

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><b>Scientific enquiry</b></p> <p>By the end of the unit pupils: 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>	<p>To ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests</p> <p>To plan an investigation of their choice relating to one of the previous taught subjects</p>	<p>To identify and classify using their observations and ideas to suggest answers to questions</p> <p>To gather and recording data to help in answering questions</p> <p>To record an investigation of their choice relating to one of the previous taught subjects</p>	<p>To ask relevant questions and use different types of scientific enquiry to answer questions</p> <p>To use practical resources to carry out experiments</p>	<p>To make careful and systematic observations</p> <p>To take accurate readings using appropriate equipment</p>	<p>To use results to draw simple conclusions, make predictions and suggest improvements and raise further questions</p> <p>To identify similarities and differences or changes relating to simple scientific ideas and processes</p>	<p>To use results to draw simple conclusions, make predictions and suggest improvements and raise further questions</p> <p>To identify similarities and differences or changes relating to simple scientific ideas and processes</p>	
<p>Computing</p> <p>By the end of the unit pupils should be able to</p> <p>.</p>							
<p>Music</p> <p><b>Reflect, Rewind, Replay</b></p> <p>By the end of the unit pupils will be able to: Reflect upon classical music and understand how that has influenced modern music Gain experience of listening to classical music by a range of composers <i>Charanga Scheme</i></p>	<p>Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> <li>Listen and Appraise - La Quinta Estampie Real (anon 13th century) - Early Music</li> <li>Rewind and Listen Out! Dancing Queen by ABBA. A listening activity to remember songs, instruments and their sounds.</li> <li>Reflect - Composers and Composition - The work of Zoe Dixon.</li> </ul>	<p>Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> <li>Listen and Appraise - The Arrival Of The Queen Of Sheba by George Frideric Handel (from the Baroque era)</li> <li>Rewind and Listen Out! Can't Stop The Feeling! by Justin Timberlake. A listening activity to remember songs, instruments and their sounds.</li> <li>Reflect - Composers and Composition - The work of Zoe Dixon.</li> </ul>	<p>Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> <li>Listen and Appraise - Moonlight Sonata (adagio) by Ludwig Van Beethoven (from the Romantic era)</li> <li>Rewind and Listen Out! Libertango by Piazzolla. A listening activity to remember songs, instruments and their sounds.</li> <li>Reflect - Composers and Composition - The work of Zoe Dixon.</li> </ul>	<p>Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> <li>Listen and Appraise - Bridal Chorus (Wedding March) by Wilhelm Richard Wagner (the Romantic era)</li> <li>Rewind and Listen Out! Lean On Me sung by The ACM Gospel Choir. A listening activity to remember songs, instruments and their sounds.</li> <li>Reflect - Composers and Composition - The work of Nico Muhly.</li> </ul>	<p>Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> <li>Listen and Appraise - Rhapsody In Blue by George Gershwin (Early 20th Century)</li> <li>Rewind and Listen Out! Amazing Grace sung by Elvis Presley. A listening activity to remember songs, instruments and their sounds.</li> <li>Reflect - Composers and Composition - The work of Nico Muhly.</li> </ul>	<p>Listen and Appraise (Reflect and Rewind)</p> <ul style="list-style-type: none"> <li>Listen and Appraise - Einstein On The Beach by Philip Glass (Contemporary)</li> <li>Rewind and Listen Out! Let It Be by The Beatles. A listening activity to remember songs, instruments and their sounds.</li> <li>Reflect - Watch a video of our Charanga singer, Brendan Reilly.</li> </ul>	
<p>PHSE</p> <p><b>Jigsaw Scheme – Changing Me</b></p> <p>By the end of the unit pupils will be able to: summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. explain some of the choices I might make in the future and some of the choices that I have no control over. To offer some suggestions about how I might manage my feelings when changes happen. consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>	<p>To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>To appreciate that I am a truly unique human being</p>	<p>To correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>To understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>	<p>To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>To know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p>To know how the circle of change works and can apply it to changes I want to make in my life</p> <p>To know that I am confident enough to try to make changes when I think they will benefit me</p>	<p>To identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p>To identify what I am looking forward to when I move to a new class</p> <p>To reflect on the changes I would like to make next year and can describe how to go about this</p>	
<p>ART &amp; Design</p> <p><b>Jewellery Designers</b></p> <p><i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to: - to create sketch books to record their observations - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials - about great artists in history</p>	<p>To explore the history of jewellery</p>	<p>To investigate gemstones used in jewellery</p>	<p>To explore Tiffany &amp; Co. jewellery</p>	<p>To explore Bulgari Jewellery.</p>	<p>To explore Van Cleef and Arpels jewellery.</p>	<p>To be able to design and make your own piece of jewellery.</p>	<p>To be able to design and make your own piece of jewellery.</p>

