

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 Sounds</p> <p>By the end of the unit pupils:</p> <p>Can identify how sounds are made, associating some of them with something vibrating.</p> <p>Can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Can recognise that sounds get fainter as the distance from the sound source increases.</p> <ul style="list-style-type: none"> - 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 - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	To find out that sounds are made when objects and materials vibrate.	To investigate whether sounds can travel through different materials	To explore the relationship between distance and volume	To find out that some materials are effective in preventing vibrations from sounds reaching the ear	To investigate how sounds can be different pitches and volumes	To find out how the length and thickness and tightness of a string effects the pitch	To found out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air
<p>Computing Digital Literacy</p> <p>By the end of the unit pupils should be able to</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>	To be able to adapt a previously created graph to add axis and titles.	To be able to use the basic addition formulas.	To be able to work with subtraction, multiplication and division formulas.	To be able to create line graphs using scatter graphs where needed.	To be able to format my graph to make my presentation clearer.	To be able to create my own graph using data and then save.	
<p>Music Lean on me</p> <p>By the end of the unit pupils will be able to:</p> <p>Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.</p> <p>Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ.</p> <p>Find the pulse whilst listening and identify tempo changes, changes in 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>Listen and Appraise – Lean on me</p> <p>To begin to recognise the basic style indicators of Gospel music</p> <p>To be able to perform</p>	<p>Listen and Appraise He still loves me by Walter Williams and Beyonce</p> <p>To begin to recognise the basic style indicators of Gospel music</p> <p>To be able to improvise to the song</p> <p>To be able to perform</p>	<p>Listen and Appraise Shackles by Mary Mary</p> <p>To begin to recognise the basic style indicators of Gospel music</p> <p>To begin to compare the songs</p> <p>To be able to improvise to the song</p> <p>To be able to perform</p>	<p>Listen and Appraise Amazing Grace by Elvis Presley</p> <p>To begin to recognise the basic style indicators of Gospel music</p> <p>To begin to compare the songs</p> <p>To be able to improvise to the song</p> <p>To be able to perform</p>	<p>Listen and Appraise Ode to Joy Symphony No 9 by Beethoven</p> <p>To be able to compare different styles of music using musical vocabulary</p> <p>To be able to improvise to the song</p> <p>To be able to perform</p>	<p>Listen and Appraise Lean on me by The ACM Gospel Choir and compare with the Bill Withers version</p> <p>To be able to perform their improvisation</p>	
<p>PHSE Jigsaw Scheme – Healthy Me</p> <p>By the end of the unit pupils will be able to:</p> <p>recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>identify feelings of anxiety and fear associated with peer pressure.</p> <p>identify feelings of anxiety and fear associated with peer pressure and To manage these to help me make safe and healthy choices.</p>	<p>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>To identify the feelings I have about my friends and my different friendship groups</p>	<p>To understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations</p> <p>To be aware of how different people and groups impact on me and to recognise the people I most want to be friends with</p>	<p>To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>To recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p>	<p>To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>To recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p>	<p>To recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>To identify feelings of anxiety and fear associated with peer pressure</p>	<p>To know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>To tap into my inner strength and know how to be assertive</p>	
<p>ART & Design Sonia Delaunay Plan Bee Scheme</p> <p>By the end of the unit pupils will be able to:</p> <p>to create sketch books to record their observations</p> <p>to improve their mastery of art and design techniques, including drawing with a range of materials</p>	To become familiar with the early life and artwork of Sonia Delaunay	To learn about the Delaunays and Orphism	To explore how Sonia Delaunay created rhythm and movement in her artwork	To know how Sonia Delaunay expanded her artwork to include fashion	To explore the influence and legacy of Sonia Delaunay	To create a piece of Art in the style of Sonia Delaunay	

Term: Spring 2

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about great artists in history							
Design Technology <i>Plan Bee Scheme</i> By the end of the unit pupils will be able to:	Taught in Spring 1	Taught in Spring 1	Taught in Spring 1	Taught in Spring 1	Taught in Spring 1	Taught in Spring 1	
Geography Rainforest and Local Study - 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 - 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) - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	To find out about the people and settlements of the rainforest.	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 in the context of rainforest conservation. To explain the effects humans are having on the rainforests.	To explore why the rainforest is under threat and the measures taken to protect it.	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, and a region within North or South America by comparing the Amazon rainforest and Wendover Woods. To compare the Amazon rainforest and Wendover Woods	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To locate Wendover on the map To identify key geographical features	Field Trip to Wendover Woods	
History							
French	To understand a basic Madeleine recipe	To be able to bake Madeleine's following a French recipe	To recap on family language from Year 3	To introduce their family to the class To answer questions about their family	To be able to describe their family	To understand French Easter Traditions	
RE Christianity Is forgiveness always possible for Christians? To discuss ways to support forgiveness To describe what a Christian might learn about forgiveness from a Biblical text To understand how Christians believe God can help them to show forgiveness <i>Discovery RE Scheme</i>	Engagement To explore what forgiveness is	Investigations To explore who Jesus was To explore if Jesus had any enemies	Investigation To explore the idea that Christians believe that Jesus died to save our sins To explore what sins mean	Investigation To explore if Jesus always forgave people	Evaluation To explain how Jesus showed forgiven To apply this understanding to how we show forgiveness to others	Expression To be able to represent what forgiveness means to them,	
Games Football <i>Power of PE</i> By the end of the unit Can children follow instructions & select the correct teaching point when given 2 options? (i.e Outside of foot or your heel?) Can children use teaching points to dribble with some success, close & under control Can children use K+U of teaching points to help their peers improve?	L.O 1 – Can children use teaching points to keep the ball close & under control L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve	L.O 1 – Can children use teaching points to keep the ball close & under control L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve	L.O 1 – Can children use teaching points to pass effectively L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve	L.O 1 – Can children use teaching points to shoot effectively L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve	L.O 1 – Can children use teaching points to shoot effectively L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve	L.O 1 – Can children use teaching points to shoot effectively L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve	
PE Orienteering <i>Power of PE</i> By the end of the unit Can children list the four directions of the compass? Can children describe what a 'key' is on a map Can children read a map and place their thumb in the correct place with guidance	L.O 1 – Can children list the different points on a compass L.O 2 – Can children show knowledge of what a 'key' is on a map!	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?	L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing? To be able to successfully navigate around an orienteering course	

Term: Spring 2