

Great Kingshill CE Combined School
Long Term Planning

Year Group: 4

Topic: The Rainforest

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p>Living things and their environment</p> <p>By the end of the unit pupils:</p> <ul style="list-style-type: none"> - 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 - identifying differences, similarities or changes related to simple scientific ideas and processes - 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 	To be able to identify a variety of habitats and explore why organisms live in different habitats.	To be able to group organisms according to their characteristics.	To be able to classify animals into specific groups according to their characteristics.	To be able to use a classification key to identify animals.	To be able to identify and classify a variety of British plants.	To explore the human impact on habitats and environments.	
<p>Computing</p> <p>Touch Typing</p> <p>By the end of the unit pupils should be able to</p> <p>Use software to create a range content that accomplish given goals, including presenting data and information.</p>	To understand typing terminology, the correct way to sit at the keyboard and how to use the home row keys.	To understand typing terminology, the correct way to sit at the keyboard and how to use the top row keys.	To use my touch-typing skills to type sentences following English SPaG rules.	To develop touch typing skills and increase WPM	To develop touch typing skills and increase WPM	To be able to accurately type a passage using touch typing skills	
<p>Music</p> <p>Stop!</p> <p>By the end of the unit pupils will be able to:</p> <p>Identify the structure: Intro and 6 rapped verses, each with a sung chorus.</p> <p>Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums.</p> <p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p> <p>Most children should know the difference between pulse and rhythm. Others 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.</p> <p><i>Charanga Scheme</i></p>	<p>Lesson 1</p> <p>Listen and Appraise - Stop! by Joanna Mangona: Play the song.</p> <p>To use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.</p> <p>To talk about the song and answer the questions together using correct musical language.</p>	<p>Lesson 2</p> <p>Listen and Appraise – Got to be me</p> <p>To use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.</p> <p>To compare using musical language with Stop!</p>	<p>Lesson 3</p> <p>Listen and Appraise Radetzky March by Strauss</p> <p>To begin to compose own Rap</p> <p>To be able to perform Stop with increasing confidence</p>	<p>Lesson 4</p> <p>Listen and Appraise Can't stop the feeling</p> <p>To begin to compose own Rap</p> <p>To be able to perform Stop with increasing confidence</p>	<p>Lesson 5</p> <p>Listen and Appraise Libertango by Astor Piazzolla:</p> <p>To continue to develop own composition of Rap</p> <p>To practise performing Rap</p>	<p>Lesson 6</p> <p>Listen and Appraise Mas Que Nada performed by Sergio Mendes and The Black Eyed Peas: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>To perform own compositions to audience</p>	
<p>PHSE</p> <p>Jigsaw Scheme – Dreams and Goals</p> <p>By the end of the unit pupils will be able to:</p> <p>plan and set new goals even after a disappointment.</p> <p>deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p> <p>explain what it means to be resilient and to have a positive attitude.</p> <p>explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>	To say some of my hopes and dreams To know how it feels to have hopes and dreams	To understand that sometimes hopes and dreams do not come true and that this can hurt To know how disappointment feels and identify when I have felt that way	To know that reflecting on positive and happy experiences can help me to counteract disappointment To know how to cope with disappointment and help others cope with theirs	To know how to make a new plan and set new goals even if I have been disappointed To know what it means to be resilient and to have a positive attitude	To know how to work out the steps to take to achieve a goal, and do this successfully as part of a group To enjoy being part of a group challenge	To identify the contributions made by myself and others to the group's achievement To know how to share in the success of a group and how to store this success experience in my internal treasure chest	
<p>ART & Design</p> <p>Plan Bee Scheme</p> <p>By the end of the unit pupils will be able to:</p>	Taught Spring 2	Taught Spring 2	Taught Spring 2	Taught Spring 2	Taught Spring 2	Taught Spring 2	
<p>Design Technology</p> <p>Complete Seasonal Foods</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"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	To cook using British ingredients available all year round. To make fairy cakes	To know how seasonal fruits in Britain are grown and processed. Fruit Tarts?	To understand why vegetables form an important part of a healthy and varied diet. Stuffed Peppers?	To find out about how seasonally produced meat can form part of a healthy diet. Meat balls?	To know how fish are caught or reared, processed and used in healthy meals.	To show what you have learned about eating seasonal food as part of a healthy, varied diet.	
<p>Geography</p> <p>Rainforest</p> <p>- locate the world's countries, using maps to focus on Europe (including the location</p>	To discover where the rainforests are in the world and locate them on a map	To explore what it is like in the a rainforest and learn	To define the word 'climate' and use charts and graphs to explore the climate	To describe the animals and plants living in the rainforest.	To be able to identify the different parts of rainforest plants and their uses.	To be able to classify rainforest animals according to various criteria.	

