught:</u> Fronted adverbials</p> <p>5. Non-fiction – Diary entry – Polar Express <u>Punctuation and Grammar to be taught:</u> Pronouns to avoid repetition</p>	<p>4. Non-fiction – Non-chron linked to Rainforest <u>Punctuation and Grammar to be taught:</u> Recap: Apostrophes of contraction and possession</p>	<p><u>Punctuation and Grammar to be taught:</u> Recap</p> <p>4. Poetry – Still I rise (JC) <u>Punctuation and Grammar to be taught</u> Recap</p>
Maths	<p>Place Value Addition and Subtraction Length and Perimeter Multiplication and Division</p>	<p>Multiplication and Division Area Fractions Decimals</p>	<p>Decimals Money Time Statistics Shape Position and Direction</p>
Science	<p>National Curriculum Objectives</p>		
	<p><u>Animals including Humans</u></p> <p>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> <p><u>Electricity</u></p> <p>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>	<p><u>States of Matter</u></p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><u>Living Things and their Habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>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>	<p><u>Sound</u></p> <p>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</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>
	<p>Factual Knowledge</p>		



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	<u>Animals including humans</u> To Identify and name the parts of the human digestive system – mouth, stomach, anus To identify and know the different types of human teeth To know the functions of different human teeth To know what a food chain is and identify producers, predators and prey <u>Electricity</u> To identify and name appliances that require electricity to function – washing machine, oven, kettle, toaster To Construct a series circuit Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) Predict and test whether a lamp will light within a circuit Know the function of a switch Know the difference between a conductor and an insulator, giving examples of each	<u>States of matter</u> To know the states of matter (solid, liquid, gas) To know the temperature at which materials change state – freezing 0°C, boiling 100°C To know about and explore how some materials can change state To know the part played by evaporation and condensation in the water cycle <u>Living things and their habitats</u> To know what a classification key is Use classification keys to group, identify and name living things (blood temperature, reproduction cycle, physical adaptations to survive.) Know how changes to an environment could endanger living things	To know how sound is made , associating some of them with vibrating. To know how sound travels from a source to our ears. To know the correlation between pitch and the object producing a sound
	Knowledge Progression		
	Know the purpose of electrical circuits and how they function	Know that a life source plays an important role in the water cycle	
	Vocabulary		
	<u>Animals including humans</u> Consumers (primary, secondary and tertiary), producers , Digestion, digestive <u>Electricity</u> bulb, battery (cell), electrical current, conductor and insulator, circuit	<u>States of Matter</u> Melting, freezing, evaporation, condensation, precipitation <u>Animals including humans</u> Vertebrates, invertebrates, exoskeleton, endoskeleton	Vibration, sound waves, pitch, volume, frequency
	Skills		
	<u>Animals including Humans</u> Set up a comparative test Make simple predictions Make careful observations	<u>States of Matter</u> Set up a comparative test Make careful observations and take accurate measurements using a range of equipment Gather, record and present data to help in answer the	<u>Sound</u> Set up a fair test Ask relevant questions Make simple predictions and use results to draw simple conclusions, make predictions for new values, suggest improvements and raise



