

Long Term Plan 2021/22 – Year 4

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Skills for Success	Resilience	Self-belief	Responsibility	Understanding yourself	Co-operation	Risk taking
Visits and Visitors	Visit to Dartmoor for observational drawings Theatre Alibi		Dartmoor residential	Crealy animal visitor		
English	Ask Dr Fisher (NF letter) Until I met Dudley (explanation text)	Leon and the place between (narrative) Magic box (poetry)	El Caminante (descriptive story writing based on an animation) Paint me a poem (poetry)	Dragons, myths and legends (descriptive story) Penguins (NF fact file)	Rainforest rough guide (diary and non-fiction writing) The catch (descriptive story based on an animation)	The Whistling Monster (descriptive story including dialogue) Empty space for sequence to cover the needs of the children
Mathematics	4.1 Number sense (3 weeks) 4.2 Additive reasoning (3 weeks) 4.3 Multiplicative reasoning (1 week)	4.3 Multiplicative reasoning (2 weeks) 4.4 Geometric reasoning (2 weeks) 4.5 Number sense (2 weeks)	4.6 Additive reasoning (3 weeks) 4.7 Number sense (2 weeks)	4.7 Number sense (continued) (1 week) 4.8 Multiplicative reasoning (3 weeks) 4.9 Geometric reasoning (2 weeks)	4.10 Number sense (2 weeks) 4.11 Additive reasoning (3 weeks) 4.12 Number sense (1 week)	4.12 Number sense (1 week) 4.13 Multiplicative reasoning (3 weeks) 4.14 Geometric reasoning (2 weeks) Empty space to address misconception

Long Term Plan 2021/22 – Year 4

<p>Science</p>	<p>Electricity- It's electric!</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>States of matter- states of matter scientists</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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>Sound- Listen up!</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>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>Living things and their habitats- Name that living thing!</p> <p>Recognise that some 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.</p>	<p>Animals including humans- excuse me, are those your teeth?</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</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>Living things and their habitats- help our habitats!</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<p>Computing and E-safety</p>	<p>Digital Literacy and Information Technology -</p> <p>Children can: add pages/slides, add transitions and effects to images and text, change background, add sound/movie change themes</p>	<p>Digital Literacy –</p> <p>children can: spot a reliable source, use a safe search to find information to support a subject area</p>	<p>Computer Science –</p> <p>Children can: Understand what algorithms are.</p> <p>Design, write and debug programs that accomplish specific goals,</p> <p>Use logical reasoning to explain</p>	<p>Information Technology –</p> <p>Children can: create a table of information and use a formula to calculate</p>	<p>Digital literacy –</p> <p>children can: take photos/videos and send it via a class cloud then add stickers and effects to the photo and video</p>	<p>Personal Projects</p>

			how some simple algorithms work and to detect and correct errors in algorithms and programs			
Online Safety- Project evolve	Self-Image and Identity- I can explain how my online identity can be different to my offline identity.	Online Relationships- I can describe strategies for safe and fun experiences in a range of online social environments(e.g. live streaming, gaming platforms).	Online bullying- I can recognise when someone is upset, hurt or angry online.	Managing online information- I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	Health, Well-being and Lifestyle- I can explain how using technology can be a distraction from other things in both a positive and negative way.	Privacy and Security- I can describe strategies for keeping personal information private depending on context.
History		<p>A non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> - The Mayans-How the Mayans helped to develop our civilisation A.D 250 - 900 - Development of farming, maths, architecture and sports/ games - Itzam – God of the heavens, day and 		<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>British development in industry through the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> - The Stone Age to Iron Age 4000 – 8000BC - The development of iron and it's uses - Advance of humans through the years 		<p>The Roman Empire and its impact on Britain.</p> <p>Explore how the Roman invasion had an impact on our advancement</p> <ul style="list-style-type: none"> - The Romans 753 BC - Roman invasion of Britain 55BC - Julius Caesar

