



WAINWRIGHT PRIMARY ACADEMY LONG TERM PLANNING 2017 – 2018 YEAR 4



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Dungeons & Dragons	Saxons & Vikings	Robots	comics	Rainforests	Rivers
First-hand experience / stimulus	Castle - Bolsover or Warwick		Religious buildings	Comic shop owner Mansfield?		River study River Moan - see Vanessa for details
English See specific LTP for English	Tell Me a Dragon - Jackie Morris non-chronological reports - dragons http://www.literacyshe.com/the-prop-shed.html	Beowulf - Michael Morpurgo Non - fiction	CLPE - The Iron Man - Ted Hughes Newspapers	CLPE - Traction Man meets Turbo Dog (link to ICT and create comics - digital literacy)	CLPE - The Great Kapok Tree By Lynne Cherry Non-fiction: persuasion environment	CLPE - The Tin Forest by Helen Ward Poetry
Computing	1. <u>E-safety and core skills.</u> <i>Fake accounts, false information.</i> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 2. <u>Individual programming lessons (having a go at new resources for their year group/age)</u>	Research information about the Saxons and Viking <u>Computer science (25% of computing curriculum).</u> <i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i> <i>use sequence, selection, and repetition in</i>	Publisher to create a school newsletter <u>Digital Literacy and ICT</u> <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i>	Create comics Comic Life/Strip Designer http://plasq.com/apps/comiclife/macwin/ <u>Digital Literacy and ICT</u> <i>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they</i>	Publish poems in word <u>Digital Literacy and ICT</u> <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i>	Make simple sprites/characters, https://code.org/learn <u>Digital Literacy and ICT (70% of computing curriculum)</u> <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including</i>



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	<p><u>appropriate).</u></p> <p><i>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><i>programs; work with variables and various forms of input and output</i></p> <p><i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>		<p><i>offer for communication and collaboration</i></p> <p><i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></p>		<p><i>collecting, analysing, evaluating and presenting data and information</i></p>
Science	<p>Living Things</p> <p>41 - Recognise that living things can be grouped in a variety of ways</p> <p>42 – Explore and use classification keys to help group a variety of living things in their local and wider environment</p> <p>43 – Explore and use classification keys to help</p>	<p>Animals including Humans</p> <p>49 – Describe the simple functions of the basic parts of the digestive system in humans</p> <p>50 – be introduced to the main body parts associated with the digestive system, for example, mouth,</p>	<p>Electricity</p> <p>72 – Identify common appliances that run on electricity.</p> <p>73 – Construct a simple series electrical circuit</p> <p>74 – use the terms current and voltage, but these should not be introduced or defined formally at this</p>	<p>Forces</p> <p>82 – Explore gravity and factors affecting gravity.</p> <p>83 – Practical exploration of air resistance</p> <p>84 – Practical exploration of water resistance</p>	<p>Sound</p> <p>66 - Identify how sounds are made, associating some of them with</p> <p>67 – Recognise that vibrations from sound travel through a medium to the ear</p> <p>68 – Find patterns between the pitch of a</p>	<p>State of Matter</p> <p>58 – Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>59 – Observe that some materials change state when they are heated</p> <p>60 – Observe that</p>