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	<p>Identify differences, similarities or changes</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p><u>Electricity</u></p> <p>Set up a comparative test</p> <p>Make simple predictions</p> <p>Report on findings from enquiries, including oral and written explanations</p>	<p>scientific questions</p> <p>Record findings using simple scientific language and labelled drawings</p> <p>Ask relevant questions</p> <p>Report on findings from enquiries, including oral and written explanation</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p><u>Living things and their habitats</u></p> <p>Gather, record, classify and present data to answer a scientific question</p> <p>Report on findings from enquiries, including oral and written explanations</p> <p>Identify differences, similarities or changes</p>	<p>further questions</p> <p>Make systematic and careful observations using a range of equipment, decibel meter</p> <p>Gather, record and present data to help answer a scientific questions</p>
	Knowledge Progression		
		<p>Know that plants are a part of a food chain</p> <p>Know that animals are a part of a food chain.</p>	
		Investigations	
	<p><u>Animal including Humans</u></p> <p>Investigation: How does an egg shell change when it is left in cola?</p> <p>Type of Enquiry: Observation over time</p> <p>Scientific Skill: Interpreting and communicating results</p> <p>Investigation: How can we organise teeth into groups?</p> <p>Type of Enquiry: Identify and Classify</p> <p>Scientific Skill: Observation</p> <p><u>Electricity (DT link)</u></p>	<p><u>States of Matter (Geography link)</u></p> <p>Investigation: How does the level of water in a glass change when left on the windowsill?</p> <p>Type of Enquiry: Observation of time</p> <p>Scientific Skill: observing</p> <p>Investigation: Does water evaporate at the same rate? (same amount of water, different shaped containers)</p> <p>Type of Enquiry: Observation of time</p> <p>Scientific Skill: setting up the test</p> <p>Investigation: Does every liquid freeze at 0°C?</p> <p>Type of Enquiry: Research</p>	<p><u>Sound</u></p> <p>Investigation: Is there a link between how loud it is in school and the time of day?</p> <p>Type of Enquiry: Noticing patterns</p> <p>Scientific Skill: hypothesising</p> <p>Investigation: How does the length of the guitar string/tuning fork affect the pitch of the sound?</p> <p>Type of Enquiry: Fair Test</p> <p>Scientific Skill: Questions</p>



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	Investigation: Which material is the best conductor of electricity? Type of enquiry: Comparative test Scientific skill: making predictions	Scientific Skill: Evaluating and Questions for further enquiry <u>Living Things and their habitats</u> Investigation: Can we use classification keys to identify plants on our school grounds? Type of Enquiry: identify and classify Scientific Skill: recording data	
History	National Curriculum Objectives		
	Pupils should be taught a study of Greek life and achievements and their influence on the western world		Pupils should be taught about the Roman Empire and its impact on Britain
	Factual Knowledge		
	Alexander the Great was the king of Ancient Greece. Ancient Greece was not governed as a whole country but instead was divided up into 'city-states'. The two most important states were Athens and Sparta who had different social structures The Ancient Greeks invented the theatre. The first official Olympic Games happened in Greece and continued once every four years. Ancient Greeks believed that the gods and goddesses controlled everything. The Ancient Greeks were the first to create democracy.		One of the greatest and most influential civilizations in world history, the Roman Empire lasted for well over 1000 years. The Roman army was the most powerful in the world The Romans believed in gods and goddesses had an important role in everyday life In Britain, Hadrian's Wall was built to mark the boundaries of the Roman Empire. Roman citizens were divided into different social classes Boudicca was a Celtic Queen who fought against the Romans We still have evidence of Roman life around us today, including roads, towns, central heating, a sewage system and Christianity.
	Knowledge Progression		
	Know that small details in artefacts and pictures can build up a picture of the past.		Know that there are variety of reasons for different versions of events.



