



Eynesbury Church of England Primary School
Long Term Planning 2017/2018 – Year 4

| | AUTUMN | SPRING | SUMMER |
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| SCIENCE National Curriculum Objectives | <p>Electricity Sc4/4.2a identify common appliances that run on electricity Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Sc4/4.2c 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 Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>States of Matter Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases Sc4/3.1b 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) Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Working Scientifically asking relevant questions and using different types of scientific enquiries to answer them making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> | <p>Animals including Humans Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans Sc4/2.2b identify the different types of teeth in humans and their simple functions Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Sound Sc4/4.1a identify how sounds are made, associating some of them with something vibrating Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it. Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p> <p>Working Scientifically setting up simple practical enquiries, comparative and fair tests recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> | <p>All Living Things Sc4/2.1a recognise that living things can be grouped in a variety of ways Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Forest Schooling Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Working Scientifically gathering, recording, classifying and presenting data in a variety of ways to help in answering questions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p> |
| Additional Notes/ Info eg additional skills covered, how this links into other subjects. | Electricity links to DT | | |



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| <p>HISTORY National Curriculum Objectives</p> | <p>World War 2 – Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Pupils will: Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Understand the need to, and use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Give a broad overview of life in Britain in the time period studied.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with</p> | | <p>The Romans - Pupils should be taught about the Roman empire and its impact on Britain</p> <p>Pupils will: Understand the need to, and use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Give a broad overview of life in Britain in the time period studied.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> |
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| | <p>evidence, on a time line.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> | | |
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| <p>GEOGRAPHY National Curriculum Objectives</p> | <p>World War 2 –</p> <p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a locate the world’s countries, using maps to focus on Europe</p> | <p>North America –</p> <p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3a describe and understand key</p> | <p>The Romans –</p> <p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a</p> |



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| | | <p>aspects of physical geography, including: climate zones, rivers, and earthquakes.</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> | <p>region in a European country, and a region in North or South America</p> <p>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3b 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</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> |
| <p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p> | <p>Stibbington Visit</p> | | <p>Tesco Visit – links to Roman food and industry</p> |
| <p>ART National Curriculum Objectives</p> | <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> | <p>Ar2/1.3 about great artists and architects in history. Make precise repeating patterns.</p> | <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, and sculpture with a range of</p> |



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| | <p>Sketch lightly – no need to use a rubber when making mistakes. Use shading to show light and shadow. Use a number of brush techniques using thick and thin brushes to produce textures, shapes, patterns and lines. Experiment with creating mood with colour. Create original pieces that are influenced by studies of others.</p> | <p>Replicate some techniques used by notable artists, artisans and designers Create original pieces that show a range of influences and styles.</p> | <p>materials (mod-rock)</p> |
| <p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p> | <p>Link to work on Lowry WW2 propaganda posters Art day based on Van Gough's Field of Poppies for Remembrance day.</p> | <p>North America- Andy Warhol case study. Architects who designed some of America's most iconic structures</p> | |
| <p>DT National Curriculum Objectives</p> | <p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | | <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> |
| <p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p> | <p>World War 2 Food Day Science – Electricity Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or the hob, if cooking)</p> <p>Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage) Create series and parallel circuits</p> | | <p>Using Mod-rock to create roman architecture/sculpture</p> <p>Potential visit to Tesco to link to Roman Foods</p> <p>Choose suitable techniques to construct products Strengthen materials using suitable techniques</p> |
| <p>COMPUTING National Curriculum Objectives</p> | <p>Scratch Introduction Blogging</p> | <p>We are Software Developers Power point</p> | <p>We are Musicians</p> |



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| PE National Curriculum Objectives | Net and Wall (Tennis) OAA: Some elements covered at Stibbington Dance | Netball Gymnastics | Swimming Athletics |
| Additional Notes/ Info eg additional skills covered, how this links into other subjects. | The Wirral Learning Grid | The Wirral Learning Grid | The Wirral Learning Grid |
| RE National Curriculum Objectives | <p>Islam: Why is prayer important to Muslims and not for some people?</p> <p>Describe some forms of religious expression Use a developing religious vocabulary to describe and show understanding of practices, beliefs, lifestyles, ideas, feelings and experiences Ask important questions about religious beliefs and lifestyles, linking their own and others' responses</p> <p>Why do people go on journeys and pilgrimages?</p> <p>Use a developing religious vocabulary to describe and show understanding of practices, beliefs, experiences and feelings Make links between pilgrimages, describing similarities and differences Describe the impact of religion on people's lifestyles Make links between values and commitments and their own attitudes and behaviours</p> | <p>Christian Worship: How and why are churches different? (Visits to three local churches)</p> <p>Use a developing religious vocabulary to describe and show understanding of practices, beliefs, ideas and experiences Describe similarities and differences between different churches Ask important questions about religious beliefs and lifestyles, linking their own and others' responses</p> <p>How and why does a Christian follow Jesus? (include Easter – focus Good Friday) (Bedford p53)</p> | <p>Church People: Who are the 'Saints of God' and why are they important?</p> <p>Describe some Christian beliefs and experiences Begin to identify the impact of faith on people's lives Recognise some similarities and differences between lives of different saints Identify what influences their own attitudes and behaviours towards belonging</p> <p>How should we live and who can inspire us?</p> <p>Make links between beliefs and sources, including religious stories Begin to identify the impact religion has on believers' lives Ask important questions about religious beliefs and lifestyles, linking their own and others' responses</p> |
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| <p>MUSIC National Curriculum Objectives</p> | <p>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</p> <p>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat Play music that includes RESTS Play music in a metre of two or three time Read and play from some conventional music symbols Follow a leader, stopping /starting, playing faster/ slower and louder/ quieter. Rhythm patterns in music from different times and places (duration) Different groupings of beats (metre of 2/3)</p> <p>A simple rhythmic accompaniment to a song using ostinato patterns and drones Music that has a recognisable structure</p> | <p>Sing two/three part rounds with more confidence and increasing pitch accuracy Sing confidently as part of a small group or solo being aware of posture and good diction. Use tuned percussion instruments with increasing confidence to accompany songs and improvise Play by ear—find known phrases or short melodies using tuned instruments Perform to an audience of adults, an assembly or other classes with increasing confidence. The pentatonic scale Pitched notes that move by steps and] or leaps to make short phrases/melodies A simple melody from a selected group of notes (i.e. a pentatonic scale) Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</p> | <p>Copy short phrases and be able to sing up and down in step independently. Combine instrumental playing with narrative and movement</p> <p>Sounds to create particular effects (timbre) Music that describes feelings or moods using tense or 'calm' sounds using dynamics, different tempi, different timbres etc Combining and controlling sounds to achieve a desired effect Music that incorporates effective silences (rests) A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</p> |
| <p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p> | | | |
| <p>PSHE National Curriculum Objectives</p> | <p>My emotions Anti-bullying Drug education</p> | <p>Sex and relationships Diversity in the community</p> | <p>Healthy and Safer Lifestyles Financial capability Managing change and risk.</p> |
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