

Great Kingshill CE Combined School
Long Term Planning

Year Group: 4

Topic: The Greeks

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p>Materials - States of Matter</p> <p>By the end of the unit pupils: Can compare and group materials together, according to whether they are solids, liquids or gases. Can 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). Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 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 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>	To compare and group materials together according to whether they are solids or liquids.	To identify and explore the properties of gases.	To observe that materials change state when they are heated or cooled. To make careful observations and where appropriate take accurate measurements	To observe that materials change state when they are heated or cooled.	To research the temperature in degrees Celsius (°C) at which materials change state.	To understand the process of evaporation. To understand the process of condensation.	To identify the part played by evaporation and condensation in the water cycle.
<p>Computing</p> <p>Digital Literacy – Spreadsheets</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 adapt a previously created graph to add axis and titles.	To use the basic addition formulas.	To work with subtraction, multiplication and division formulas.	To create line graphs using scatter graphs where needed. To format a graph to make the presentation clearer.	To create my own table and graph using data and then save.	To create my own table and graph using data and then save.	
<p>Music</p> <p>Blackbird</p> <p>By the end of the unit pupils will be able to: Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Identify if words tell a story Most children will 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>	Listen and Appraise Blackbird To identify features of pop music To learn the song to sing by heart	Listen and Appraise Yellow Submarine To be able to compare two songs by the same artist To be able to improvise with instruments	Listen and Appraise Hey Jude To be able to find the pulse and rhythm To begin to be able to play tuned instruments as an accompaniment	Listen and Appraise Can't buy me love To be able to compare how the songs are the same and different To be able to play allocated instruments in time	Listen and Appraise Yesterday To be able to compare how the songs are the same and different To be able to play allocated instruments in time To be able to perform with confidence	Listen and Appraise Let it be To be able to compare how the songs are the same and different To be able to play allocated instruments in time To be able to perform with confidence To be able to evaluate own performance and the performance of others	
<p>PHSE</p> <p>Jigsaw Scheme – Relationships</p> <p>By the end of the unit pupils will be able to: recognise how people are feeling when they miss a special person or animal. give reasons why people may experience a range of feelings associated with personal loss. give ways that might help me manage my feelings when missing a special person or animal. offer and evaluate solutions to help manage personal loss.</p>	To recognise situations which can cause jealousy in relationships To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens	To identify someone I love and express why they are special to me To know how most people feel when they lose someone or something they love	To tell you about someone I know that I no longer see To understand that we can remember people even if we no longer see them	To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends To know how to stand up for myself and how to negotiate and compromise	To understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend	To know how to show love and appreciation to the people and animals who are special to me To know that I can love and be loved	
<p>ART & Design</p> <p>Plan Bee Scheme</p> <p>By the end of the unit pupils will be able to:</p>	Taught in Summer 2	Taught in Summer 2	Taught in Summer 2	Taught in Summer 2	Taught in Summer 2	Taught in Summer 2	

Term: Summer 1

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<p>Design Technology Mini Greenhouses <i>Plan Bee Scheme</i> By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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 - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	To explore existing greenhouses	To investigate stable structures	To investigate materials for making a mini greenhouse	To design a mini greenhouse	To make a mini greenhouse	To make a mini greenhouse	To evaluate finished product
<p>Geography Ancient Greece - 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> <ul style="list-style-type: none"> - 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 studies 			To find out about the physical geography of Greece.	To compare and contrast the two city-states of Athens and Sparta			
<p>History Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	To begin to find out who the ancient Greeks were, and place their civilisation in time	To understand the different types of government in ancient Greece Ask questions about change, cause, similarity and difference in the context of learning how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.	Ancient Greek Democracy To note connections, contrasts and trends over time. To explain how the political system worked in Ancient Greece. To compare this system with other political systems.		To use sources to find out about daily life in ancient Greece	To find out about the ancient Greek scholars and philosophers	
French	To understand French geography – Capital city, regions etc	To learn geographical vocabulary – sea, beach, mountain etc	To learn leisure vocabulary – sports and games etc	To recap travel vocabulary – modes of transport To learn holiday vocabulary – places to visit, places to stay	To learn about a region of France Food Environment	To be able to persuade someone to visit your chosen region using key taught vocabulary	To be able to persuade someone to visit your chosen region using key taught vocabulary
<p>RE Buddhism What is the best way for a Buddhist to lead a good life? To describe 'good' choices and the consequences of making them To describe how aspects of the 8 fold path would help Buddhist know how to live good lives To explain why some aspects of the 8 fold path might be hard for some Buddhists to stick to. <i>Discovery RE Scheme</i></p>	Engagement To explore what influences us to make good choices	Investigation To learn about the Noble Eightfold Path	Investigation To explore the Nobel Eightfold Path	Investigation To understand and explain the Nobel Eightfold Path	Evaluation To demonstrate an understanding of the Nobel Eightfold Path To understand some of Buddha's teaching – Right living	Expression To apply knowledge and understanding of the Nobel Eightfold Path to the choices they make and how they live their lives	
<p>Games Basketball <i>Power of PE</i> By the end of the unit Pupils will be able to list Basketball rules (Travelling, Double Dribble) Pupils will be able to dribble legally when stationary</p>	L.O 1 – To develop pupils understanding of the rules of Basketball L.O 2 – To develop pupils ability to dribble legally in Basketball	L.O 1 – To develop pupils understanding of the rules of Basketball L.O 2 – To develop pupils ability to dribble legally in Basketball	L.O 1 – Develop pupils knowledge of the rules of Basketball L.O 2 – Develop pupils ability to pass effectively in Basketball	L.O 1 – Develop pupils knowledge of the rules of Basketball L.O 2 – Develop pupils ability to pass effectively in Basketball	L.O 1 – Develop pupils knowledge of the rules of Basketball L.O 2 – Develop pupils ability to shoot effectively in Basketball	L.O 1 – Develop pupils knowledge of the rules of Basketball L.O 2 – Develop pupils ability to shoot effectively in Basketball	

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<p>Pupils will be able to explain the rules relating to dribbling and be able to move at jogging pace whilst keeping the ball under control.</p>							
<p>PE Cricket <i>Power of PE</i> By the end of the unit Can Children list two teaching points of the skills developed in this lesson? Can children utilise this K+U to use the skills with success? Can children use K+ U to suggest way their peers can improve?</p>	<p>L.O 1 – Develop children’s co-ordination & ability to field effectively L.O 2 – Develop children’s ability to hold & use that bat effectively</p>	<p>L.O 1 – Develop children’s co-ordination & ability to field effectively L.O 2 – Develop children’s ability to hold & use that bat effectively</p>	<p>L.O 1 – Develop children’s co-ordination & ability to field effectively L.O 2 – Develop children’s ability to hold & use that bat effectively</p>	<p>L.O 1 – Develop children’s co-ordination & ability to field effectively L.O 2 – Develop children’s ability to hold & use that bat effectively</p>	<p>L.O 1 – Develop children’s co-ordination & ability to field effectively L.O 2 – Develop children’s ability to hold & use that bat effectively</p>	<p>L.O 1 – Develop children’s co-ordination & ability to field effectively L.O 2 – Develop children’s ability to hold & use that bat effectively</p>	

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