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	<p>Know that they can ask a variety of questions when offered an explanation.</p> <p>Know that not all books and websites agree about the past.</p> <p>Know that primary and secondary sources are available and vary in reliability.</p> <p>Know that some consequences are temporary whereas others have lasting effects or impacts.</p> <p>Know that particular societies' achievements/follies can still be seen in the modern world</p>		<p>Know that primary and secondary sources are available and vary in reliability.</p> <p>Know that not all people and events in history were equally significant and understand why this may be.</p> <p>Know that different versions of the past may exist and give reasons for this.</p> <p>Know that many ancient civilisations have a clear societal hierarchy and consider the order of importance and reasons for it.</p> <p>Know how an empire functions and is run and recognise that there are many ways for an empire to end.</p>
	Vocabulary		
	<p>Athenian, chariot, city-state, Olympic Games, Spartan, theatre, democracy, social class, Zeus, Poseidon, Hades, Aphrodite, Hermes</p>		<p>boundaries, Hadrian's Wall, patricians, plebians, advancements empire, legacy, social class, conquered, invasion, Mars, Pluto, Neptune, Venus and Mercury</p>
	Skills		
	<p>Use dates related to the study units</p> <p>Use complex terms related to the passing of time - ancient, modern, BC, AD, century, decade, ancient civilisations, Stone Age, Bronze Age, Iron Age</p> <p>Identify key features, characters and events within the time studied</p> <p>Use a wider range of sources such as pictures, photographs, stories, artefacts, reference books, websites, visits and visitors to build up pictures of events/ reconstruct life in the past</p> <p>Ask and answer a variety of historical questions</p>		<p>Place events from a period studied on a timeline</p> <p>Use complex terms related to the passing of time -ancient, modern, BC, AD, century, decade, ancient civilisations,</p> <p>Recognise diversity within the societies studied e.g. rich and poor, men and women</p> <p>Identify links and effects within the time studied</p> <p>Explain why some events happened</p>



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			Examine a range of evidence/ historical sources, and examine the usefulness and reliability of this information
	<u>The Ancient Greeks</u>	<u>The Amazon Rainforest</u>	<u>The Roman Empire</u>
Geography	National Curriculum Objectives		
	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>☑ To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To describe and understand key aspects of physical geography, including: rivers and the water cycle.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>☑To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>
	Factual Knowledge		
	<p>Greece is in Europe.</p> <p>The capital city of Greece is Athens</p> <p>Greece is a mountainous country and is located on the Mediterranean Sea.</p> <p>Countries around the world have different climates and Greece has a Mediterranean Climate</p> <p>Greece is made up of a mainland country and lots of islands.</p> <p>Greece uses boats for trade due to its location.</p>	<p>Brazil is in South America.</p> <p>The Amazon is mainly located in Brazil.</p> <p>The Amazon River runs through South America.</p> <p>The Amazon River is the largest river in the world.</p>	<p>Italy is in Europe.</p> <p>The capital city of Italy is Rome.</p> <p>Bath is a city in the UK and is named after its Roman-built baths.</p>



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	Knowledge Progression		
	<p>Know that areas/regions can be split into further categories e.g., rural/urban and how this compare.</p> <p>Know that the boundaries between countries can be marked in different ways e.g. physical feature or 'invisible'</p> <p>To know that similarities or differences between two places, influenced by their location in the world, may impact how people live their lives.</p> <p>To know that a location's human features can be made to have a direct impact on the people that live there.</p> <p>To know how maps and symbols can be used to infer information about a place. E.g. ports, rivers may suggest transportation trade links.</p> <p>To know that a maps scale is the relationship between distance on the map and distance in real life.</p>	<p>To know that similarities or differences between two places, influenced by their location in the world, may impact how people live their lives.</p> <p>To know that a location's physical features can have a direct impact on the way people live there.</p> <p>To know that a maps scale is the relationship between distance on the map and distance in real life.</p>	<p>Know that areas/regions can be split into further categories e.g., rural/urban and how this compare.</p> <p>Know that the boundaries between countries can be marked in different ways e.g. physical feature or 'invisible'</p> <p>To know that similarities or differences between two places, influenced by their location in the world, may impact how people live their lives.</p> <p>To know that a location's human features can be made to have a direct impact on the people that live there.</p> <p>To know how maps and symbols can be used to infer information about a place. E.g. ports, rivers may suggest transportation trade links.</p> <p>To know that a maps scale is the relationship between distance on the map and distance in real life.</p>
	Vocabulary		
	<p>Climate</p> <p>Mediterranean</p> <p>Mild</p> <p>Mountainous</p> <p>Mainland</p> <p>Island</p> <p>Coastal</p>	<p>River</p> <p>Source</p> <p>Mouth</p> <p>Understory</p> <p>Canopy</p> <p>Emergent</p> <p>Forest floor</p> <p>Tropical</p>	<p>Baths</p> <p>Capital</p> <p>Peninsula</p>
	Skills		
	<p>Explore a variety of maps, atlases and the globe to locate specific places including:</p> <ul style="list-style-type: none">- A range of countries in Europe and South America.- Capital cities.	<p>Explore a variety of maps, atlases and the globe to locate specific places including:</p> <ul style="list-style-type: none">- A range of countries in Europe and South America.- Capital cities.	<p>Explore a variety of maps, atlases and the globe to locate specific places including:</p> <ul style="list-style-type: none">- A range of countries in Europe and South America.- Capital cities.