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<p>of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>- 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>- 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>- 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>about the four main layers of vegetation</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>of tropical rainforests</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>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 in the context of rainforest inhabitants.</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 in the context of rainforest inhabitants.</p>	<p>To understand and identify food chains in the Amazon rainforest.</p> <p>Linked with science</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 in the context of rainforest inhabitants.</p>	
History							
French	<p>To understand traditional French culture</p> <p>To name traditional French food</p>	<p>To recap food vocabulary</p> <p>To introduce fruit and veg vocabulary</p>	<p>To express hunger and thirst</p> <p>To ask for a drink or something to eat</p>	<p>To be able to design a written menu</p> <p>To role play ordering food</p>	<p>To use directional language taken from a recipe</p>	<p>To learn about St Valentine and associated vocabulary</p>	
<p>RE</p> <p>Judaism</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p>To discuss why people would choose to follow instructions to not eat certain foods</p> <p>To describe some of the things Jews do to show respect</p> <p>To begin to identify how it would feel to keep Kashrut</p> <p><i>Discovery RE Scheme</i></p>	<p>To Learning about the Kashrat rules, shopping bag quiz, discussion</p>	<p>To understand the story of Passover</p> <p>To learn about the Seder meal</p>	<p>To learn about the Seder meal</p>	<p>To understand why it is important that Jewish people do not eat certain foods</p>	<p>To begin to identify how it would feel to keep Kashrut</p>	<p>To describe and explain things Jewish people do to show respect</p>	
<p>Games</p> <p>Hockey</p> <p><i>Power of PE</i></p> <p>By the end of the unit Pupils will be able to move and stop the ball with their stick whilst moving. Pupils will be able to move and stop the ball whilst moving at moderate pace, changing direction and displaying a change of speed. Can pupils uptake the role of coach? Ask pupils to detect error in pupils technique and help them to improve.</p>	<p>L.O 1 – Develop pupil's control of the hockey ball</p> <p>L.O 2 – Develop pupil's ability to dribble with stick</p>	<p>L.O 1 – Develop pupil's control of the hockey ball</p> <p>L.O 2 – Develop pupil's ability to dribble with stick</p>	<p>L.O 1 – Develop pupil's ability to pass the Hockey ball to teammates</p> <p>L.O 2 – Develop pupil's ability to apply skill in a competitive environment</p>	<p>L.O 1 – Develop pupil's ability to pass the Hockey ball to teammates</p> <p>L.O 2 – Develop pupil's ability to apply skill in a competitive environment</p>	<p>L.O 1 – Develop pupil's ability to pass the Hockey ball to teammates</p> <p>L.O 2 – Develop pupil's ability to apply skill in a competitive environment</p>	<p>L.O 1 – Develop pupil's ability to pass the Hockey ball to teammates</p> <p>L.O 2 – Develop pupil's ability to apply skill in a competitive environment</p>	
<p>PE</p> <p>Health Related Exercise</p> <p><i>Power of PE</i></p> <p>By the end of the unit Pupils should be able to follow instructions and participate effectively in the lesson? show an awareness of the change in heart rate during exercise? (Exercise = Faster pulse) find their pulse?/Explain <u>why</u> heart rate increases</p>	<p>L.O 1 – Develop children's knowledge of how the body functions/changes during exercise</p> <p>L.O 2 – Develop children's ability to exercise at different intensities</p>	<p>L.O 1 – Develop children's knowledge of how the body functions/changes during exercise</p> <p>L.O 2 – Develop children's ability to exercise at different intensities</p>	<p>L.O 1 – Develop children's knowledge of how the body functions/changes during exercise</p> <p>L.O 2 – Develop children's ability to exercise at different intensities</p>	<p>L.O 1 – Develop children's knowledge of how the body functions/changes during exercise</p> <p>L.O 2 – Develop children's ability to exercise at different intensities</p>	<p>L.O 1 – Develop children's knowledge of how the body functions/changes during exercise</p> <p>L.O 2 – Develop children's ability to exercise at different intensities</p>	<p>L.O 1 – Develop children's knowledge of how the body functions/changes during exercise</p> <p>L.O 2 – Develop children's ability to exercise at different intensities</p>	

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