

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 <b>Electricity</b></p> <p>By the end of the unit pupils: Can identify common appliances that run on electricity.</p> <p>Can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Can 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.</p> <p>Can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	To identify electrical appliances	To classify appliances and build understanding of power sources	To test predictions and build understanding of complete circuits	To investigate materials and classify as conductors or insulators	To predict, design and test circuits to build understanding of switches	To investigate static electricity	
<p>Computing <b>Computer Science – coding</b></p> <p>By the end of the unit pupils can talk through an algorithm, write an advanced code, debug (fix) a simple problem create a control simulation.</p>	To know what an algorithm is and can use them to program a person.	To review coding vocabulary. To use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program.	To create a program which responds to the if/else command, using the value of the variable.	To create a program with a character that repeats actions.	To make timers and counting machines using variables to print a new number to the screen every second.	To explore how 2Code can be used to investigate control by creating a simulation.	
<p>Music <b>Glockenspiel stage 2</b></p> <p>By the end of the unit pupils will be able to: Play more complex rhythms Play the notes C, D, E, F &amp; G Know the difference between pulse and rhythm and be able to keep the internal pulse Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. <i>Charanga Scheme</i></p>	<p>Lesson 1 To revise play pieces from stage 1</p> <p>To play the notes D, E, F</p> <p>To use the notes C, D, E and F</p>	<p>Lesson 2 To revise play pieces from stage 1</p> <p>To play the notes D, E, F</p> <p>To use the notes C, D, E and F</p> <p>To be able to play from memory</p> <p>To be able to perform simple pieces</p>	<p>Lesson 3 To revise play pieces from stage 1</p> <p>To play the notes D, E, F</p> <p>To use the notes C, D, E and F</p> <p>To learn the note G</p> <p>To be able to play two parts</p>	<p>Lesson 4 To play the notes D, E, F</p> <p>To use the notes C, D, E and F</p> <p>To learn the note G</p> <p>To read the notation for learnt notes</p>	<p>Lesson 5 To be able to play more complex rhythms</p> <p>To be able to play all taught notes</p> <p>To be able to perform with confidence</p>	<p>Lesson 6 To be able to create own composition using taught notes</p> <p>To be able to practise and perform composition</p>	
<p>PHSE <b>Jigsaw Scheme –Celebrating Difference</b></p> <p>By the end of the unit pupils will be able to: tell you a time when my first impression of someone changed as I got to know them. explain why bullying might be difficult to spot and what to do about it if I'm not sure. explain how first impressions can be misleading. appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. explain why it is good to accept myself and others for who we are. explain how I form opinions about myself and other people and what might influence me about that.</p>	To understand that, sometimes, we make assumptions based on what people look like To try to accept people for who they are	To understand what influences me to make assumptions based on how people look  To question why I think what I do about other people	To know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure To know how it might feel to be a witness to and a target of bullying	To tell you why witnesses sometimes join in with bullying and sometimes don't tell problem-  To solve a bullying situation with others	To identify what is special about me  To value the ways in which I am unique like  To respect the unique features of my physical appearance	To tell you a time when my first impression of someone changed when I got to know them To explain why it is good to accept people for who they are	
<p>ART &amp; Design <b>Plan Bee Scheme</b></p> <p>By the end of the unit pupils will be able to:</p>	Taught in Autumn 1	Taught in Autumn 1	Taught in Autumn 1	Taught in Autumn 1	Taught in Autumn 1	Taught in Autumn 1	
<p>Design Technology <b>Seasonal Stockings</b></p> <p><i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to: - 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</p>	To explore and analyse existing products	To explore different ways to join fabrics  To develop sewing techniques	To explore different ways to join fabrics  To develop sewing techniques	To design a stocking according to a brief	To use sewing skills and techniques to make a stocking	To evaluate design	