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	<p>Identifying human and physical characteristics of a specific place and its key topographical features (including hills, mountains, coasts and rivers),</p> <p>Identify the position and significance of latitude, Equator, Northern Hemisphere and Southern Hemisphere</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">Physical geography including climate zones, rivers and mountains.	<p>Identifying human and physical characteristics of a specific place and its key topographical features (including hills, mountains, coasts and rivers),</p> <p>Identify the position and significance of latitude, Equator, Northern Hemisphere and Southern Hemisphere</p> <p>Compare a region of the United Kingdom and a region in North or South America by:</p> <ul style="list-style-type: none">Looking at their geographical locationStudying their human and physical features	<p>Identifying human and physical characteristics of a specific place and its key topographical features (including hills, mountains, coasts and rivers),</p> <p>Use four-figure grid references.</p>	
Art	National Curriculum Objectives			
	Pupils should be taught:			
	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas			
	Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials			
	Ar2/1.3 about great artists, architects and designers in history.			
	<u>Sculpture – Greek Vases/Plates</u>	<u>Drawing – Artist Study: Leonardo Da Vinci – Botanical drawings.</u>	<u>Painting- Henri Rousseau- rainforest painting.</u>	<u>Sculpture- collage unit Roman Mosaics</u>
	Factual Knowledge			
	<p>To know that Greek vases were made from clay.</p> <p>To know that the vases would normally feature people or figures.</p> <p>To know that Greek vases often told a story.</p> <p>To know that paper Mache can be made in different way (layering or making a pulp)</p>	<p>To know that Leonardo Da Vinci predominantly painted and has painted some of the most famous artwork.</p> <p>To know that Da Vinci also sketched botanical drawings</p> <p>To know when to use the different pencil grades.</p>	<p>To know Henri Rousseau was an impressionist painter.</p> <p>To know that Henri Rousseau created the famous painting Tiger in Tropical Storm and inspiration came from visits to botanical gardens and zoos.</p> <p>To know that complementary colours are</p>	<p>To know that a mosaic is a pattern or picture created by putting together small pieces of stone, pottery, glass, tile or paper.</p> <p>To know that Roman mosaics could often be found on the floors or walls of a range of public and private buildings</p> <p>To know that the Romans mosaics would often show scenes from Roman life.</p>



