

## Lionel Walden Primary School: Long Term Plan – Year 4 – 2023/24

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills	Values	Kindness, Thoughtfulness,	Courage	Teamwork	Curiosity	Resilience	Respect
	Wider Experience	Harvest Food Bank Appeal	Church Carol Concert Remembrance Day	Internet Safety Week Anti-Bullying Week Healthy Week Bikeability – Year 4	World Book Day Science Week Year 4 Residential to Kingswood	International Week	
	PSHE/RSE	Citizenship Rights, Rules & Responsibilities	Myself & My Relationships  Anti-bullying	Economic Wellbeing Financial Capability	Healthy & Safer Lifestyles Personal Safety	Healthy & Safer Lifestyles Relationships and Sex Education Healthy & Safer Lifestyles Drug Education	Healthy & Safer Lifestyles – Managing Change
Languages	English Key Texts	Charlie and the Chocolate Factory Aladdin	Arthur and the Golden Rope Emperor Penguins	The River The Whale	The Chocoplot The Plague	The BFG The Journey into your Microbiome	Sicily Princess and the Pea
	Writing Outcomes	Writing to entertain	Writing to entertain Writing to inform	Writing to entertain	Writing to entertain	Writing to entertain Writing to inform	Writing to persuade Writing to entertain
	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	Perimeter  Multiplication and division	Multiplication and division Area  Fractions	Fractions Decimals	Decimals Money Time	Geometry – angles and 2D shape Statistics Position and direction
	Science	<b>Changing States</b> (Chemistry) – Where do ice cubes go when they disappear?  Compare and group materials together, according to whether they are solids, liquids or gases.  Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius.	<b>Changing States</b> (Chemistry) – Where do ice cubes go when they disappear?  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<b>Sound (Physics)</b> – 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.  Know the correlation between the volume of a sound and the strength of the vibrations that produced it.  Know how sound travels from a source to our ears.  Know the correlation between pitch and the object producing a sound.	<b>Animals inc humans</b> (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.  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	<b>Electricity (Physics)</b> – What can we do with electricity?  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 a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery.  Recognise that a switch opens and closes the circuit and associate this with whether a lamp lights in a simple series circuit.  Recognise some common conductors and insulators, and associate metals with being good conductors.  Know the difference between a conductor and an insulator, giving examples of each.  Be safe when using electricity	<b>Living things &amp; classification (Biology)</b> – Are living things in danger?  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.  Recognise that environments can change and that this can sometimes pose danger to living things.
	DT	Weaving	Sewing The Great Bread Bake Off	Let's go fly a kite		Junk modelling (dioramas)	Mechanical Posters
	Computing	Scratch (coding)	Understanding computer networks	E-safety	Kodu	Databases	Data handling
Humanities	Geography	World map – countries of Europe Map of GB/UK Counties vs Anglo-Saxon times	Rivers  Identify the stages and features of a river, and the way the land use changes from source to mouth.  Recognise and explain how human activity affects rivers  Recognise and explain how flooding affects communities  Describe key features of mountains and how they are formed	Rainforests  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	South America and the Amazon  Locate South America and identify a range of its physical and human features  Locate the countries and capital cities of South America  Compare key facts about Brazil with the UK  Explore the River Amazon and identify key characteristics of the Amazon Basin  Explore the importance of the Amazon Rainforest		
	History	<b>Anglo-Saxons, Vikings and Celts</b>  NC Obj: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		<b>Local History – draining of the fens</b>  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	<b>British Rulers</b>  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	Why do Christians pray?  Pilgrimages	The Church Year	What is Judaism?	Christianity/Sikhism - creation story	How do different faiths worship?
		<p>By the end of year 4 children should be able to learn about religion and belief by:</p> <ul style="list-style-type: none"> <li>Recalling in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</li> <li>Beginning to compare the similarities of at least three different religious texts or stories.</li> <li>Beginning to understand the diversity of belief in different religions, nationally and globally.</li> <li>Beginning to compare directly different responses to ethical questions looking at a range of different religions.</li> </ul> <p>and to learn from religion and belief by:</p> <ul style="list-style-type: none"> <li>Responding to meanings behind different beliefs and practices.</li> <li>Responding to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</li> <li>Expressing views about why belonging to a faith community is valuable in their own lives.</li> <li>Beginning to make connections between their own ideas and others.</li> </ul>					

Creative Arts	Art & Design	Sketching Self portraits	Water colours (Monet)	Expressionism (Van Gogh)	Oil Pastels	Cubism (Picasso)	Poster Paint
	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	Dodgeball/hockey	Swimming/football	Netball/tri golf	Athletics/tennis	Rounders/archery