



Cycle A - Year 4 only Long Term Planning 2024-
25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme and key subject focus	The Romans (History focus)		The Maya (History focus)	Mountains (Geography focus)	Rivers and Coasts (Geography focus)	Eco-Schools and Geographical skills and fieldwork (Geography focus)
English	Refer to separate sheet for English Long-Term Planning					
Maths	Refer to separate sheet for Maths Long-Term Planning					

<p>History/ Geography</p> <p>(Key stage history/ Oddizzi schemes of work)</p>	 <p>History - The Roman Empire What is the impact of the Romans on modern Britain?</p> <p>This history topic includes a Roman day. In this history topic children will be taught the following objectives:</p> <ul style="list-style-type: none"> • SETTLEMENTS - Where is the Romans place in history? Where did the Romans settle? □ INVASION - What do we know about the Roman invasion and their settlement in Britain? • LEADERSHIP - Who was Julius Caesar? • LEGACY - What evidence is there that tells us about the past? • INVASION - What was life like in the Roman Empire in comparison to life in Ancient Egypt? 	 <p>History - A non-European society that provides contrasts with British History - Maya Civilisation c. AD 900 What was everyday life like for rich and poor Maya?</p> <p>In this history topic children will be taught the following objectives:</p> <ul style="list-style-type: none"> • LEGACY - Who were the Maya people? Where is their place in history? • SETTLEMENT - When the are they lived was mainly jungle how were 	 <p>Geography - Mountains</p> <p>In this geography topic children will be taught the following objectives:</p> <ul style="list-style-type: none"> □ LOCATIONAL KNOWLEDGE - Where are the key mountain ranges in the world? • GEOGRAPHICAL SKILLS - Describe and understand the key topographical features. • PHYSICAL GEOGRAPHY - How 	 <p>Geography - Rivers and Coasts</p> <p>This geography topic includes a trip to Nell Bank. In this geography topic children will be taught the following objectives:</p> <ul style="list-style-type: none"> • LOCATIONAL KNOWLEDGE/ GEOGRAPHICAL SKILLS - Where are the key rivers and coasts in the UK? • LOCATIONAL KNOWLEDGE/ GEOGRAPHICAL SKILLS - Where are 	 <p>Waste and geographical skills and fieldwork</p> <p>In this topic children will be taught the following objectives linked to waste and geographical skills and fieldwork using the school grounds:</p> <ul style="list-style-type: none"> • What is waste and how does it affect our planet? • How does waste affect our school grounds? • How can we help and encourage a reduction in
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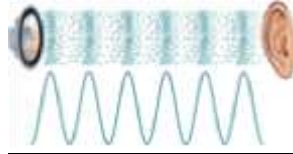
	<ul style="list-style-type: none"> □ LEGACY - What were the achievements of the Roman Empire? □ LEGACY - Were the Romans the cleanest culture at this point in time? □ LEADERSHIP - Why did Boudica stand up to the Romans and what image do we have of her today? □ LEADERSHIP - Would you rather be a Roman soldier or a British civilian? □ ASSESSMENT - What is the impact of the Romans on modern Britain? <p style="text-align: center; color: green;">Research and re-enact a specific Roman battle.</p>	<ul style="list-style-type: none"> □ the Maya able to grow so strong? LEGACY - What evidence is there that tells us about the past? □ LEADERSHIP - What was life like at the height of the Maya in comparison between the rich and poor? □ LEGACY - What were the achievements of the Maya civilisation? □ ASSESSMENT - What was everyday life like for the rich and poor Maya? 	<ul style="list-style-type: none"> □ are mountains formed? PHYSICAL GEOGRAPHY - Identify and understand the key features of the five different types of mountain formations? □ HUMAN GEOGRAPHY - How does tourism affect mountains? Debate - Should tourists be allowed to visit dangerous mountain regions? 	<ul style="list-style-type: none"> the key rivers and coasts in the world? • HUMAN GEOGRAPHY/ LOCATIONAL KNOWLEDGE - How have rivers and coasts changed over time? • HUMAN GEOGRAPHY/ GEOGRAPHICAL SKILLS - What types of settlement, land use and economic activity can be found along rivers? • HUMAN GEOGRAPHY/ GEOGRAPHICAL SKILLS - What types of settlement, land use and economic activity can be found along coasts? • HUMAN GEOGRAPHY/ LOCATIONAL KNOWLEDGE - How has the town of Scarborough developed around it's coast over time? 	<ul style="list-style-type: none"> □ waste locally and globally? How can we use the four points of a compass and four figure grid references, symbols and □ keys to build our knowledge of the world? How do the human and physical features of school compare to the local area? How does the waste accumulated in school compare to the local area? □ Project - Repurpose waste from home.
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				Seaside day - outside on field.	
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Lower KS2 - working scientifically - to be taught throughout the year.