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			<p>opposite each other on the colour wheel.</p> <p>To know that complementary colours make each other stand out.</p>	
	Knowledge Progression			
	<p>Know that detail can be added using different media (paint)</p> <p>Know that sculptures can be made using different materials.</p>	<p>Know that different drawing materials can be selected to create a specific outcome.</p> <p>Know that different artists can be compared.</p> <p>Know that an artist can use different medias.</p>	<p>Know that colours can be mixed and matched for a specific purpose.</p> <p>Know that the colour wheel shows the relationship between different colours.</p>	
	Vocabulary			
	proportion, structure , mould, layer ,	Lines (free-flowing, sweeping, broken, faint & hard) , Block,	Complimentary, contrasting , impressionist, inspiration.	Manipulate, pattern, tesserae ,
	Skills			
	<p>Use a variety of materials to construct a sculpture (including papier Mache) showing an understanding of shape, space and form.</p> <p>Plan, design and make models from observation or imagination.</p> <p>Create a 3D sculpture using paper Mache</p>	<p>Can layer with pastels and charcoal to build up layers of colour.</p> <p>Can work on top of a background to create detail.</p> <p>Experiment with different grades of pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.</p> <p>Can experiment with a variety of lines free-flowing, sweeping, broken, faint & hard.</p>	<p>Confidently control marks made and experiment with different effects and textures and creating textural effects.</p> <p>Develop an understanding of the colour wheel to introduce the concept of creating complementary/contrasting.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p>	<p>Use a variety of materials to construct a mosaic showing an understanding of shape, space and form.</p> <p>Manipulate materials to create patterns.</p> <p>Plan, design and make models from observation or imagination.</p> <p>Create a mosaic, placing tiles accurately and precisely.</p>



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		Alter and refine drawings and describe changes using art vocabulary	Use light and dark within painting.	
DT	National Curriculum Objectives			
	<i>Technical knowledge</i> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	<i>Technical knowledge</i> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example: levers and linkages]	<i>Technical knowledge</i> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	
	Factual Knowledge			
	<u>Light up Winter scene</u> To know that electrical systems can be used in products	<u>Greenhouses – Crystal palace</u> To know how to reinforce more complex structures. To know the key features of different types of bridges To know that triangles are the strongest shape	<u>Pizza</u> To know that food is grown all over the world. To know that food can change status when it is heated and cooled (linked to Science). To know what processed, fresh and precooked food are. To know that food is grown, reared, caught and processed.	
	Knowledge Progression			
	Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes. Identify the strengths and areas for development in their ideas and products.	Learn about engineers, chefs and manufacturers who have developed ground -breaking products. Safely and accurately use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, including construction materials, textiles and ingredients. Learn about engineers, chefs and manufacturers who have developed ground -breaking products.	Start to use research to develop design criteria to inform the design of products that are fit for purpose Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
	Vocabulary			



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	Electrical Systems, Product, hinge, lever Henry Cole	prototypes, beam, truss, arch, suspension, pillars Isambard Kingdom Brunel	fresh, pre-cooked, processed, grown, reared caught, mixing, kneading calzone, stone baked, dough, toppings
	Skills		
	To use a number of components in a circuit To program a computer to control product	Prepare and cook some dishes safely and hygienically Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	Begin to develop an understanding that mechanical systems such as levers and linkages can create movement. Select most appropriate tools / techniques Explain alterations to product after checking it
Music	National Curriculum Objectives		
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory 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. 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	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 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
	Singing Listening & Appraising	Composition Listening & Appraising	Playing instrument – tuned Listening & Appraising
	Factual Knowledge		
	There are different styles of music, such as pop, folk and swing. Scat singing is a technique used in jazz where a singer improvises using nonsense syllables. Harmony is when 2 or more notes can be heard at the same time. Mood can be created through the way you change your voice and your body language.	Bach was a German composer in the Baroque period. The Baroque period was from 1600-1750. A toccata is a piece of music with lots of fast notes. A fugue is a musical shape similar to a round but part of the composition may vary. A graphic score is a way to represent music through diagrams.	Staccato is short and sharp Legato is smooth and long You can create a mood using music by changing the dynamics and your choice of instrument.