Long Term Plan 2021/22 – Year 4

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Geography	Learn about the local area, including Devon, Cornwall and Somerset. <ul style="list-style-type: none"> • Key attractions • Physical geography • Rural and urban areas 		Learn about the continents of the world compared to environmental regions		Learn about rivers and links to the coast	
Music	Charanga: Abba	Charanga: Glockenspiel	Grime mixed styles Charanga: Stop!	Gospel/ links to religious music Charanga: Leon on me	The Beatles and the development of pop music and the civil rights movement (Charanga)	Revision and deciding what to perform. Listen to western classical music. The language of music
Art	Dartmoor landscapes <ul style="list-style-type: none"> • Sketching • Painting • Textiles <p><u>Drawing</u></p> 1. To look at drawing for design purposes. To link with and support design technology. 2. To realise the importance of close observation. To compare drawings from imagination and from life. 3. Annotate sketches to		Self portraits <ul style="list-style-type: none"> • Printing • Collage • Inspiration from the greats <p><u>Printing</u></p> 1. To extend the possibilities of multi-coloured printing in one process. 2. Make printing blocks (e.g. from coiled string). <p><u>Collage</u></p> 1. Use coiling, overlapping, tessellation, mosaic and montage.		3D abstract sculpture (wire and tights sculpture) <ul style="list-style-type: none"> • Digital art • Sketching • Sculpture • Inspiration from the greats • Painting • develop all skills <p><u>Sculpture</u></p> 1. Use tools to carve and add shapes, texture	

Long Term Plan 2021/22 – Year 4

	<p>explain and elaborate ideas. Sketch lightly (no need to use a rubber) and explore ideas within a sketch book.</p> <p><u>Painting</u></p> <p>1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>2. To explore different tools and surfaces and begin to gain confidence in selecting appropriate tools for tasks.</p> <p>3. To work into a painted surface with other media, for example chalks, pastels, crayons. To return to work in stages over time.</p> <p><u>Textiles</u></p> <p>1. To explore decorative print/paint effects and techniques.</p> <p>2. Colour fabric</p>		<p>2. To search for appropriately textured materials for a given task or subject.</p> <p><u>Inspiration from the greats.</u></p> <p>1. Replicate some of the techniques used by notable artists, artisans and designers.</p>		<p>and pattern.</p> <p>2. To extend previously learned skills in working with recycled and modelling materials.</p> <p>3. To learn a new 3D technique.</p> <p>4. To understand the negative and positive focus.</p> <p><u>Inspiration from the greats.</u></p> <p>1. Replicate some of the techniques used by notable artists, artisans and designers.</p>	
Design Technology		<p>Steady hand games(Electrical systems)</p> <p>Focus-Simple circuits and switches</p>		<p>Egg drop challenge (structures)</p> <p>Focus- Shell structures using computer- aided design (CAD)</p>		<p>Lever monsters (mechanical systems)</p> <p>Focus- Levers and linkages</p>

