

Great Kingshill CE Combined School
Long Term Planning

Year Group: 4

Topic: Rainforests

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow States of matter</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> identify solids, liquids and gases using their properties. describe melting, freezing, condensing and evaporating. describe the different stages of the water cycle. describe how temperature affects the rate of evaporation and, therefore, the water cycle. 	<p>Knowledge To identify solids using their properties.</p> <p>Working scientifically To ask relevant questions about the properties of solids.</p>	<p>Knowledge To identify liquids and gases using their properties.</p> <p>Working scientifically To use results to draw simple conclusions about the properties of liquids.</p>	<p>Knowledge To describe melting and freezing.</p> <p>Working scientifically To use thermometers to take accurate measurements before and after melting.</p>	<p>Knowledge To describe condensing and evaporating.</p> <p>Working scientifically To make predictions for new values about evaporation rates.</p>	<p>Knowledge To describe the different stages of the water cycle.</p> <p>Working scientifically To record the stages of the water cycle using a labelled diagram.</p>	<p>Knowledge To describe how temperature affects evaporation rates and the water cycle.</p> <p>Working scientifically To research climate change and the water cycle.</p>	
<p>Computing Computer Science & Information Technology</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use logical reasoning to predict the behaviour of a simple program design, write and debug programs that accomplish specific goals program a computer game incorporating variables use software to design and create content that accomplish given goals. 	<p>To know what an algorithm is and can use them to program a person. To review coding vocabulary. To use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program.</p>	<p>To create a program which responds to the If/else command, using the value of the variable. To create a program with a character that repeats actions.</p>	<p>To make timers and counting machines using variables to print a new number to the screen every second. To explore how 2Code can be used to investigate control by creating a simulation.</p>	<p>To program a computer game incorporating variables. To create an algorithm modelling the sequence of a simple event. To manipulate graphics in the design view to achieve the desired look for the program. To use an algorithm when making a computer game on the computer.</p>	<p>To identify and discuss the main elements of music – Pulse, Rhythm, Tempo, Pitch, Texture. To understand and experiment with rhythm and tempo.</p>	<p>To create a melodic phrase. To compose a piece of electronic music.</p>	
<p>Music Charanga Stop!</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> identify the structure: Intro and 6 rapped verses, each with a sung chorus. identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. find the pulse whilst listening and identify tempo changes, changes in dynamics and texture make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. 	<p>To identify features of grime/rap music.</p>	<p>To appraise and compare music across similar genres; to perform with increasing confidence and expression.</p>	<p>To appraise and compare music across similar genres; to perform with increasing confidence and expression.</p>	<p>To work collaboratively to begin to compose lyrics, with awareness of rhyme, rhythm and tempo.</p>	<p>To work collaboratively to develop lyrics, with awareness of rhyme, rhythm and tempo.</p>	<p>To perform and evaluate an original rap composition to an audience</p>	
<p>PHSE <i>Jigsaw Scheme</i> Dreams and Goals</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> plan and set new goals even after a disappointment. deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. explain what it means to be resilient and to have a positive attitude. 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</p>	<p>To understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>To know how disappointment feels and identify when I have felt that way</p>	<p>To know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>To know how to cope with disappointment and help others cope with theirs</p>	<p>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</p>	<p>To know how to work out the steps to take to achieve a goal, and do this successfully as part of a group</p> <p>To enjoy being part of a group challenge</p>	<p>To identify the contributions made by myself and others to the group's achievement</p> <p>To know how to share in the success of a group and how to store this success experience in my internal treasure chest</p>	
<p>ART & Design <i>Plan Bee Scheme</i> Investigating Patterns</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> think about different places they can see patterns at home and in the world around them. explain what rotation, reflection and symmetry are and will explore how to use these concepts to create a variety of different patterns. 	<p>To explore patterns and artists who use patterns</p>	<p>To create patterns using rotation, symmetry and reflection</p>	<p>To create a pattern using stencils.</p>	<p>To use printing to create a pattern.</p>	<p>To design a pattern for a particular purpose.</p>		

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<ul style="list-style-type: none"> find out how to create stencils and how to use these stencils to create patterns. find out how to create a stencil using string and cardboard. use design briefs as the basis for creating some patterns for a particular purpose. 							
<p>Geography Rainforests</p> <p>Enquiry: Focusing on the Amazon, why are rainforests so important for our world?</p> <p>Concept: Human and physical geography</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on 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 human and physical geography use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>To identify and locate the rainforests of the world on a map.</p>	<p>To describe and explain the climate and weather of tropical rainforests</p>	<p>To explain how plants (flora) have adapted to survive in the rainforest.</p>	<p>To name and describe the features of the different layers of a tropical rainforest</p>	<p>To investigate how the animals (fauna) of the rainforest have adapted to their environment.</p>	<p>To explore the influence of the Amazon River on the rainforest ecosystem.</p>	
<p>MFL Language Angels Spanish Hábitats (Habitats)</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats.</p>	<p>To express in Spanish the essential elements that all plants and animals need to survive.</p>	<p>To decode longer and more complex texts in Spanish that explore some of the key habitats in our world.</p>	<p>To decode longer and more complex texts in Spanish that explore which plants grow in specific habitats.</p>	<p>To explore the different animals that live in the different habitats through listening and reading activities in Spanish.</p>	<p>To consolidate all vocabulary taught so far in the unit by presenting in oral and written form which animals and which plants live in different habitats.</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	
<p>RE Jigsaw RE Judaism</p> <p>Key question: <i>What is the best way for a Jew to lead a good life?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> give you examples of things I do to live a good life and explain which ones are more or less important to me describe some of the ways that Jews choose to live a good life and consider that they do this in different ways express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons 	<p>To talk about agreements I have made and say why they are important</p>	<p>To share why Abraham is important to Jewish people and talk about his commitment and trust in God</p>	<p>To share how Jews can commit to each other through marriage</p>	<p>To share how Jewish believers try to lead a good life through doing good in the world</p>	<p>To give you examples of things I do to live a good life and explain which ones are more or less important to me</p> <p>To describe some of the ways that Jews choose to live a good life and consider that they do this in different ways</p> <p>To express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons</p>	<p>To explain how I choose different ways to live out my understanding of a good life and how I might improve this further</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>	

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<p style="text-align: center;">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. 	Swimming taught at Risborough Springs Swim and Fitness Centre.	Swimming taught at Risborough Springs Swim and Fitness Centre.	Swimming taught at Risborough Springs Swim and Fitness Centre.	Swimming taught at Risborough Springs Swim and Fitness Centre.	Swimming taught at Risborough Springs Swim and Fitness Centre.	Swimming taught at Risborough Springs Swim and Fitness Centre.	
<p style="text-align: center;">Forest School Spring</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 • use tools safely –To create tent pegs using knives (Whittling) • learn some basic knots – Reef, Tension knots • understand the risks and Safety Instructions of fire – make popcorn safely 						