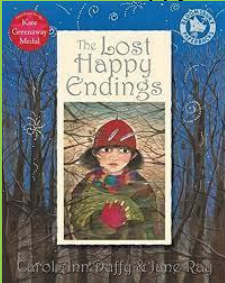
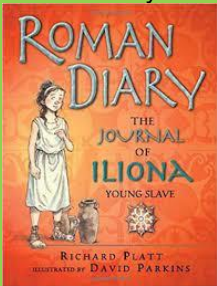
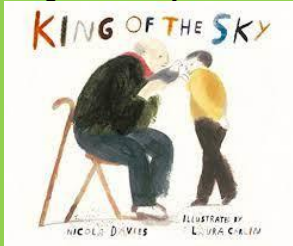

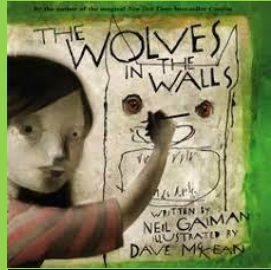
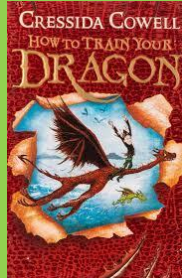




Long Term Planning Overview Year 4

Curriculum Area	Autumn (T1 & T2)	Spring (T3 & T4)	Summer (T5 & T6)
Theme	Raging Romans – Term 1 & Term 2	The Great Outdoors – Term 3	Anglo-Saxons – Term 5
Cultural Capital: trips, visits and experiences	Trip: Corinium Museum / Roman Baths Workshop: Volcanoes	Local visit: Devizes (rivers) Trip: We are the Curious, Bristol	Workshop: Vikings
Cultural Days – SMSC & British Values	Black History Month: James Meredith (1 day in October)		
English texts	Term 1 The Lost Happy Endings  Term 2 Roman Diary: The Journal of Iliana 	Term 3 King of the Sky  Term 4 The Promise The Windmill Farmer (animation) 	Term 5 Wolves in the Walls  Term 6 How to Train a Dragon 
Art & Design	Sculpture: Coil pots – make a Roman pot (T1)	Drawing & Sketching: Book illustrations (T3)	Painting: Exploring still life – developing use of water colours (T6)

Design Technology	Erupting volcano (T2)	Electrical systems – simple circuits and switches – working torch(T4) TAPS (science) – Circuit Products (observe & measure)	Digital world: Mindful moments timer (T5)
History	The Roman Empire and its impact on Britain: The Romans (T1)	<i>History will be taught in the summer term</i>	Britain’s settlement by Anglo-Saxons: Who were the Anglo Saxons? (T5) AND The Vikings: How should we view the Vikings? (T6)
Geography	Volcanoes (T2)	Mountains (T3) Rivers (T4)	<i>Geography will be taught mainly in the Spring term</i>
Science Working Scientifically MUST be taught using the Science Skills document. A science skill should be taught at the beginning of every science lesson and applied to the learning later in the lesson. Skills should be re-visited regularly.	Working Scientifically T1 – Asking a question (Scientific Enquiry) T1 – Collecting data – what is being measured/observed? (Scientific Enquiry) T1 – Collecting data (variables) – what might affect what is being measured/observed? T2 – Asking a question that could lead to a fair test (Scientific Enquiry) T2 – Predict what might happen (Practical Investigation) T2 – Planning – (Practical Investigation) Animals including humans – digestion and teeth (T1) As scientists, we will: <ul style="list-style-type: none"> Describe the names and functions of parts of the digestive system (mouth, oesophagus, stomach, kidneys, intestines) Identify the different teeth type, locating them in a diagram of the mouth Explain the functions of different teeth type and compare human teeth type to that of other animals including omnivores, herbivores and carnivores 	Working Scientifically Re-visit skills from Terms 1 & 2 and introduce: T3 – Gathering Evidence (Practical Investigation) T3 – Sorting & Classifying (Communicating) T4 Notice Patterns and Relationships (Interpreting Evidence) T4 – Suggest Improvements (Interpreting Evidence) States of Matter (T3) As scientists we will: <ul style="list-style-type: none"> Group materials as to whether they are solids, liquids or gases Explain how the particles in solids, liquids and gases behave Investigate how and why some solids behave like liquids (e.g. sand can be poured) Investigate the temperature at which materials change shape (e.g. ice, water, steam) Describe the role that evaporation and condensation play in the water cycle 	Working Scientifically Re-visit skills from Terms 3 & 4 and introduce: T5 - Record Findings (Communicating) T5 - Report Findings (Communicating) T5&6 – Revisit all previous skills Use skills (as appropriate) to perform simple tests Living things and their habitats – Help our habitats (T5) As scientists, we will: <ul style="list-style-type: none"> Group living things in a variety of ways (e.g. bird, mammal, fish, reptile, amphibian), vertebrates and invertebrates Interpret keys to identify animals Create keys to help to classify and identify animals Group and classify a variety of flowering and non-flowering plants Investigate the human impact on the environment: the positive and negative effects of nature reserves and garden ponds Explain the negative impact of litter, pollution and deforestation on habitats