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		A musical motif can be created by sequencing notes, such as minims, crotchets, quavers and crotchet rests.	
	Knowledge Progression		
	<p>To know that songs can make you feel different</p> <p>You must sing with confidence</p> <p>Performance is sharing music with others</p> <p>Singing as part of an ensemble or choir is fun but you must listen to each other, especially when singing in parts</p> <p>To know why you must warm up your voice.</p> <p>To know 5 songs from memory and who wrote and sang them</p> <p>To know the musical style of the pieces of music</p> <p>To know how a solo singer makes a thinner texture than a large group.</p>	<p>To know how to compose a simple melody using up to 5 different notes.</p> <p>To know how to record a composition</p> <p>To know the names of the note types including rests.</p> <p>To know the musical characteristics of that music such as lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), main sections of the song and to name some of the instruments being used.</p>	<p>You must play with confidence</p> <p>A performance could be a special occasion with an audience (that could include people you don't know)</p> <p>Performance is sharing music with others</p> <p>To know the names of the instruments used in class</p> <p>To know the names of other instruments in a band or an orchestra</p>
	Vocabulary		
	scat singing, pitch, technique, harmony, improvisation	toccata, fugue, graphic score, round, tempo,	tuned, untuned, staccato, legato
	Skills		
	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To think about others while performing.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To think about others while performing.</p> <p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To understand how different musical elements are combined and used expressively.</p>



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		<p>To understand and begin to use established and invented musical notations to represent music.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	
Computing	National Curriculum Objectives		
	<p>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create</p> <p>collect, analyse and present data</p>	<p>design, write and debug programs that accomplish specific goals,</p> <p>Use selection in programs</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
	Factual Knowledge		
	<p><u>Digital Literacy</u></p> <p>Know why I should be careful who I trust online and what information I should not trust them with.</p> <p>I know I can take back my trust in someone if I feel nervous, uncomfortable or worried.</p> <p>Know ways (programs and devices) that people communicate with each other online</p> <p>Know that others online (including computer programs) can pretend to be me or others and why this might happen.</p> <p>Knows what makes a strong password and what to do if a password is lost or stolen.</p>	<p><u>Creating an eBook – Book creator</u></p> <p>Know that final digital compositions are the combination of a range of media.</p> <p>Know why images may need to be enhanced or edited.</p> <p>Know how data is collected and that recorded data can be digitally transferred to create a chart or diagram. (keynote)</p>	<p><u>Coding – Coding.org</u></p> <p>Know how conditionals work within an algorithm and how to use them.</p> <p>Know that conditionals add more depth to an algorithm by providing options.</p> <p>Know that to debug, you should break an algorithm down into smaller steps.</p>
	Knowledge Progression		
	<p>Know that not all information online should be believed or agreed with the information may include:</p>	<p>Know how edited text can be combined with images or other objects for a specific purpose and know that one's audience should be considered when doing this</p>	<p>Know that algorithms make use of conditionals – such as IF statements – to alter the way a program runs</p>



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	'facts', 'beliefs', 'opinions' and intentional 'misinformation'	Know that manipulating an image's contrast or size will produce a desired effect and when this might be used.	
	Vocabulary		
	Belief, blocking, communication , fact, negative, opinion, password-strength , special character (!,£,\$,% etc) positive, social media	brightness, contrast, copy, crop , cut, data, digital, image, E-book , edit enhance hyperlink , image, paste, resize, keynote	Algorithm, bug, debug/debugging, if, if/else , input, loop, output, conditional
	Skills		
	<p>I can describe strategies for safe and fun experiences in a range of online social environments, including how to be respectful to others online</p> <p>I can identify some of the different communication tools that people use and identify the positive and negatives of these</p> <p>I can analyse online information and differentiate between 'opinions', 'beliefs' and 'facts'</p> <p>I can be critical about passwords, ordering them due to strength and think of increasingly strong examples</p>	<p>I can combine digital images, objects, and text – from different sources – to make an eBook</p> <p>I can edit the style and effect of text and images to make documents for engaging and eye-catching.</p> <p>I can use screenshot, cut, copy and paste</p> <p>I can enhance digital images and photographs using crop, brightness, contrast & resize</p> <p>I can input data to create a digital graph or chart</p>	<p>I can use conditionals, such as 'IF' statements, to alter the way my programs run</p> <p>I can use simple selection in algorithms</p> <p>I can break programs up into smaller parts</p> <p>I can use logical thinking to identify and solve potential bugs during coding</p>
MFL	National Curriculum Objectives		
	Phonics 2 and Presenting Myself	My Family	Vegetables
	Meets Objectives: 1, 3, 4, 5, 6, 7, 9, 10, 12 <i>Please see MFL national curriculum document for reference.</i>	Meets all 12 National Curriculum Objectives. <i>Please see MFL national curriculum document for reference.</i>	Meets Objectives: 1, 3, 4, 5, 6, 7, 9, 10, 12 <i>Please see MFL national curriculum document for reference.</i>
	Factual Knowledge		
	<p>To count to twenty.</p> <p>Ask (and answer) How old are you?</p> <p>Ask (and answer) Where do you live?</p> <p>Ask (and answer) How are you?</p>	<p>To know the nouns of six family members.</p> <p>To know the three possessive adjectives for the words 'my'.</p> <p>To recognise numbers to 100 and independently count in tens.</p> <p>To know how to say 'I have'</p> <p>To know how to say she/he is called.</p> <p>To know how to say and</p>	<p>To know 5 vegetable nouns.</p> <p>To know how to say I would like.</p> <p>To know how to say please.</p>
	Knowledge Progression		
	Vocabulary		
	How are you?	My (3 ways)	Tomatoes



