

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow Electricity and circuits</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> recall a range of electrical appliances, classify them as mains or battery-powered and explain why. explain how to test if a circuit works and identify when simple electric circuits will work. identify symbols for open and closed switches and give examples of how switches are useful. predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit. describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights and that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light. recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators. describe that the more bulbs added to a series circuit, the dimmer the bulbs will be and explain that they will be dimmer when more are added to a circuit, as less energy is transferred to each of them. describe precautions for working safely with electricity and explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators. 	<p>Knowledge To recognise how electrical appliances are powered.</p> <p>Working scientifically To record and classify qualitative data.</p>	<p>Knowledge To construct an electrical circuit.</p> <p>Working scientifically To draw a scientific diagram.</p>	<p>Knowledge To explain the use of switches in a circuit.</p>	<p>Knowledge To explain the use of materials as electrical conductors or insulators.</p> <p>Working scientifically To write a method.</p>	<p>Knowledge To investigate what affects bulb brightness.</p> <p>Working scientifically To pose questions and plan ways to test them.</p>	<p>Knowledge To explain how to be safe around electricity.</p> <p>Science in action To explore how scientific advances inform safety advice.</p>	
<p>Computing Digital Literacy & Information Technology</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use software to create a range content that accomplish given goals, including presenting data and information use a keyboard accurately and with speed. 	<p>To know how search engines work.</p> <p>To understand the importance of evaluating the search results.</p>	<p>To plan my 'Electricity Inventor' presentation using the key features of an information poster.</p> <p>To use the internet to research a given topic.</p>	<p>To create an effective information poster.</p> <p>To open word</p> <p>To follow a plan</p> <p>To choose font types, type text, resize and position and move text to front</p> <p>To save a document</p>	<p>To create an effective information poster.</p> <p>To open word</p> <p>To follow a plan</p> <p>To choose font types, type text, resize and position and move text to front</p> <p>To save a document</p>	<p>To understand typing terminology, the correct way to sit at the keyboard and how to use the home row keys.</p> <p>To understand typing terminology, the correct way to sit at the keyboard and how to use the bottom and top row keys.</p>	<p>To understand typing terminology, the correct way to sit at the keyboard and how to use the shift key for capital letters.</p> <p>To develop my touch-typing WPM speed.</p> <p>To use my touch-typing skills to type sentences following English SPaG rules.</p>	
<p>Music <i>Charanga Scheme</i> Glockenspiel stage 2</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> play more complex rhythms play the notes C, D, E, F & 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. 	<p>To compose bars of music using E, D, and C and recognise their notation</p>	<p>To understand the difference between pitch and rhythm.</p>	<p>To recognise different notes; to play a duet on tuned percussion using C, D, E, F, and G</p>	<p>To recognise notation of different notes; to play a duet on tuned percussion using C, D, E, F, and G</p>	<p>To recognise the rhythm and pulse of a piece of music; to play tuned percussion using notes C, D, E, F, and G.</p>	<p>To compose and accurately note down a simple melodic phrase.</p>	
<p>PHSE <i>Jigsaw Scheme</i> Celebrating Difference</p> <p>By the end of the unit pupils will be able to:</p>	<p>To understand that, sometimes, we make assumptions based on what people look like</p>	<p>To understand what influences me to make assumptions based on how people look</p>	<p>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</p>	<p>To tell you why witnesses sometimes join in with bullying and sometimes don't tell problem-</p> <p>To solve a bullying situation with others</p>	<p>To identify what is special about me</p> <p>To value the ways in which I am unique like</p>	<p>To tell you a time when my first impression of someone changed when I got to know them</p>	

