



Timu Academy Trust: Long Term Plan



Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/key question</b>	Where the forest meets the sea	Ice Palace and Shackleton's Adventure	Truly Scrumptious	Anglo-Saxons and Scots	Ancient Egypt	The Cat Mummy
<b>WOW/ Showcase/ Visit/Visitor</b>	Whole class contribution to rainforest display – overnight pulled down with a bulldozer on top.	Plan and travel to a place for an expedition, create passport, collect equipment, roleplay, exploration			Visitor/workshop	
<b>Literacy Genre and Text</b>	Fables	Fantasy	Playscript	Stories set in the past	<u>Stories from another culture</u>	
	Persuasion	Chronological	Discussion	Non-chronological	Explanation	Recount
				Syllabic Poetry	Narrative:	
<b>Science</b>	<u>Living things and their habitats</u> To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things	<u>States of matter</u> To compare and group materials together, according to whether they are solids, liquids and gases To 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) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<u>Animals including Humans</u> To describe the simple functions of the basic parts of the digestive system in humans To identify the different types of teeth in humans and their simple functions To construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Sound</u> To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it	<u>Electricity</u> To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts To 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 To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors	
<b>Computing</b>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variable and various forms of input and output					

	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>					
	We are software developers	We are toy designers	We are HTML editors	We are musicians	We are co-authors	We are meteorologist
<b>Geography</b>	To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	To identify the position and significance of the Arctic and Antarctic Circle	To describe and understand key aspects of human geography, including land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water			
<b>History</b>		Ernest Shackleton – polar explorer		To know about Britain's settlement by Anglo-Saxons and Scots	To know about the achievements of an earliest civilisation – when and where the first civilisation appeared and a depth study of : Ancient Egypt	
<b>Art</b>	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To know about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing and painting			To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)	
<b>DT</b>			<u>Cooking and Nutrition</u> To understand and apply the principles of a healthy and	To generate, develop and model their ideas To select from and use a	To use research and develop design criteria to inform the design of innovative, functional, appealing products	

			<p>varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>wide range of materials, including textiles</p> <p>To explore an existing product</p>	<p>To generate, develop, model and communicate their ideas</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks</p> <p>To select from and use a wider range of materials and components</p> <p>To evaluate their ideas against own design criteria</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce</p> <p>To understand and use electrical systems in their products</p>	
<b>Music</b>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p>					
	<p>Play the xylophone/glockenspiel throughout the year</p>					
<b>RE</b>	<p><u>Judaism</u></p> <p>Theme: Beliefs and Practices.</p> <p>Key Question: How special is the relationship that Jews have with God?</p>	<p><u>Christianity</u></p> <p>Theme: Christmas</p> <p>Key Question: What is the most significant part of the nativity story today?</p>	<p><u>Christianity</u></p> <p>Theme: Easter</p> <p>Key Question: Is forgiveness always possible?</p>	<p><u>Judaism</u></p> <p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asked them to do?</p>	<p><u>Judaism</u></p> <p>Theme: Rites of passage and good works.</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p>	<p><u>Christianity</u></p> <p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show that they are Christians?</p>
<b>PSHE</b>	Me and my feelings	Getting on and Falling Out	Smoking and Medicine	Road safety	My contribution	Changes
<b>PE</b>	Invasion games	OAA/Fitness	Gymnastics	Net and wall activities/swimming	Athletics/swimming	Fielding and striking/swimming
<b>French</b>	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations, ask and answer questions, express opinions and respond to those of others</p> <p>Speak in sentences, using familiar vocabulary, phrase, and basic language structure</p> <p>Develop accurate pronunciation and intonation</p> <p>Present ideas and information orally</p> <p>Read carefully and show understanding of words, phrases, and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>					

	Broaden vocabulary and develop ability to understand new words Write phrases from memory and adapt these to create new sentences Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language					
	Colours and animals	Months of the year and Festivals	Family members, numbers 1-30	Houses and rooms (position of adjectives)	Transport and holidays	Telling the time Food and drink