

BARNBURGH PRIMARY ACADEMY							
Year 4 Long Term Plan							
TERM:	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<b>Class Novel</b>	Kay's Anatomy (NF)	Kay's Anatomy (NF)	Anglo Saxon Boy	Anglo Saxon Boy	Trixie Pickle Art Avenger	Trixie Pickle Art Avenger	
<b>School trips / Visitor into school</b>	Nurse	Chef	Sculptor	Murton Park	Science – Life cycle (chicks) Mental Health Visit		
<b>Maths</b>	<b>Wk1</b>	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Decimals	Geometry - Shape
	<b>Wk2</b>	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Decimals	Geometry - Shape
	<b>Wk3</b>	Place Value	Area	Multiplication and Division	Fractions	Money	Time
	<b>Wk4</b>	Place Value	Multiplication and Division	Length and Perimeter	Position and Direction	Money	Time
	<b>Wk5</b>	Place Value	Multiplication and Division	Length and Perimeter	Position and Direction	Statistics	Time
	<b>Wk6</b>	Addition and Subtraction	Multiplication and Division	Length and Perimeter		Statistics	Transition
	<b>Wk7</b>	Addition and Subtraction	Multiplication and Division				Consolidation of Year 4
	<b>Wk8</b>	Addition and Subtraction					
<b>Writing and Drama</b>	<b>Wk1</b>	Drama Launch: The Dark Features of the text: Diary	Drama Launch: Features of the text:	Drama Launch: Features of the text:	Drama Launch: Features of the text:	Drama Launch: Features of the text:	Drama Launch: Features of the text:
	<b>Wk2</b>	Instructions (Shirt Machine)	Adventure Narrative (Catch it)	Setting Description (Viking Village)	Article (Pigeon Impossible)	Diary (The Present)	Poetry (Paralympians)
	<b>Wk3</b>	Instructions (Shirt Machine)	Adventure Narrative (Catch it)	Setting Description (Viking Village)	Article (Pigeon Impossible)	Diary (The Present)	Poetry (Paralympians)
	<b>Wk4</b>	Instructions (Shirt Machine)	Biography (Charles Dickens)	Setting Description (Viking Village)	Recount- Flight	Non- Chronological Report (Planet Unknown)	Poetry (Paralympians)
	<b>Wk5</b>	Fairy Tale (Clock Tower)	Biography (Charles Dickens)	Letter (Light)	Recount- Flight	Non- Chronological Report (Planet Unknown)	Fact File (The Lego Story)
	<b>Wk6</b>	Fairy Tale (Clock Tower)	Diary (BIGNIGHT)	Letter (Light)		Non- Chronological Report (Planet Unknown)	Fact File (The Lego Story)
	<b>Wk7</b>	Persuasive Text (Space Monkey)	Diary (BIGNIGHT)				Fact File (The Lego Story)
	<b>Wk8</b>	Persuasive Text (Space Monkey)					
<b>Reading</b>	<b>Wk1</b>	X	Burps Bottoms and Bile Knowledge Organiser	Invasion Knowledge Organiser	Romulus and Remus	Food and the Digestive System Knowledge Organiser	Misty Mountain, Winding River Knowledge Organiser
	<b>Wk2</b>	Water	The Water Cycle	Freya's Necklace	States of Matter- Knowledge Organiser	Guide Dogs- Testbase	Space
	<b>Wk3</b>	Persuasive Texts	Jungle Heights	Evelyn Glennie- Testbase (Music short biography)	Assessment Week	Rain and Rain in Summer- Testbase	Assessment Week
	<b>Wk4</b>	Teeth	Modern Egypt	Sound	Vikings	The Octopus- Testbase	The Park
	<b>Wk5</b>	Recipe	Surviving the Avalanche	Anglo-Saxon Kings	Giants	Festivals	Peter Pan
	<b>Wk6</b>	Electricity	The Half Mile- Testbase	Rainforest Calling		Bumble Bees	Treasure Island
	<b>Wk7</b>	Black History Month	Choosing a Bike (CGP Book)				There's a fire in the forest!
	<b>Wk8</b>	Martin Luther King Jr					
<b>Science</b>	<p><b>Working scientifically</b> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 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</p>		<p><b>Working scientifically</b> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 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</p>	<p><b>Working scientifically</b> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 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</p>	<p><b>Working scientifically</b> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 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</p>	<p><b>Working scientifically</b> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 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</p>	