During years 3 and 4 children will be taught to use practical scientific methods, processes and skills through the teaching of the programme of study outlined in the National Curriculum.

Science



**Sound
Y4**

In this topic children will be taught to:

- identify how sounds are made associating them with something vibrating.
- recognise vibrations travel through a medium to the ear
- find patterns between pitch of a sound and the features of the object that produced it.
- find patterns between volume of a sound and strengths of vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.



Animals including humans (digestion and teeth only) Y4

In this topic children will be taught to:

- describe the simple functions of basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions.

Animals including humans (food chains only)

Construct and interpret a variety of food chains, identifying producers, predators and prey.



States of matter (grouping materials and changing state only) Y4

In this topic children will be taught to:

- 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 the temperature at which this happens in degrees Celsius

Outdoor learning - Evaporation investigation outside results.

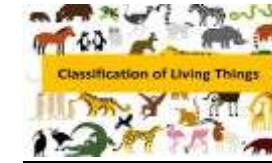


States of matter (water cycle only) Y4

In this topic children will be taught to:

- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Outdoor learning - Water cycle investigation - puddles evaporating



Living things and their habitats Y4 In this topic children will be taught to:

- 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 dangers to living things.

Outdoor learning- Frequent use of school pond to go pond dipping. Design a mini beast habitat to protect the creatures in their environment. Children to find possible dangers to the creatures in their environment.



Electricity Y4

In this topic children will be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuits, 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

Outdoor learning - Sound investigations outside using data loggers.

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<p>Computing (Teach Computing Curriculum scheme of work)</p>	<p>Teach Computing Curriculum Word processing skills and use of Google Chrome and Unit 4.1 – the Internet (Computing systems and networks)</p> <p>In this topic children will use Microsoft Word and be taught:</p> <ul style="list-style-type: none"> • basic computer skills □ open, Save. • select, edit and manipulate text in different ways. • insert an image into a document. • format an image • use formatting tools to improve the layout. • use spellcheck tool. • insert a simple table. • change the size of the page. <p>In this topic children will use World Wide Web and be taught:</p> <ul style="list-style-type: none"> • To describe how networks physically connect to other networks. 	<p>Teach Computing Curriculum Unit 4.3 – Repetition in shapes (Programming)</p> <p>In this topic children will be using FMS Logo or Turtle academy and will be taught:</p> <ul style="list-style-type: none"> • To identify that accuracy in programming is important. • To create a program in a text-based language • To explain what 'repeat' means • To modify a countcontrolled loop to produce a given outcome. • To decompose a program into parts • To create a program that uses countcontrolled loops to produce a given outcome. 	<p>Teach Computing Curriculum Unit 4.6 – Repetition in games (Programming)</p> <p>In this topic children will be using Scratch and will be taught:</p> <ul style="list-style-type: none"> • To develop the use of count-controlled loops in a different programming environment • To explain that in programming there are infinite loops and count controlled loops. • To develop a design which includes two or more loops which run at the same time. • To modify an infinite loop in a given program. • To design a project that includes repetition. • To create a project that includes repetition. 	<p>Teach Computing Curriculum Unit 4.4- Data logging (Data and Information)</p> <p>In this topic children will be using Microsoft Excel/ Data loggers or Google science journal and will be taught:</p> <ul style="list-style-type: none"> • To explain that data gathered over time can be used to answer questions. • To use a digital device to collect data automatically. • To explain that a data logger collects 'data points' from sensors over time. • To use data collected over a long duration to find information. • To identify the data needed to answer questions. • To use collected data to answer questions. 	<p>Teach Computing Curriculum Unit 4.2 – Audio editing (Creating Media)</p> <p>In this topic children will use Audacity and be taught:</p> <ul style="list-style-type: none"> • To identify that sound can be digitally recorded • To use a digital device to record sound. • To explain that a digital recording is stored as a file. • To explain that audio can be changed through editing. • To show that different types of audio can be combined and played together • To evaluate editing choices made 	<p>Teach Computing Curriculum Unit 4.5 – Photo editing (Creating Media)</p> <p>In this topic children will use paint.net then shadow puppet and be taught:</p> <ul style="list-style-type: none"> • To explain that digital images can be changed. • To change the composition of an image • To describe how images can be changed for different uses. • To make good choices when selecting different tools • To recognise that not all images are real. • To evaluate how changes can improve an image. <p>Be internet legends – whole school scheme of work</p> <p>In this topic children will be taught to be: Be Internet Secure:</p>
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| | | | | | | <ul style="list-style-type: none">• Explain why it's important to keep personal information private online.• Describe ways to keep personal information private |
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<ul style="list-style-type: none"> • To recognise how networked devices make up the internet. • To outline how websites can be shared via the World Wide Web. • To describe how content can be added and accessed on the World Wide Web. • To recognise how the content of the WWW is created by people. • To evaluate the consequences of unreliable content 	<p>Significant people in the history of computing: Grace Hopper (invented the first computer language)</p>	<p>Significant people in the history of computing: Steve Jobs (along with Steve Wozniak and Ronald Wayne) founded Apple Inc.</p>	<p>Outdoor learning - Data loggers outside to measure weather variables.</p>			<p>online by using safety tools and privacy settings.</p> <ul style="list-style-type: none"> • Describe how to find and ask for help if someone feels unsafe online. <i>Be Internet Kind</i> • Demonstrate ways to build positive and healthy online relationships and friendships. • Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy. • Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.
<p style="text-align: center;">Teach Computing Curriculum:</p> <p>The unit overviews for each unit show the links between the content of the lessons and the national curriculum and <i>Education for a Connected World framework</i>. These references have been provided to show where aspects relating to online safety, or digital citizenship, are covered within the Teach Computing Curriculum. Not all of the objectives in the Education for a Connected World framework are covered in the Teach Computing Curriculum, as some are better suited to personal, social, health, and economic (PSHE) education; spiritual, moral, social, and cultural (SMSC) development; and citizenship - <i>please refer to these subjects individually for further information about online safety.</i></p>						