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	<p>I am good/ok/not good Where do you live? I live in How old are you? I am ... years old</p>	<p>He/she is called He/she has Mum, dad, brother, sister, grandma and grandad</p>	<p>Potatoes Carrots Onions Mushrooms I would like please</p>
RE	<p><u>Locally Agreed Syllabus</u> <u>Spiritual Expression:</u> What can we learn? [Christianity] 4.3 To be taught Autumn 1</p>	<p><u>Locally Agreed Syllabus</u> <u>Symbols and Religious Expressions:</u> People expressing their religious and spiritual ideas on Pilgrimages 4.2 To be taught Spring 1</p>	<p><u>Locally Agreed Syllabus</u> <u>The Journey of Life and Death:</u> Life is like a journey/ Life after death [Islam/ Christianity/ Hinduism] 4.1 To be taught Summer 1 & 2</p>
	<p><u>Factual Knowledge</u> <i>Key Question – What can we learn?</i> Religious music is a way of bringing a religious community together. It makes worshippers feel closer to each other and to God. Christians sing hymns in church and there are special hymns for religious festivals, such as carols to celebrate Christmas. Spiritual music has meanings.</p>	<p><u>Factual Knowledge</u> <i>Key Question – How do people express their religious and spiritual ideas on pilgrimages?</i> A pilgrimage is a sacred journey, undertaken for a spiritual purpose. Pilgrimage is a search for meaning, purpose, values or truth.</p> <ul style="list-style-type: none"> The pilgrimage to Varanasi in India is an important spiritual journey for Hindus. Mecca (Makkah) is an important spiritual destination for Muslims. This pilgrimage is known as Hajj and is one of the Five Pillars of Islam. Pilgrimages to Lourdes and ‘The Holy Land’ are an important spiritual journeys for Christians. 	<p><u>Factual Knowledge</u> <i>Key Question – Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</i> <u>Hinduism</u> In some Hindu families, just after the birth of a child, the sacred syllable aum is written on the baby's tongue with honey. In some Hindu families, 40 days after birth, the baby is taken to the community mandir for a naming ceremony. Most Hindus believe in reincarnation <u>Islam</u> At the moment of birth, many Muslims speak the words of the Adhan in the ear of the baby. On the seventh day after birth, the child's head is shaved, this is part of the naming ceremony. Islam teaches that there is life after death <u>Christian</u> Water is used in baptism and is a symbol of washing away sin and the start of a new life. During the baptism service godparents are sometimes given a lighted candle to represent the light of Jesus that has come into the baby's life.</p>
	<p><u>Vocabulary</u> Christian, spiritual, worship, belief, self-expression, Hymn, community, carol.</p>	<p><u>Vocabulary</u> Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values, sacred.</p>	
	<p>Knowledge Progression</p>		
	<p>Know that there are similar and different rituals, and acts of worship and prayer, for religious families and communities.</p>		
	<u>Locally Agreed Syllabus</u>	<u>Pentecost</u>	