Great Kingshill CE Combined School
Long Term Planning

Year Group: 4

Topic: The Romans in Britain

<ul style="list-style-type: none"> • 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. 	To try to accept people for who they are	To question why I think what I do about other people	To know how it might feel to be a witness to and a target of bullying		To respect the unique features of my physical appearance	To explain why it is good to accept people for who they are	
<p>Design Technology <i>Plan Bee Scheme</i> Seasonal Stockings</p> <p>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 	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 my stocking design	
<p>Geography The Romans in Britain</p> <p>Enquiry: Why did the Romans invade Britain and what impact did they have?</p> <p>Concept: Continuity and Change</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical and human geography • identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	To describe and locate Roman towns in Britain using a map	To locate Roman roads on a map of Britain					
<p>History The Romans in Britain</p> <p>Enquiry: Why did the Romans invade Britain and what impact did they have?</p> <p>Concept: Continuity and Change</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • know more about the Roman Empire and its impact on Britain 	To describe and locate Roman towns in Britain using a map	To locate Roman roads on a map of Britain	To explain what Roman baths were and know about the different amenities they contained.	To understand how life and society were structured in Ancient Rome.	To understand what religious beliefs the Romans had and how this impacted Britain.	To evaluate the Roman Legacy in Britain.	

Term: Autumn 2

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<ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history establish clear narratives within and across the periods they study note connections, contrasts and trends over time and develop the appropriate use of historical terms. address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. construct informed responses that involve thoughtful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources. 							
<p>MFL Language Angels Spanish Los Romanos (Romans)</p> <p>By the end of this unit, children will understand slightly longer and more complicated text. Pupils will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, determiners and adjectives in sentences. This unit links strongly to transferable literacy skills.</p>	<p>To decode and break down a text about the legend of Romulus and Remus in Spanish by using a variety of language learning strategies.</p>	<p>To decode more complex texts and will further develop this skill as they learn some of the key figures in the history of ancient Rome in Spanish.</p>	<p>To recognise, recall and spell some of the Roman gods and goddesses in Spanish.</p>	<p>To recognise, recall and spell some famous Roman inventions in Spanish.</p>	<p>To explore the language involved in comparing the lives of a rich and poor boy in ancient Rome</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	
<p>RE Jigsaw RE Christianity</p> <p>Key question: <i>What is the most significant part of the Nativity story for Christians today?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me describe some of the symbolism of Christmas and explain a Christian belief about Jesus consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus 	<p>To explain why symbols are used and the meaning of some symbols to me</p>	<p>To explain what Christmas symbols might refer to the Christian story of Jesus' birth</p>	<p>To explain what parts of the Nativity story might be meaningful to some Christians</p>	<p>To explain the symbolism within a Christingle</p>	<p>To say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me</p> <p>To describe some of the symbolism of Christmas and explain a Christian belief about Jesus</p> <p>To consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus</p>	<p>To design a symbolic object to show the significance of Christmas time to me</p>	
<p>PE PE Passport Yoga</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>To prepare my body by breathing and stretching</p> <p>To retain my focus</p>	<p>To breathe and follow instructions</p> <p>To hold positions with good alignment and shape</p>	<p>To maintain concentration and avoid distraction</p> <p>To work with control and isolate body parts</p>	<p>To learn how to meditate</p> <p>To explore the importance of relaxation</p>	<p>To know how to relax</p> <p>To devise my own meditation</p>	<p>To know how to carry on enjoying yoga out of school</p> <p>To articulate the benefits of yoga</p>	
<p>PE Swimming</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> perform safe self-rescue in different water-based situations swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	<p>Swimming taught at Risborough Springs Swim and Fitness Centre.</p>	<p>Swimming taught at Risborough Springs Swim and Fitness Centre.</p>	<p>Swimming taught at Risborough Springs Swim and Fitness Centre.</p>	<p>Swimming taught at Risborough Springs Swim and Fitness Centre.</p>	<p>Swimming taught at Risborough Springs Swim and Fitness Centre.</p>	<p>Swimming taught at Risborough Springs Swim and Fitness Centre.</p>	
<p>Forest School Autumn</p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> know the rules and routines of Forest School identify seasonal changes – Trees and plants in the local area, Weather explore, identify and survey living things in our Forest – Trees, fungi and Minibeasts, pond life using identification charts understand the risks and safety instructions of fire – make S'mores safely 						

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