

Lionel Walden Primary School: Long Term Plan – Year 4

| Area of Learning | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Life skills | Values | Kindness, Thoughtfulness, Respect, Resilience | Curiosity, Courage, Teamwork | Ready, Respectful and Safe | | | |
| | Wider Experience | Harvest Food Bank Appeal | Church Carol Concert Remembrance Day | Internet Safety Week Anti-Bullying Week Healthy Week | World Book Day Science Week | International Week King's Coronation | Life Education Bus |
| | PSHE/RSE | Rights, rules & responsibilities | Anti-bullying Working together Diversity & communities | Healthy lifestyles | Managing risks/Personal safety | My emotions/ family and friends | Managing change |
| Languages | English Key Texts | Charlie and the Chocolate Factory Aladdin | Wizards of Once Still I Rise Princess and the Pea | The River The Whale | Sicily The Journey into your Microbiome | The Plague The BFG | Secrets of a Sun King Inviting an Author |
| | Writing Outcomes | Writing to entertain | | Writing to entertain | Writing to inform | | Writing to inform |
| | MFL - French | Introducing myself Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. | Family – La Famille Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). | Classroom – En Classe Remember and recall 12 classroom objects with their indefinite article/ determiner. Replace an indefinite article/ determiner with a possessive adjective. Say and write what they have and do not have in their pencil case. | My Home – Chez Moi Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). | Habitats – Les Habitats Tell somebody in French the key elements animals and plants need to survive in their habitat. Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. Tell somebody in French which animals live in these different habitats. Tell somebody in French which plants live in these different habitats. | |
| STEM | Maths | Place value – 4-digit numbers Addition and subtraction | Area Multiplication and division | Multiplication and division Perimeter Fractions | Fractions Decimals | Decimals Money Time | Geometry – angles and 2D shape Statistics Position and direction |
| | Science | Changing States (Chemistry) – Where do ice cubes go when they disappear? Compare and group materials together, according to whether they are solids, liquids or gases. | Animals inc humans (Biology) | Sound (Physics) – How can we make different sounds? Know how sound is made associating some of them with vibrating. Know what happens to a sound as it travels from its source to our ears. | Animals inc humans (Biology) – What do our bodies do with the food we eat? Describe the simple functions of the basic parts of the digestive system in humans. | Electricity (Physics) – What can we do with electricity? Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its | Living things & classification (Biology) – Are living things in danger? Recognise that living things can be grouped in a variety of ways. |

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| | | <p>Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | | <p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Know how sound travels from a source to our ears.</p> <p>Know the correlation between pitch and the object producing a sound.</p> | <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> | <p>basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes the circuit and associate this with whether a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Know the difference between a conductor and an insulator, giving examples of each.</p> <p>Be safe when using electricity</p> | <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose danger to living things.</p> |
| | DT | Weaving | Sewing | | Light houses – lighting up | | Clay/sculptures Dioramas (junk modelling) Baking |
| | Computing | Scratch (coding) | Understanding computer networks | E-safety | Kodu | Databases | Data handling |
| Humanities | Geography | Map of GB/UK Counties vs Anglo-Saxon times | | Rivers and Mountains <p>Identify the stages and features of a river, and the way the land use changes from source to mouth.</p> <p>Recognise and explain how human activity affects rivers</p> <p>Recognise and explain how flooding affects communities</p> <p>Describe key features of mountains and how they are formed</p> <p>Describe the climate of the mountains and explore mountain life</p> <p>Locate UK and world mountain ranges</p> | | South America and the Amazon <p>Locate South America and identify a range of its physical and human features</p> <p>Locate the countries and capital cities of South America</p> <p>Compare key facts about Brazil with the UK</p> <p>Explore the River Amazon and identify key characteristics of the Amazon Basin</p> <p>Explore the importance of the Amazon Rainforest</p> | |
| | History | Anglo-Saxons, Vikings and Celts NC Obj: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | Local History – draining of the fens NC Obj: a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality | | British Rulers NC Obj: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Eg the changing power of monarchs using case studies such as John, Anne and Victoria | |
| | RE | Harvest/Autumn festivals | Pilgrimages | The Church Year | What is Judaism? | Christianity/Sikhism - creation story | How do different faiths worship? |
| | | By the end of year 4 children should be able to learn about religion and belief by: <ul style="list-style-type: none"> Recalling in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. Beginning to compare the similarities of at least three different religious texts or stories. Beginning to understand the diversity of belief in different religions, nationally and globally. Beginning to compare directly different responses to ethical questions looking at a range of different religions. and to learn from religion and belief by: <ul style="list-style-type: none"> Responding to meanings behind different beliefs and practices. Responding to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. Expressing views about why belonging to a faith community is valuable in their own lives. Beginning to make connections between their own ideas and others. | | | | | |

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| Creative Arts | Art & Design | Sketching Self portraits | Landscapes | Water colours (Monet) | Impressionism (Van Gogh) | Cubism Pop Art | Collage |
| | Music | Using voices expressively | Playing tuned/untuned instruments | Using voices expressively | Playing tuned/untuned instruments | Using voices expressively | Playing tuned/untuned instruments |
| Sports | PE & Games | Swimming/ tag rugby | Football/dance | Swimming/hockey | Netball/trigolf | Athletics/tennis | Rounders/archery |