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	<p><u>Religion, family, community, worship, celebration, ways of living:</u> Hindu Festivals – Holi/ Diwali 4.4 To be taught Autumn 2</p>	To be taught Spring 2	<p>When Christians die, it is seen as the end of his/her life on earth. <u>Humanist</u> Humanists believe they have one life A humanist funeral is a non-religious ceremony that focuses on the life that person has led.</p>
	<p><u>Factual Knowledge</u> <i>Key Question – How do Hindu families practice their faith? What are the deeper meanings of some Hindu festivals?</i> Holi is the ‘festival of colour’ celebrated by Hindus and marks the beginning of spring. Diwali is the ‘festival of light’ and is celebrated in late autumn by Hindus. Many gods are worshipped in Hinduism. Hinduism has no founder, single teacher nor any prophets.</p>	<p><u>Factual Knowledge</u> Pentecost is celebrated 50 days after Easter. According to the Bible, Jesus had ascended into heaven 10 days earlier and the disciples were waiting to receive power from God to help them spread Jesus’ message. Pentecost is when the Holy Spirit filled the disciples, they started speaking in different languages so that the people in the crowd could understand them.</p>	
	<p><u>Vocabulary</u> Hindu, gods and goddesses, festivals, ritual, symbol, community, commitment, values, Holi, Diwali</p>	<p><u>Vocabulary</u> Church, Pentecost, Christianity, Holy Spirit, heaven, The Bible, disciples</p>	<p><u>Vocabulary</u> Muslim, Hindu, Christian, Humanist, beliefs, life after death, ritual, soul, spiritual, heaven, reincarnation.</p>
	Knowledge Progression		
	<p>Know that there are similar and different viewpoints, and questions about the ways in which diverse communities respond to choices about justice and fairness.</p> <p>Know that these choices determine the ways that they can live together.</p>		<p>Know that there are a range of beliefs and teachings and that these arise from different religions and communities.</p> <p>Know that there are similar and different viewpoints, and questions about the ways in which diverse communities respond to choices about justice and fairness.</p> <p>Know that these choices determine the ways that they can live together.</p>
RSHE	<p>Talking Points: Is it OK to hug? (consent unit) What’s that feeling I have? What do I do when my friend is cross?</p>	<p>Talking Points: Am I safe on my mobile? What can I do about negative thoughts? Should I own up?</p>	<p>Talking Points: What worries me in the world? What is discrimination? What does it mean to be anti-social?</p>



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	<p>How do I compromise? How do I do emergency first aid? Am I at risk? How do I stay safe online?</p>	<p>What's an aspiration? What is enterprise?</p>	<p>How do I support my community? What's a volunteer? Can I volunteer and help others? SRE unit To explore the human life cycle To explore some basic facts about puberty and how it is linked to reproduction To explore respect in a range of relationships To discuss the characteristics of healthy relationships</p>
	Knowledge Progression		
	<p>Know what to do in an emergency. Know how to administer some basic first aid. Know what a respectful relationship involves.</p>	<p>Know how to recognise and deal with negative thoughts and worries.</p>	
PE	<p>Fundamentals (Year 3/4 Unit) Football (Y3/4 unit) Gymnastics (Year 3 unit) Dance *Specialist dance coach based around topic theme</p>	<p>Swimming (Water meadows) Athletics (Year 4 unit)</p>	<p>Net & Wall (Tennis year 4 unit) OAA (Year 3/4 unit) Striking and fielding (Cricket & Rounders Year 3/4 unit) Invasion Games (Basketball 3/4 Unit)</p>