

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 4

Topic: Romans

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p><b>Animals Including Humans Digestive System</b></p> <p>By the end of the unit pupils:</p> <p>Can describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Can identify the different types of teeth in humans and their simple functions.</p> <p>Can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>To explore and model the roles of parts of the digestive system</p> <p>To build models of the digestive system</p>	<p>To develop a deeper understanding of the digestive system</p>	<p>To identify the role of teeth</p>	<p>To share ideas on fair tests and use these to experiment</p>	<p>To gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p>	<p>To identify food chains and the relationships between living things</p>	
<p>Computing</p> <p><b>Search Engines</b></p>	<p>To be able to use search engines</p> <p>To understand the importance of evaluating a website</p> <p>To be able to gather information from websites using search engines</p>	<p>To be able to use search engines</p> <p>To understand the importance of evaluating a website</p> <p>To be able to gather information from websites using search engines</p> <p>To be able to use fonts and text to present information</p>	<p>To be able to use search engines to find specific information</p> <p>To be able to evaluate the accuracy of the information on websites</p>	<p>To be able to search for information on a specific topic</p> <p>To begin to use information to create a presentation</p>	<p>To be able to use ppt to create a presentation</p> <p>To be able to edit slides using font size, text colour and font choice</p>	<p>To be able to use ppt to create a presentation</p> <p>To be able to edit slides using font size, text colour and font choice</p>	
<p>Music</p> <p><b>Mamma Mia</b></p> <p>By the end of the unit pupils will be able to:</p> <p>identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p>Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</p> <p>Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p> <p>know the difference between pulse and rhythm and be able to keep the internal pulse.</p> <p><i>Charanga Scheme</i></p>	<p>Lesson 1</p> <p>Listen and appraise Mamma Mia</p> <p>To being to identify the structure of the song</p> <p>To sing the song with enthusiasm</p>	<p>Lesson 2</p> <p>Listen and appraise Dancing Queen</p> <p>To be able to compare and contrast two songs</p> <p>To begin to use instruments as accompaniments</p>	<p>Lesson 3</p> <p>Listen and appraise Waterloo</p> <p>To be able to describe the song using correct musical vocabulary</p> <p>To begin to use instruments as accompaniments</p> <p>To be a perform as part of a group</p>	<p>Lesson 4</p> <p>Listen and appraise Waterloo and Mamma Mia</p> <p>To be able to compare the structures of the songs</p> <p>To begin to improvise</p> <p>To be able to perform as part of a group</p>	<p>Lesson 5</p> <p>Listen and appraise Super Trooper</p> <p>To be able to describe the song using musical vocabulary</p> <p>To develop improvisation skills</p> <p>To be able perform as part of a group.</p>	<p>Lesson 6</p> <p>Listen and appraise Thank you for the music</p> <p>To be able to compare and describe all songs visited in the unit</p> <p>To be able to identify similarities and differences</p> <p>To be able to perform with confidence</p>	
<p>PHSE</p> <p><b>Jigsaw Scheme – Being Me</b></p> <p>By the end of the unit pupils will be able to:</p> <p>explain why being listened to and listening to others is important in my school community.</p> <p>problem-solve and offer different solutions to help my team/ class/ school be more democratic.</p> <p>explain why being democratic is important and can help me and others feel valued.</p> <p>justify why being in a democracy helps people feel valued and is fair.</p>	<p>To know my actions and attitudes make a difference to my class mates</p> <p>To know how it feels to be included in a group and how it feels to be excluded</p> <p>To understand how to make people feel welcome</p>	<p>TO understand who is in my school community, how I fit in and the roles individuals play</p> <p>To be able to take on a role in a group to achieve a common goal</p>	<p>To understand how democracy works in the school</p> <p>To recognise my contribution to the school</p>	<p>To understand that my actions affect myself and others</p> <p>To care about other people's feelings and try</p> <p>To empathise with them understand how rewards and consequences motivate people's behaviour</p>	<p>To understand how groups come together to make a decision</p> <p>To be able to take on a role in a group to achieve a common goal</p>	<p>To understand how democracy and having a voice benefits the school</p> <p>To understand how the school can benefit from rules and the learning charter</p>	
<p>ART &amp; Design</p> <p><b>Famous Buildings</b></p> <p><i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations</li> <li>- use sketchbooks to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>- learn about great architects in history</li> </ul>	<p>To explore and examine buildings in a range of architectural styles.</p>	<p>To explore the architecture of Sir Christopher Wren.</p>	<p>To explore colour and pattern in the design of St Basil's Cathedral.</p>	<p>To explore the design features of the Taj Mahal</p>	<p>To examine the architecture of the Sydney Opera House.</p>	<p>To be able to design a building for a particular purpose.</p>	
<p>Design Technology</p> <p><i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p>	Taught in Autumn 2	Taught in Autumn 2	Taught in Autumn 2	Taught in Autumn 2	Taught in Autumn 2	Taught in Autumn 2	
<p>Geography</p> <p><b>The Romans</b></p>				<p>To identify Italy on the map and it's major cities and towns</p>	<p>To identify the geographical features of Italy including Rome</p>	<p>To identify similarities and differences between the UK and Italy</p>	