Term: Summer 2

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- about great designers in history							
<b>Design Technology</b> <i>Plan Bee Scheme</i> By the end of the unit pupils will be able to:	Taught in Summer 1	Taught in Summer 1	Taught in Summer 1	Taught in Summer 1	Taught in Summer 1	Taught in Summer 1	
<b>Geography</b> <b>Ancient Greece</b>					To find out about the population and culture of Greece today.	To find out about the population and culture of Greece today.	
<b>History</b> <b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world	To understand our knowledge of the past is constructed from a range of sources e.g. Greek vases. Note connections, contrasts and trends over e.g. How the Olympics have changed over time but how some features have remained the same.  To learn about the past from sources including art.	To make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon. To compare different city-states and recall facts about the Battle of Marathon.	To understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses in the context of finding out about the Trojan War. To use a range of sources to find out about the past and then present my findings.	To know how modern-day life has been influenced by the ancient Greeks	To understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.  To find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. <b>Link with English</b>		
<b>French</b>	To recap on all taught vocabulary in Year 4  End of Year oral assessment	To recap on all taught vocabulary in Year 4  End of Year oral assessment	To recap on all taught vocabulary in Year 4  End of Year oral assessment	To plan and have a simple conversation using taught vocabulary	To plan and have a simple conversation using taught vocabulary	To understand the importance of Bastille Day	
<b>RE</b> <b>Do people need to go to church to show they are Christians?</b> To explain the feelings of special places To describe some of the ways that Christians use churches to worship To understand the impact a Christian's special place has on him/her <i>Discovery RE Scheme</i>	Engagement  To identify places that are special to me and how I feel when I am there	Investigation  To understand what a church is and why people go to church  To understand about the Eucharist / Holy Communion	Investigation  To understand what a church is and why people go to church  To understand about worship	Investigation  To understand what a church is and why people go to church  To understand how Christian live their daily lives  To understand Jesus' teachings about worship	Evaluation  To explore the idea – Do Christians need to go to church?	Expression  To be able to explain places of worship  Children to make a presentation about places of worship	
<b>Games</b> <b>Tennis</b> Children will be able to list 1-2 items of equipment used in Tennis Children will be able to list 2-3 items of equipment used in Tennis and be able to demonstrate the correct grip Children will be able to list 3 items of equipment & explain how (& why) you should hold the racquet Children will be able to hit the ball in a general direction with little or no control Children will be able to manipulate the ball with a degree of consistency keeping it close to their body Children will be able to control the ball with both sides of their racket with consistency <i>Power of PE</i> By the end of the unit	L.O 1 – To develop children's knowledge of the rules of Tennis  L.O 2 – To develop children's ability to grip the racket correctly	L.O 1 – To develop children's ability to grip the racket correctly  L.O 2 – To develop children's ability to control the movement of a ball with a racket	L.O 1 – To develop children's ability to grip the racket correctly  L.O 2 – To develop children's ability to control the movement of a ball with a racket	L.O 1 – To develop children's ability to grip the racket correctly  L.O 2 – To develop children's ability to control the movement of a ball with a racket	L.O 1 – To develop children's ability to grip the racket correctly  L.O 2 – To develop children's ability to control the movement of a ball with a racket	L.O 1 – To develop children's ability to grip the racket correctly  L.O 2 – To develop children's ability to control the movement of a ball with a racket	
<b>PE</b> <b>Athletics</b> Can children follow instructions & select the correct teaching point when given 2 options? (i.e Face forwards or shake head?) Can children use teaching points to standing jump as far as they can. Can children watch others and suggest ways for them to improve. <i>Power of PE</i> By the end of the unit	L.O 1 – To develop children's ability to jump as far as they can!  L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop pupils ability to hurdle effectively  L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop pupils ability to hurdle effectively  L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop pupils ability to Triple Jump effectively  L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop pupils ability to run the 400m effectively  L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	L.O 1 – To develop pupils ability to run the 400m effectively  L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance	

**Term: Summer 2**