	<ul style="list-style-type: none"> • Explain how we should care for our teeth: the importance of brushing, a healthy diet and calcium as well as what damages them • Interpret and create a variety of food chains using the language of producers, predators and prey • Investigate food chains that exist in the local eco-system and record appropriately <p>TAPS – Teeth (eggs in liquid) (evaluate)</p> <p>Sound (T2)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> • Explain how sounds are produced and how sound travels using diagrams to support • Learn that sound is caused by a vibration • Find patterns between the volume of a sound and the size of the vibrations that produce it through investigation • Describe what can change the volume of a sound (louder/quieter) • Make observations about what happens to the volume of a sound as you move away • Explain using diagrams to support how sound travels through the ear • Investigate and describe what can change the pitch of a sound (high/low), recording observations • Plan a fair test into materials that can best insulate/reduce sound, making predictions and drawing conclusions • Present observations/findings to a fair test <p>TAPS – Investigating pitch (ask questions & plan enquiry)</p>	<p>TAPS – Drying Materials (set up enquiry)</p> <p>Electricity (T4)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity (mains powered and battery) • Construct a simple series electrical circuit • Draw simple pictorial circuits including and naming the basic parts of an electrical circuit: cells, buzzer, lamp, switch, wires • Investigate with circuits and draw conclusions as to what happens to a bulb/buzzer when a switch is open/closed using the language of complete/incomplete circuit • 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 • Classify materials as to whether they are conductors or insulators of electricity • Explain how to stay safe around electrical items around the home <p>TAPS – Conductors (interpret & report)</p>	<ul style="list-style-type: none"> • Explain how humans can protect the environment for plant and animal habitats and eco-systems <p>TAPS – Local Survey (record)</p> <p>Famous scientists, their findings and impact – Alexander Graham Bell (T6)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> • Research the findings and achievements of Alexander Graham Bell • Write about the scientific achievements of AGB
Computing	Online Safety: Self-image and Identity (T1)	Online Safety: Online Bullying: (T3)	Online Safety: Health, Well-being and Lifestyle (T5)

	<ul style="list-style-type: none"> • Explain how my online identity can be different to my offline identity. • Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. <p>Online Relationships (T1)</p> <ul style="list-style-type: none"> • Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. <p>Online Reputation (T2)</p> <ul style="list-style-type: none"> • Describe how to find out information about others by searching online. • Explain ways that some of the information about anyone online could have been created, copied or shared by others. <p>Computing Systems and Networks- The Internet (T1)</p> <ul style="list-style-type: none"> • To describe how networks physically connect to other networks • 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 	<ul style="list-style-type: none"> • Recognise when someone is upset, hurt or angry online. • Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). <p>Managing Online Information (T4)</p> <ul style="list-style-type: none"> • 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. • Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. • Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. <p>Creating Media- Photo Editing (T3)</p> <ul style="list-style-type: none"> • To explain that digital images can be changed • To change the composition of an image 	<ul style="list-style-type: none"> • Explain how using technology can be a distraction from other things, in both a positive and negative way. • Identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. <p>Privacy and Security (T6)</p> <ul style="list-style-type: none"> • Describe strategies for keeping personal information private, depending on context. • Explain that internet use is never fully private and is monitored, e.g. adult supervision. • Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • Know what the digital age of consent is and the impact this has on online services asking for consent. <p>Copyright and Copyright and Ownership (T6)</p> <ul style="list-style-type: none"> • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. <p>Programming A – Repetition in Shapes (T5)</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 count-controlled loop to produce a given outcome • To decompose a task into small steps
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	<ul style="list-style-type: none"> To evaluate the consequences of unreliable content <p>Creating Media- Audio Editing (T2)</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 	<ul style="list-style-type: none"> 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>Data and Information – Data Logging (T4)</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 	<ul style="list-style-type: none"> To create a program that uses count-controlled loops to produce a given outcome <p>Programming B – Repetition in Games (T6)</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 that 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>Religious Education</p> <p><i>Discovery RE</i></p>	<p>Judaism – Beliefs and Practices (T1) How special is the relationship that Jews have with God?</p> <p>Christianity – Christmas: Incarnation (T2) What is the most significant part of the Nativity story for Christians today?</p>	<p>Judaism – Passover (T3) How important is it for Jews to do what God asks them to do?</p> <p>Christianity – Easter: Salvation (T4) Is forgiveness always possible?</p>	<p>Buddhism – Life of the Buddha (T5) Is it possible for everyone to be happy?</p> <p>Buddhism - Buddha's teachings (T6) Can the Buddha's teachings make the world a better place?</p>
<p>PSHE</p> <p><i>Jigsaw</i></p>	<p>Being Me in My World (T1) In PSHE, we will:</p> <ul style="list-style-type: none"> Understand that our attitudes and actions make a difference to the class team Discuss how it feels to be included and excluded from a group Understand who is in our school community, what roles they play and how we fit in Take on roles within a group and contribute to an overall outcome Understand how democracy works through the School Council Understand that our actions affect ourselves and others 	<p>Dreams and Goals (T3) In PSHE, we will:</p> <ul style="list-style-type: none"> Identify some of our hopes and dreams and discuss how this feels Understand that sometimes hopes and dreams do not come true and that this can hurt Discuss how disappointment feels and identify times when we have felt this way Discuss how reflecting on positive experiences can help us to counteract disappoint Identify how to cope with disappointment and how to help others cope with this 	<p>Relationships (T5) In PSHE, we will:</p> <ul style="list-style-type: none"> Recognise situations which cause jealousy in relationships Identify feelings associated with jealousy and discuss strategies to cope with this Identify someone we love and express why they are special to us Discuss how people may feel when they lose someone or something they love Discuss someone we no longer see and understand that we can remember people, even if we no longer see them