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	<p>identify and name a variety of living things in their local and wider environment</p> <p>44 – Recognise that environments can change</p> <p>45 – identify how the habitat changes throughout the year</p> <p>46 – put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals</p> <p>47 – explore examples of human impact (both positive and negative) on environments</p> <p>48 – Recognise that environment change can sometimes pose dangers to living things.</p>	<p>tongue, teeth, oesophagus, stomach and small and large intestine</p> <p>51 – Identify the different types of teeth in humans</p> <p>52 – Identify the function of different teeth in humans</p> <p>53 – Interpret a variety of food chains</p> <p>54 – Construct a variety of food chains</p> <p>55 – Identify producers</p> <p>56 – Identify predators</p> <p>57 - Identify prey</p>	<p>stage</p> <p>75 – taught about precautions for working safely with electricity.</p> <p>76 – observe that some materials can and some cannot be used to connect across a gap in a circuit.</p> <p>77 – Identify and name the basic parts in a simple series circuit</p> <p>78 – Use a bulb, a switch and a buzzer</p> <p>79 – Begin to use the electrical circuit diagram symbols</p> <p>80 – 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</p>	<p>85 – Practical exploration of friction.</p> <p>86 – Observation of levers</p> <p>87 – Observation of pulleys</p> <p>88 – Observation of gears.</p>	<p>sound and features of the object that produced it</p> <p>69 – Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>70 – make and play their own instruments by using what they have found out about pitch and volume</p> <p>71 - Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>some materials change state when they are cooled</p> <p>61 – Measure or research the temperature at which changes of state happen in degrees Celsius (°C)</p> <p>62 – investigate the effect of temperature on washing drying or snowmen melting.</p> <p>63 – observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line</p> <p>64 – Identify the part played by evaporation and condensation in the water cycle</p> <p>65 – Associate the rate of evaporation with temperature.</p>
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			battery. 81 - Recognise some common conductors and insulators			
History	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				
Geography	<p>Link to History topic - 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> <ul style="list-style-type: none"> ♦ Britain's landscapes: Human and physical A fully-resourced lesson that will help pupils to identify key human and physical aspects of the UK. ♦ Village settlers Pupils use atlases to identify settlements in the UK through their historic place names. 				<p>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 within North or South America</p> <ul style="list-style-type: none"> ♦ Country fact file A worksheet in which pupils use the internet to research key human and physical aspects of a country. ♦ Weather and climate around the world This lesson looks at different weather systems around the globe, including those of the UK and Brazil. ♦ Rainforest story cards A multi-layered activity in which pupils can study what life is like for people in the rainforest. <p>identify the position and significance of</p>	



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			<p>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> <ul style="list-style-type: none"> ♦ Latitude to longitude A lesson that introduces pupils to key features of a world map. <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> ♦ Locating rainforests on a world map An internet lesson that will help students to use a map to locate the world's major rainforests. ♦ Longest rivers in the world An activity in which pupils use atlases and online maps to identify the locations of 15 major world rivers.
RE	2.1 Beliefs and questions: What difference does it mean to be a Christian?	2.3 Worship and sacred places: Where, how and why do people worship? Investigating places of worship Easter story	2.7 Spiritual expression: Christianity, music and worship: what can we learn?
MFL -	See Jolie Rond (Scheme of work)		
Art	Painting – Monet water	Drawing – comic drawing See the art skills ladders	Printing – William Morris (tropical theme from the rainforest)



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DT	B: Structures –Viking boats		Build – Robot Arms (mechanisms)		Printing cushion covers		
Music Charanga	Follow scheme of work provided by Charanga.						
PE	See Adam Hackett for LTP for whole school PE.						
PSHE Citizenship	Community Boundaries Why do we need rules? Rules In the classroom Rules at home Reasons why The Local Community What is a community Which communities do I belong to. How does this impact on me. How do I affect it Who lives in the local community Who supports us. Who do we support.	Peer Influences Positive and Negative Teasing/ bullying/ nicknames/ coping strategies	Media Influence and me Shopping Advertising Christmas lists Birthday treats presents	Preparing for puberty What is puberty Keeping Ourselves Safe Developing a healthy, safer lifestyle - food, exercise.	Link to topic on Rainforests Taking Care of our Planet Preparing to play an active role as citizens - Global Goals linked to looking after the planet. http://www.globalgoals.org/	What have I achieved? Review of learning Review of setting personal goals Transition to next stage of Learning.	
SEALs	For planning see: http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/66431?uc=force_uj						
	New beginnings	Getting on and falling out Say No to Bullying Anti-bullying week	Going for Goals	Good to me	Relationships SRE	Changes SRE	



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Religious festivals – Celebrated as a school on a 2 year cycle.	5 - 11 Oct Jewish – Sukkot 19 Oct – Hindu/Sikh - Diwali (Deepvali) 19 Oct – Hindi - New Year	8 th Dec. – Buddhist - Bodhi Day 13 - 20 Dec- Jewish - Hanukah	5 th Jan - Guru Gobindh Singh birthday – Sikh 13 th Feb - Shrove Tuesday – Christian 14 th Ash Wednesday - Lent begins- Christian 16th Feb - Chinese New Year 3 rd Holi - Hindu	18 th – 26 th Ramayana - Hindu 25 th March Palm Sunday – Christian 30 th March - Good Friday – Christian 31 st April - Pesach * - Jewish April 1st - Easter – Christian 23 rd April - St. George's Day - Christian	16 th May – 15 th June – Ramadan – Islam 20-21st May - Shavuot * - Jewish 15th – 17th June - Eid al Fitr - Ramadan ends * - Islam	
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