



## Heathfield Primary Long-Term Plan 2020-21 Year 4

	Autumn 1 (7 weeks, 2 days)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks, 4 days)	Summer 2 (5 weeks, 4 days)
<b>Learning Challenge Key Question(s)</b>	<p>What happens to the food we eat? (3 weeks)</p> <p>What did the Romans do for us? (3 weeks)</p> <p>RE – What do we know about the Bible? Why is it important to Christians? (1 week)</p>	<p>Geography - North America (3 weeks)</p> <p>RE – Why do Christians call Jesus the light of the world? (1 week)</p> <p>Science – How could we cope without electricity for a day? (3 weeks)</p>	<p>What did Ancient Greece achieve? (3 weeks)</p> <p>RE – How and why do religious people show care for others? (1 week)</p>	<p>States of Matter (3 weeks)</p> <p>RE- Why is lent such an important period to Christians? (1 week)</p>	<p>Habitats</p> <p>Science – Which wild animals and plants thrive in the locality? (4 weeks)</p> <p>RE</p> <p>What can we learn about Christian symbols and beliefs by visiting churches? (4 days)</p>	<p>Science – How do our ears hear sound? (3 weeks)</p> <p>Rivers (3 weeks)</p>
<b>Geography</b>		<p><b>North America:</b></p> <p><u>YG objectives</u></p> <p>Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map</p> <p>Know what is meant by the term 'tropics'</p> <p>Know the names of a number of the world's highest mountains</p> <p><u>Wider NC coverage</u></p> <p>Locate world's countries, focussing on Americas, focus on key physical and human features</p> <p>Use 8 points of compass, symbols and keys</p> <p>Describe and understand climate, rivers, settlements, trade-links, etc</p> <p>Use fieldwork to observe, measure and record</p>				<p><b>Rivers:</b></p> <p><u>YG objectives</u></p> <p>Know and label the main features of a river</p> <p>Know why most cities are located by a river</p> <p>Know the name of and locate a number of the world's longest rivers</p> <p>Explain the features of a water cycle</p> <p><u>Wider NC coverage</u></p> <p>Use 8 points of compass, symbols and keys</p> <p>Describe and understand climate, rivers, settlements, trade-links, etc</p> <p>Use fieldwork to observe, measure and record</p>
<b>History</b>	<p>Specific historical vocabulary.</p> <p>Key features of specific time periods and describe how they are different/similar.</p> <p>Know there are different interpretations of the past.</p> <p>Know about the Roman Empire and its impact on Britain</p>		<p>Specific historical vocabulary.</p> <p>Key features of specific time periods and describe how they are different/similar.</p> <p>Know there are different interpretations of the past.</p> <p>Understand the achievements of the early civilisations.</p>			

<b>Science</b>	<p><b>Animals, inc humans:</b> Describe simple functions of basic parts of digestive system in humans Identify different types of teeth in humans &amp; their simple functions Construct / interpret variety of food chains, identifying producers, predators &amp; prey</p>	<p><b>Electricity:</b> Identify common appliances that run on electricity Construct simple series electrical circuit, identifying &amp; naming basic parts, inc cells, wires, bulbs, switches &amp; buzzers Identify whether lamp will light in simple series circuit, based on whether it is part of complete loop with battery Recognise switch opens &amp; closes circuit &amp; associate this with whether lamp lights in simple series circuit Recognise some common conductors &amp; insulators, &amp; associate metals with being good conductors</p>		<p><b>States of matter:</b> Compare / group materials together, according to whether they are solids, liquids or gases Observe some materials change state when they are heated or cooled, &amp; measure or research temperature at which this happens in degrees Celsius (°C) Identify part played by evaporation &amp; condensation in water cycle &amp; associate rate of evaporation with temperature</p>	<p><b>Living things &amp; habitats:</b> Recognise living things can be grouped in variety of ways Explore &amp; use classification keys to help group, identify &amp; name variety of living things in local &amp; wider environment Recognise environments can change &amp; this can sometimes pose dangers to living</p>	<p><b>thingsSound:</b> Identify how sounds are made, associating some of them with something vibrating Recognise vibrations from sounds travel through medium to ear Find patterns between pitch of sound &amp; features of object that produced it Find patterns between volume of sound &amp; strength of vibrations that produced it Recognise sounds get fainter as distance from sound source increases</p>
<b>RE</b>	How and why do religious people show care for others? (1 week)	Why do Christians call Jesus the light of world? (1 week)	What do we know about the Bible and why is it important to Christians? (1 week)	Why is Lent such an important period to Christians? (1 week)	What can we learn about Christian symbols and beliefs by visiting churches? (1 week)	
<b>Art</b>	<p><b>Sculpture:</b> Making art from found and recycled materials Roman sword or shield Beauty and the Beast Aesthetic and visual effects – decoration, artists who work with junk, colour, shape and pattern</p>		<p><b>Every Picture tells a Story:</b> Using sound to create a picture through pattern – taking a pen for a walk Painting in the style of, colour to create mood and emotion</p>		<p><b>Formal Elements:</b> Geometric patterns – 2D pattern making using clay /playdough to create designs Play dough, mark making, compass, 2D and 3D, pattern, line, texture, artists</p>	
<b>DT</b>		<p><b>Create a functioning torch:</b> Pupils are introduced to electricity and electrical safety before making a simple electric circuit</p>		<p><b>Using up food for Lent:</b> Pupils adapt a recipe by adding or altering the ingredients and then work in groups to create a final design that falls within a set budget and design brief</p>		<p><b>Make an environment for a living creature:</b> Using a box – use levers and linkages to enhance the design – perhaps a rock that moves or a tunnel that opens up or leaves that part to reveal the creature's home.</p>
<b>MFL (French)</b>	MFL – Alphabet and Spelling words	MFL – Numbers to 31 and Dates	MFL – Pets	MFL – Classroom Instructions	MFL – School Items	MFL – Simple Food and Drinks
<b>Music</b>	Mamma Mia! – Abba	Christmas	Stop!	Lean on Me	Blackbird	Glockenspiel

<b>PE</b>	Dance	Football	Circuits	Basketball	Cricket	Athletics.
<b>PSHE</b>	Citizenship and Economic Wellbeing: School Rules & Responsibilities Democracy Molly Potter PSHE & Citizenship book p56 Can You Believe It? Advertising Money Matters Environment Going Green	Relationships Education/Growing Up: My Body Life Cycle Relationships Feelings Feelings Compliments Bullying	Healthy Lifestyles: Drugs Smoking Dental Hygiene Diet / Healthy Eating	Healthy Lifestyles: Exercise Body Image Personal Hygiene / Germ Spreading	Staying Safe: Stranger Danger Road Safety First Aid	Staying Safe: Risk Taking Feeling Safe & Hazards Fire Safety
<b>Computing</b>	Unit 4.1 Coding Unit 4.2 Online safety	Unit 4.3 Spreadsheets	Unit 4.4 Writing for different audiences	Unit 4.5 Logo	Unit 4.6 Animation	Unit 4.7 Effective Search Unit 4.8 Hardware Investigators
<b>Linked Books or Stories</b>						
<b>Trips &amp;/or Experiences</b>	Transition Days (03 & 04.09.20) <i>Trip – Binchester</i> <i>Trip – Newcastle??</i>	Anti-Bullying Week (w/c 16 November)	World of Work Week (w/c. 08 February). Safer Internet Day (Tuesday 09 February) <i>Visitor – Ancient Greek</i>	Reading week (w/c. 02.03.19) World Book Day (Thursday 04 March)	<i>Visit – Local church</i>	<i>Trip – RSPB Saltholme</i>