Term: Autumn 1

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				To 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	To 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	To 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	
History <b>The Romans</b>	To understand the impact of the Roman invasion on Britain	To understand the progression of the Roman Empire	To investigate how and why the Roman's invaded Britain	To understand how life and society was structured in Ancient Rome	To research from a range of sources what life was like in Ancient Rome	To continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius. To explain the spread of the Roman empire and recall key facts about the invasion of Britain	To construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads. To understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made.
French	To recap counting to 30  To recap greetings  To recap how to say their name	To recap the days of the week and the months of the year  To learn the numbers 31-100	To recap how to introduce yourself / your name / where you live  To be able to describe yourself	To be able to describe the weather  To learn vocabulary relating to the weather	To be able to describe the weather  To learn vocabulary relating to the weather	To be able to name and describe pets	
RE <b>Judaism</b> <b>How special is the relationship Jews have with God?</b> <ul style="list-style-type: none"> <li>To provide examples of agreements and contracts and explain how it would feel if these were broken</li> <li>To understand what a promise is</li> <li>To begin to explain what makes Jewish people believe that have a special relations with God</li> <li>To explain some of the ways that Jewish people express their special relationship with God and start to understand how that might feel</li> </ul> <i>Discovery RE Scheme</i>	To understand the relationship between Jewish people and their God	To build our understanding of the relationship between Jewish people and their God.	To build our understanding of the 10 commandments.	To understand where Jewish people worship and the parts of a Synagogue. To know key components of the Synagogues.	To recap Jewish affirmation using the Shema. Discuss the example of a marriage vow as a promise, or a Brownie/Scout promise.	Overview of the relationship between God and Jewish people.	
Games <b>Tag Rugby</b> <i>Power of PE</i> By the end of the unit Pupils should be able to carry the ball successfully when running and pass the ball with some success when stationary Pupils should be able to change direction successfully & pass the ball w/ success Pupils should be able to change direction at speed, pupils will be able to pass effectively in varied environments.	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to match a change of speed, with change of direction	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively	L.O 1 – To develop pupils ability to run with the ball L.O 2 – To develop pupils ability to pass the rugby effectively To be able to play as part of a team
PE <b>Dance</b> <i>Power of PE</i> By the end of the unit Pupils should be able to follow direct instructions and participate in the activity? list some of the keywords they have learnt during the lesson ? create new ways to move to the music?	L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc) L.O 2 – Can children repeat some simple sequences of movements	L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc) L.O 2 – Can children repeat some simple sequences of movements relating to a stimulus	L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc) L.O 2 – Can children repeat some simple sequences of movements relating to a stimulus	L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc) L.O 2 – Can children create some simple sequences of movements relating to a stimulus	L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc) L.O 2 – Can children create some simple sequences of movements relating to a stimulus	L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc) L.O 2 – Can children create some simple sequences of movements relating to a stimulus To be able to perform individually and as part of a group	

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