



ST. GEORGE'S CE PRIMARY SCHOOL LONG TERM PLANNING
(National Curriculum Coverage)

LEARNING THE ST. GEORGE'S WAY- BROAD, BALANCED AND WITH DEPTH

YEAR 4



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECTS	1	2	3	4	5	6
TERMLY VALUE	Community	Peace	Joy	Hope	Dignity	Wisdom
5 WAYS TO MENTAL WELL BEING	e.g Be Active	e.g Give	e.g Take notice	e.g Keep learning	e.g Keep learning	e.g To connect
KEY DATES/EVENTS <i>Add anything specific to your year group</i>						
THEME:						
MATHS <i>Focus for term</i>	Place Value Addition and subtraction	Measurement – areas and perimeter Multiplication and division	Fraction Time	Decimals Measurement - money	Measurement – Perimeter and length Geometry – Angles Geometry – shape and symmetry Geometry – position and direction	Statistics Measurement – area and perimeter
ENGLISH <i>Text type for term</i>	How to train your dragon	The Firework Makers Daughter	The Egyptian Cinderella	Cleopatra Tutankhamun's tomb discovery	The Boy who grew dragons.	The Listeners.
RE	Big Questions – Why do we celebrate? What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?	Community – Hinduism How is Hindu belief expressed collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world.	Community – Islam How is Muslim belief expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world.		What do Christians learn from the Creation story? UC 2a.1 (Creation/Fall, core learning)	Pilgrimage What is a pilgrimage? What does pilgrimage involve? E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage
SCIENCE	Group and classify living things. 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	STATES OF MATTER: 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	SOUND: Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear	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.	ANIMALS AND HUMANS: 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.	



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	<p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>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 Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>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>		
COMPUTING	<p>Computer Science: write and debug programs Design and debug programs that use selection Digital Literacy: E Safety Recognise acceptable online behaviour</p>	<p>Computer Science: algorithms and logical reasoning Use logical reasoning to correct errors in programs</p>	<p>Information Technology: create digital content Create content to accomplish a goal</p>	<p>Information Technology: create digital content Create content to accomplish a goal</p>	<p>Digital Literacy: networks Understand how computer networks can provide multiple services, such as the world wide web</p>	<p>Digital Literacy: searching Can appreciate how search results are selected</p>
HISTORY	<p>Were the Vikings raiders, traders, or settlers? Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p>		<p>What did the Ancient Egyptians believe? Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p>		<p>What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>	
GEOGRAPHY	<p>Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>		<p>Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p>		<p>What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</p>	
ART/DT	<p>Art and Design skills. Drawing: Power prints Creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul</p>	<p>Structure pavilions DT Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-</p>	<p>Formal Elements Art Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a</p>	<p>Mechanical systems: Making a slingshot car Work independently to produce an accurate, functioning car chassis. Design a shape that is suitable for the project. Attempt to reduce air resistance through the design of the shape.</p>	<p>Every picture tells a story Develop children's ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next.</p>	<p>Sculpture influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as</p>



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	Cézanne and learning about the role of a 'curator'	standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.	famous and ancient geometric pattern.	Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results.	They also have the opportunity to create their own photo collages and abstract art inspired by the work explored	wax resist and collages to create different effects.
MUSIC	<p>Perform: He/she can perform given compositions/songs from memory.</p> <p>He/she can take part in two-part songs.</p> <p>He/she can perform as part of a group and individually to an audience.</p> <p>He/she can sing expressively in time to the beat and rhythm.</p> <p>He/she can take part in two-part harmonies.</p>		<p>Listen and Appraise: He/she can begin to identify how many beats are in a bar when listening to pieces of music.</p> <p>He/she can find similarities and differences in the work of a great composer/musician from history.</p>	<p>Compose: He/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.</p> <p>He/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.</p>	<p>Perform: He/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song.</p>	<p>Compose: He/she can use his/her voice and copy a given scale.</p> <p>He/she can compose three note patterns.</p> <p>He/she can compose simple tunes using a pentatonic scale (a scale with 5 notes).</p> <p>He/she can improvise repeated patterns (ostinato).</p>
PSHEE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Dance Netball	Yoga Fitness	Football Gymnastics	Hockey Tennis/ Badminton	OAA Cricket	Athletics Rounders
Visits out or visitors into school					Burghley House Visit	