Term: Autumn 2

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<p>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>- 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</p> <p>- investigate and analyse a range of existing products</p> <p>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>							
<p><b>Geography</b> <b>Italy</b></p> <p>- 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</p> <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> <p>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- describe and understand key aspects of 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</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>To know how volcanoes erupt and to find out about the destruction of Pompeii</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>To know about the famous cities and landmarks of Italy</p> <p>To describe and understand key aspects of 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</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>To know about the culture of Italy</p> <p>To describe and understand key aspects of 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</p>	<p>To use and share our knowledge and understanding of Italy</p>	
<p><b>History</b> <b>The Romans</b></p>	<p>To address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.</p> <p>To understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made.</p>	<p>To construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built.</p> <p>To describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</p>	<p>To construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped.</p> <p>To understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped</p>	<p>To construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman baths.</p> <p>To explain what the Roman baths were and know about the different amenities they contained</p>			
<p><b>French</b></p>	<p>To recap directional language</p> <p>Go, up, down, right, left, straight ahead</p>	<p>To be able to give directions</p> <p>To be able to ask for directions</p>	<p>To be able to write simple directions</p>	<p>To recap the use of Tu and Vous</p>	<p>To learn about French Christmas traditions</p>	<p>To be able to learn a French Christmas song</p> <p>To be able to write directions to their house in French</p>	
<p><b>RE</b> <b>Christianity</b> <b>What is the most significant part of the Nativity story for Christians today?</b></p> <ul style="list-style-type: none"> <li>To design and explain a symbolic object to show the significance of Christmas</li> </ul>	<p>To understand the representation of symbols</p> <p>To have the ability to explain what certain symbols represent.</p>	<p>Read the children the Christmas story</p> <p>To signify the meaning of Christmas and discuss the meaning of each symbols in the Christmas story.</p>	<p>Discuss the Christmas story in more detail. The star guided the wise men, the angel symbolised Jesus was no ordinary man.</p> <p>To discuss the symbols and signs.</p>	<p>Jesus as God's son symbolises God's gift to the World in order to save the World.</p> <p>To discuss the meaning of God's gift</p>	<p>To develop an understanding of the symbolism of the Christingle</p>	<p>To explain and discuss what the most significant part of the Christmas story is</p>	

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<ul style="list-style-type: none"> <li>To describe one thing Christians might learn about Jesus from a Christmas symbol</li> <li>To ask questions about what Christmas means to Christians and compare to what it means to non-Christians</li> </ul> <p><i>Discovery RE Scheme</i></p>			<p>To answer the question. Why was Jesus a unique person?</p>				
<p><b>Games</b> <b>Tri-golf</b></p> <p><i>Power of PE</i></p> <p>By the end of the unit Can children list two teaching points from the skill developed in this lesson? (with guidance) Can children use K+U of teaching points to achieve success consistently? Can children use K+U of teaching points to help their peers improve performance?</p>	<p>L.O 1 –Develop children’s ability to use a putter accurately L.O 2 – Develop children’s ability to use a chipper accurately</p>	<p>L.O 1 –Develop children’s ability to use a putter accurately L.O 2 – Develop children’s ability to use a chipper accurately</p>	<p>L.O 1 –Develop children’s ability to use a putter accurately L.O 2 – Develop children’s ability to use a chipper accurately</p>	<p>L.O 1 –Develop children’s ability to use a putter accurately L.O 2 – Develop children’s ability to use a chipper accurately</p>	<p>L.O 1 –Develop children’s ability to use a putter accurately L.O 2 – Develop children’s ability to use a chipper accurately</p>	<p>L.O 1 –Develop children’s ability to use a putter accurately L.O 2 – Develop children’s ability to use a chipper accurately</p>	
<p><b>PE</b> <b>Gymnastics</b></p> <p><i>Power of PE</i></p> <p>By the end of the unit Pupils should be able to hold themselves in a balance showing control (3-4 seconds) hold a balance showing balance and extension (5-6 seconds) create routines containing balances with control and extension AND fluency from one balance to the other</p>	<p>L.O 1 – To develop pupils knowledge of gymnastics balances. L.O 2 – To develop pupils ability to hold a balance.</p>	<p>L.O 1 – To develop pupils knowledge of gymnastics balances. L.O 2 – To develop pupils ability to hold a balance.</p>	<p>L.O 1 – To develop pupils ability to hold a balance. L.O 2 – To develop pupils ability to travel in a variety of ways</p>	<p>L.O 1 – To develop pupils ability to hold a balance. L.O 2 – To develop pupils ability to travel in a variety of ways</p>	<p>L.O 1 – To develop pupils ability to travel in a variety of ways L.O 2 – To develop children’s knowledge of Mirror/Match &amp; Canon &amp; Unison</p>	<p>L.O 1 – To develop pupils ability to travel in a variety of ways L.O 2 – To develop children’s knowledge of Mirror/Match &amp; Canon &amp; Unison</p>	