

# Richard Avenue Primary School

## Long Term Plan – Year 4

	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Science</b>  <i>Sustainability</i>	Electricity  Energy	Energy-States of matter. Water Cycle  Water	Sound  <i>(Noise pollution)</i>	Animals and Living things  <i>Biodiversity</i>	Habitats  <i>Biodiversity</i>	Living things and their Habitats  <i>Biodiversity</i>
<b>History</b>	<i>Not covered</i>		Crime & Punishment	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<i>Not covered</i>	
<b>Geography</b>	North America  <i>Sustainability</i>	Weather and Extreme Weather  Climate Change	<i>Not covered</i>		Improving our environment <i>Energy, Waste, BioD, Climate Change, Water, Litter, Transport</i>	Improving our environment – Bees <i>Biodiversity</i>
<b>RE</b>	<b>Judaism</b> How do Jewish people express their beliefs?	<b>Christianity-Christmas</b> Why do Christians call Jesus the light of the world?	<b>Christianity</b> What do Christians believe about God?	<b>Christianity Easter</b> Why is Lent such an important period for Christians	<b>Sikhism</b> How do Sikhs express their beliefs?	<b>How and why do religious people show care for others?</b> A comparison
<b>Computing</b>	<b>We are co-authors</b> In this unit, the pupils collaborate to create a ‘mini Wikipedia’.	<b>We are HTML editors</b> In this unit the children learn about the history of the web, before studying HTML	<b>We are meteorologists</b> In this unit the children take on the role of meteorologists and weather presenters.	<b>We are Musicians</b> In this unit, the children produce music suitable for any purpose they choose	<b>We are software developers.</b> To build, analyse and develop a simple educational game	<b>We are toy designers</b> In this unit, pupils create a working prototype
<b>Art</b>	<b>Native American Dream Catcher</b> Annotate sketchbook Use materials to create 3d structure Use thread needles beads Experiment with colour and texture. Textiles craft		<b>View Points</b> Sketch and record their observations. Design techniques, drawing glasswork (painted glass)		<b>Greek pottery</b> Plan and develop Experience surface patterns /textures. Discuss own work and work of other sculpture/sculptors Shape, form, model and join. Create from observation or imagination. Analyse and interpret natural and manmade Develop skills with malleable materials and explore its quality.	
<b>DT</b>	<b>Light it up</b> – electrical circuit in DT		<i>Not covered</i>		<b>Mechanism -</b> Pop-up book	<b>Textiles –</b> money containers

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<i><b>Music</b></i>	<b>Mamma Mia</b> Abba	<b>Glockenspiel Stage 2</b> Learning the language of music	<b>Stop!</b> Grime, hip hop, classical, pop, tango, samba	<b>Lean on me</b> Gospel	<b>Blackbird</b> The Beatles	<b>Reflect, rewind and replay</b>
<i><b>PE</b></i>	Basketball/ Netball	Gymnastics	Line Dance	Tennis	Hockey Rounders	Athletics Sports Day
<i><b>PSHE</b></i>  <i><b>Sustainability</b></i>	<p><b>Families and friendships</b> Positive friendships, including online</p> <p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively</p>		<p><b>Belonging to a community</b> What makes a community; shared responsibilities</p> <p><b>Media literacy and digital resilience</b> How data is shared and used</p> <p><b>Money and work</b> Making decisions about money; using and keeping money safe</p>		<p><b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care <i><b>Health and Well-being</b></i></p> <p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><b>Keeping safe</b> Medicines and household products; drugs common to everyday life</p>	
<i><b>French</b></i>	<p><b>Describing myself and others</b> Hair and eyes, nationality and personality of yourself and someone else</p>	<p><b>Hobbies</b> What do you do in your spare time and at what time?</p>	<p><b>Festivals</b> Key festivals in France and Francophone countries; dates and birthdays</p>	<p><b>Towns and weather in France</b> Geography of France and using the verb to go to describe a trip, weather phrases for a weather forecast</p>	<p><b>Buying food and drink in a shop</b> Using the partitive article (some), understanding currency and prices.</p>	<p><b>Where is French spoken in the world?</b> Other francophone countries and their flag, researching culture of another French-speaking country.</p>

***Date: 2020***