	<p>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> <p><b>Electricity</b>          identify common appliances that run on electricity          construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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          recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit          recognise some common conductors and insulators, and associate metals with being good conductors.</p>		<p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Sound</b>          identify how sounds are made, associating some of them with something vibrating          recognise that vibrations from sounds travel through a medium to the ear          find patterns between the pitch of a sound and features of the object that produced it          find patterns between the volume of a sound and the strength of the vibrations that produced it          recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>States of matter</b>          compare and group materials together, according to whether they are solids, liquids or gases          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)          identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Animals including humans</b>          describe the simple functions of the basic parts of the digestive system in humans          identify the different types of teeth in humans and their simple functions          construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Living things and their habitats</b>          recognise that living things can be grouped in a variety of ways          explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment          recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<b>History</b>	<p><b>Romans</b>          The Roman Empire and its impact on Britain.</p>		<p><b>Anglo-Saxons and Vikings</b>          Britain's settlement by Anglo-Saxons and Scots</p>			
<b>Geography</b>	<p><b>Geographical knowledge and fieldwork taught through OAA</b>          use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied          use the eight points of a compass, four and six-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          use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			<p><b>Locational knowledge</b>          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          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          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><b>Place knowledge</b>          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>	<p><b>Human and physical geography</b>          Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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</li> </ul>
<b>Art and Design</b>		<p><b>Sketchbooks</b>  <b>Work of other artists</b>  <b>Painting and drawing</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 [for example, pencil, charcoal, paint, clay]          about great artists, architects and designers in history.</p>	<p><b>Outdoor Learning</b>  <b>Sketchbooks</b>  <b>Work of other artists</b>  <b>Sculpture</b>          to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]          about great artists, architects and designers in history.</p>		<p><b>Sketchbooks</b>  <b>Work of other artists</b>  <b>Painting and drawing</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 [for example, pencil, charcoal, paint, clay]          about great artists, architects and designers in history.</p>	

<p><b>Design and Technology</b></p>	<p><b>Construction</b>  <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i>  <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>  <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i>  <i>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</i>  <i>investigate and analyse a range of existing products</i>  <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i>  <i>understand how key events and individuals in design and technology have helped shape the world</i>  <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i>  <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i>  <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i>  <i>apply their understanding of computing to program, monitor and control their products</i></p>	<p><b>Nutrition and healthy eating</b>  <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i>  <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>  <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i>  <i>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</i>  <i>understand and apply the principles of a healthy and varied diet</i>  <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i>  <i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i></p> <p><b>Textiles</b>  <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided de use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i>  <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i>  <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i>  <i>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</i>  <i>investigate and analyse a range of existing products</i>  <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i>  <i>understand how key events and individuals in design and technology have helped shape the world</i></p>				
<p><b>Computing</b></p>	<p><b>Staying safe online</b>  <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><b>Using computers and evaluating digital content</b>  <i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i></p>		<p><b>Staying safe online</b>  <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><b>Algorithms, programming and debugging</b>  <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 programs; work with variables and various forms of input and output</i>  <i>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>		<p><b>Staying safe online</b>  <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><b>Using data</b>  <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></p>	
<p><b>RE</b></p>	<p>Why is Jesus inspiring to some people?</p>	<p>Why do some people think life is a journey and what significant experiences mark this?</p>	<p>What does it mean to be a Hindu living in Britain today?</p>		<p>What can we learn from religions about what is right and wrong?</p>	

<p><b>Music</b></p>	<p><b>Body and tuned percussion</b> <b>History of music</b> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>develop an understanding of the history of music.</i></p>	<p><b>Changes in pitch, tempo and dynamics</b> <b>History of music</b> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>develop an understanding of the history of music.</i></p>	<p><b>Samba and carnivals sounds and instruments</b> <b>History of music</b> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>develop an understanding of the history of music</i></p>		<p><b>Adapting and transposing motifs</b> <b>History of music</b> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>develop an understanding of the history of music</i></p>	<p><b>Recorder lessons</b> <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i></p>
<p><b>PSHE/RSE</b> <i>Relationships taught through drama</i></p>	<p><b>Health and wellbeing</b></p>		<p><b>Living in the wider world</b></p>		<p><b>Transition</b></p>	<p><b>Relationships taught through drama</b></p>
<p><b>PE</b></p>	<p><b>Invasion games – Football</b> <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p> <p><b>OAA</b> <i>lead healthy, active lives</i> <i>take part in outdoor and adventurous activity challenges both individually and within a team</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	<p><b>Invasion games – Basketball</b> <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p> <p><b>OAA</b> <i>lead healthy, active lives</i> <i>take part in outdoor and adventurous activity challenges both individually and within a team</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	<p><b>Dance</b> <i>lead healthy, active lives</i> <i>perform dances using a range of movement patterns</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p> <p><b>Net and wall games – Tennis</b> <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	<p><b>Invasion games – Basketball</b> <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p> <p><b>Gymnastics</b> <i>lead healthy, active lives</i> <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	<p><b>Athletics</b> <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p> <p><b>Striking and fielding games – Rounders</b> <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	<p><b>Invasion games – Netball</b> <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p> <p><b>Striking and fielding games – Cricket</b> <i>lead healthy, active lives</i> <i>use running, jumping, throwing and catching in isolation and in combination</i> <i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>
<p><b>Outdoor Learning</b></p>	<p><b>OAA link to geographical knowledge and fieldwork</b></p>				<p><b>Forest school introduction</b></p>	
<p><b>MFL</b></p>			<p><b>Locational knowledge</b> Greetings Colours</p>	<p><b>Locational knowledge</b> Greetings Days of the week and months of the year</p>	<p><b>Locational knowledge</b> Greetings Numbers</p>	<p><b>Locational knowledge</b> Greetings Pets</p>
<p><b>Drama</b></p>	<p>Will be used as a tool to teach Relationships in RSE</p>					