Long Term Plan 2021/22 – Year 4

Personal Social Health Economic Education	<u>Week 1</u> – Skills for success: Resilience <u>Week 2</u> – Health and Prevention <u>Week 3</u> – Being Safe <u>Week 4 & 5</u> – Mental Well being (emotional) <u>Week 6</u> – Mental Wellbeing (self care) <u>Week 7</u> – Mental Well being preparation for half term break	<u>Week 1</u> – Skills for success: Self Belief <u>Week 2</u> – Respectful relationships <u>Week 3</u> – Anti Bullying week ‘One kind word’ <u>Week 4</u> – Mental Wellbeing (Seek support) <u>Week 5</u> – Money Sense <u>Week 6</u> – Consolidate learning.	<u>Week 1</u> – Skills for success: Responsibility <u>Week 2 & 3</u> – Healthy Eating <u>Week 4</u> – Health and Prevention <u>Week 5</u> – Safer Internet Day ‘Together for a better Internet’ <u>Week 6</u> – Respectful relationships <u>Week 7</u> – Drugs, alcohol and tobacco	<u>Week 1</u> – Skills for success: Understanding Yourself. <u>Week 2</u> – Family and people who care <u>Week 3</u> – Caring friendships <u>Week 4</u> – Money sense <u>Week 5</u> – Drugs, alcohol and tobacco	<u>Week 1</u> – Skills for success: Co-operation <u>Week 2</u> – Respectful relationships <u>Week 3</u> – physical health and fitness <u>Week 4</u> – Money Sense <u>Week 5</u> – SRE?	<u>Week 1</u> – Skills for success: Risk Taking <u>Week 2, 3 & 4</u> – First aid <u>Week 5</u> – Moving on up day <u>Week 6</u> – Preparing for transitions
Spiritual Moral Social Cultural British Values	British values covered in class discussions and assembly- <ul style="list-style-type: none"> • Individual liberty • The rule of law • Mutual respect • Tolerance and respect of opinions and diversity • Democracy 					
Religious Education	L2.3- What does the Trinity mean and why is it important for Christians?	L2.7- What do Hindu’s believe God is like?	L2.8- What does it mean to be Hindu in Britain today?	L2.5- Why do Christians call the day Jesus died Good Friday?	L2.6- For Christians, when Jesus left, what was the impact of Pentecost?	L2.11- How and why do people mark the significant events of life?
Physical Education	<u>Personal</u> I cope well and react positively when things become difficult. I can persevere with a task and I can improve my	<u>Social</u> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small	<u>Cognitive</u> I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I	<u>Creative</u> I can link actions and develop sequences of movements that	<u>Physical</u> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running,	<u>Health and fitness</u> I can describe the basic fitness components and explain how often

Long Term Plan 2021/22 – Year 4

	<p>performance through regular practice (Level 4)</p> <p>I know where I am with my learning and I have begun to challenge myself (Level 3)</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate (Level 2)</p> <p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres)</p>	<p>group through a task (Level 4)</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Level 3)</p> <p>I can help praise and encourage others in their learning (Level 2)</p> <p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres)</p>	<p>can use my awareness of space and others to make good decisions (Level 4)</p> <p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement (Level 3)</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well (Level 2)</p> <p><u>Orienteering-</u> learning to follow clues to complete a trail I can locate and answer a control point I can solve a problem working as a team. I can solve a problem after losing</p>	<p>express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging (Level 4)</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression (Level 3)</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2)</p> <p><u>Orienteering-</u> learning to follow and complete a trail with a code breaker</p>	<p>jumping and throwing activities (Level 4)</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency (Level 3)</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed (Level 2)</p> <p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres) Develop self- rescue skills</p>	<p>and how long I should exercise to be healthy. I can record and monitor how hard I am working (Level 4)</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down (Level 3)</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2)</p> <p><u>Swimming</u> Swim confidently with a range of recognised strokes (minimum of 25 metres) Develop rescue skills</p>
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Long Term Plan 2021/22 – Year 4

			one of your senses. I can use compass points.	I can create letters with my body I can work as a team and solve a problem. I can use a basic map and find a location I can orientate and use a simple map of the school environment.		
Garden Days	Team building Fire safety Den building Hot chocolate Leaf identification Clay faces	Team building Exciting ice art Ice lantern Hot chocolate around the fire	Team building Stone age tools, whittling and testing tools Den building Stick weaving	Team building Pebble poems Leaf identification Leaf faces Leaf wind chime	Team building Twig skeleton Digestion assault course Test our roman oil lamps	Team building Animal identification Putting out bird boxes Garden/park tidy up
French KS2	<ul style="list-style-type: none"> • Proper nouns and common nouns • Questions that include the conjunction ou • Numbers 0 - 21 	<ul style="list-style-type: none"> • How to construct spoken sentences with more than one noun • Talking about colours 	<ul style="list-style-type: none"> • Simple spoken sentences • Une / un • Spelling colours 	<ul style="list-style-type: none"> • Question words • Spoken sentences including nouns and adjectives • Using a writing frame to create simple sentences 	<ul style="list-style-type: none"> • Asking questions using Où est...? • Talking about favourite animals • Talking about likes and dislikes 	<ul style="list-style-type: none"> • Talking about the garden • Negative statements using the negative adverb ne...pas • Writing about myself, my home, garden, and where I live