	<ul style="list-style-type: none"> • Understand how rewards and consequences motivate behaviour • Understand how groups come together to make decisions • Identify how democracy and having a voice benefits the school community • Discuss why our class benefits from a learning charter and how we can help others to follow it <p>Celebrating Difference (T2) In PSHE, we will:</p> <ul style="list-style-type: none"> • Understand that sometimes we make assumptions based on people's looks • Identify what influences us to make assumptions based on appearance • Discuss why we think the way we do • Understand that bullying can be difficult to spot and discuss what to do if we think we see bullying • Discuss how it might feel to be a witness or target of bullying • Discuss why witnesses sometimes join in with bullying and why they sometimes don't speak out about it • Problem-solve a bullying situation • Identify what is special about us and value the ways we are unique • Respect the unique features of our physical appearance • Discuss a time when our first impression of someone changed as we got to know them • Discuss why it is good to accept people for who they are 	<ul style="list-style-type: none"> • Discuss how to set new goals after a disappointment • Understand what resilience is and how to have a positive attitude • Know how to work out the steps to achieve a goal • Identify the contributions made by ourselves and others to a group achievement • Understand how to share in the success of a group <p>Healthy Me (T4) In PSHE, we will:</p> <ul style="list-style-type: none"> • Understand how different friendship groups are formed, how we fit into them and which friends we value most • Identify the feelings we have about our friends and different friendship groups • Understand that some people take the role of leaders or followers within a group and identify the role that we take on in a group • Discuss how different people and groups impact us • Understand the facts about smoking and its effects on our health • Discuss reasons why some people smoke • Recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from others • Understand the facts about alcohol and its effects on our health • Discuss reasons why some people drink alcohol • Identify feelings of anxiety and fear associated with peer pressure • Understand what we personally believe is right and wrong, and discuss ways to be assertive 	<ul style="list-style-type: none"> • Recognise how friendships change, know how to make new friends and know how to cope with conflicts • Discuss how to stand up for ourselves • Identify ways to negotiate and compromise • Understand what having a boyfriend/girlfriend might mean and that these relationships are special • Know how to show love and appreciation to people and animals who are special to us <p>Changing Me (T6) In PSHE, we will:</p> <ul style="list-style-type: none"> • Understand that some of our characteristics come from our birth parents • Appreciate that we are all unique • Understand how a circle of change works and how we can apply it to changes we want to make in our lives • Identify changes that have been and may continue to be outside of my control • Discuss our fears and concerns about changes outside of our control and identify ways to manage these positively • Discuss what we are looking forward to in our new class • Reflect on the changes we would like to make next year and plan for ways to achieve our goals
<p>Music <i>Charanga</i></p>	<p>Mamma Mia (T1) Glockenspeil – Stage 2 (T2)</p>	<p>Stop! (T3) Lean on me (T4)</p>	<p>Blackbird (T5) Reflect, rewind and replay (T6)</p>

PE	Real PE (Personal) FUNS & Football (T1) Real PE (Cognitive) FUNS & Dance (T2)	Real PE (Creative) FUNS & Hockey (T3) Real PE (Creative) FUNS & Netball (T4)	Real PE (Physical) FUNS & Gymnastics (T5) Real PE (Health & Fitness) FUNS & Athletics (T6)
MFL (French)	I am learning French (T1) Phonetics 1-2 As language learners, we will: <ul style="list-style-type: none"> • Learn how to introduce ourselves • Consolidate numbers and colours I can (T2) As language learners, we will: <ul style="list-style-type: none"> • Learn about actions • Learn to sing 'Twinkle, Twinkle Little Star' 	Animals (T3) As language learners, we will: <ul style="list-style-type: none"> • Learn the animals • Learn to sing 'Old MacDonald' Fruit and vegetables (T4) As language learners, we will: <ul style="list-style-type: none"> • Learn vocabulary for fruit and vegetables 	In the classroom (T5) As language learners, we will: <ul style="list-style-type: none"> • Learn the vocabulary for classroom artefacts House (T6) As language learners, we will: <ul style="list-style-type: none"> • Learn vocabulary for the home