Online safety					Education for a Connected World framework: Copyright and ownership	Education for a Connected World framework: Self-image and identity Copyright and ownership Be Internet Legends scheme of work
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Art and design (Kapow combined scheme of work)	Kapow Y4 Craft and design: Fabric of nature	Kapow Y4 Drawing: Power prints	Design and technology focus this half term	Design and technology focus this half term	Kapow Year 4 Painting and mixed media Light and dark	Design and technology focus this half term
Design and Technology (Projects on a Page)	Art focus this half term	Art focus this half term	Projects on a Page: Food - healthy and varied diet (including cooking and nutrition requirements for KS2) Links to Mexican food	Projects on a Page: Structures - shell structures (including computer aided design) - link to mountain survival hut.	Art focus this half term	Projects on a Page: Electrical systems - simple circuits and switches (including programming and control) <i>Make a human circuit.</i>
Foreign Language: French (Language Angels scheme of work)	I'm learning French (E) France, asking and saying your name and how you feel, numbers 1-10 and colours	Vegetables (E) Learn 10 vegetables and how to say weights, role-play	Seasons (E) Learn all four seasons of the year, give opinions about favourite season	I am able... (E) (Je peux) Learn 10 familiar activities that they are able or are not able to do in French	Phonetics Lesson 1 (CV) In the classroom (I) Learn 11 classroom objects, introduction to j'ai (I have) and je n'ai pas (I don't have)	Do you have a pet? (I) Learn orally and in written form about the pets they have and/or do not have

Music	Whole class instrumental lessons – recorders (learning an instrument) Autumn term – Christmas Concert Preparations.					
Physical Education: (GetSet4PE scheme of work)	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	(Hall) Gymnastics	(Hall) Dance	(Outside top playground) Netball	(Outside Field) Football	(Outside) OAA Orienteering	(Outside) Athletics
PE: Worldwide sports	Rugby World Cup Golf Ryder Cup Cricket ODI World Cup		Rugby Six Nations Winter Youth Olympics Football FA Cup Final		Wimbledon Sports Day Tour de France	
Religious Education	Core Pathway 5 Y4 – How do ancient stories influence modern celebrations?		Core Pathway 3 Y4 – How do the Five Pillars help Muslims to lead a good life?		Core Pathway 4 Y4 – Why do lives of Gurus inspire Sikh believers?	
(Leeds Agreed Syllabus 2024-29)						
PSHE (You, Me and PSHE)	Identity, society and equality Democracy	Drug, alcohol and tobacco education Making choices	Physical health and wellbeing What is important to me?	Keeping safe and managing risk Playing safe	Physical health and wellbeing First Aid Training	Mental health and emotional wellbeing Dealing with feelings

<p>Other events within school (please note that additional events may be added during the year where appropriate)</p>	<p>Harvest Festival - October</p> <p>Black History Month - October</p>	<p>Anti-bullying week - November</p> <p>Remembrance service - November</p> <p>COP29 - November/ December</p> <p>Christmas - December</p>	<p>Safer Internet Week - February</p>	<p>Science Day - March</p> <p>World Book Day - March</p> <p>Fairtrade Fortnight - March</p> <p>Easter - March/ April</p>		<p>Sports Day - July</p> <p>ALPT project</p>
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