

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 Sounds and vibration</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> describe how sounds are made. describe how sounds are heard through different mediums. explain the relationship between vibration strength and volume. describe the relationship between volume and distance. describe pitch and how to change it. explain how insulating materials can be used to muffle sound. 	<p>Knowledge: To describe how sounds are made.</p> <p>Working scientifically: To observe closely how different instruments create a sound.</p>	<p>Knowledge: To describe how sounds are heard through different mediums.</p> <p>Working scientifically: To research how whales and dolphins communicate underwater.</p>	<p>Knowledge: To describe the relationship between vibration strength and volume.</p> <p>Working scientifically: To present results using a bar chart.</p>	<p>Knowledge: To describe the relationship between volume and distance.</p> <p>Working scientifically: To suggest which variables to measure and for how long.</p>	<p>Knowledge: To describe pitch and how to change it.</p> <p>Working scientifically: To design simple results tables.</p>	<p>Knowledge: To explain how insulating materials can be used to muffle sound.</p> <p>Working scientifically: To identify when results or observations do not match predictions.</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.</p> <p>To review coding vocabulary.</p> <p>To use a sketch or storyboard to represent a program design and algorithm.</p> <p>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.</p> <p>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.</p> <p>To explore how 2Code can be used to investigate control by creating a simulation.</p>	<p>To program a computer game incorporating variables.</p> <p>To create an algorithm modelling the sequence of a simple event.</p> <p>To manipulate graphics in the design view to achieve the desired look for the program.</p> <p>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.</p> <p>To understand and experiment with rhythm and tempo.</p>	<p>To create a melodic phrase.</p> <p>To compose a piece of electronic music.</p>	
<p>Music <i>Charanga Scheme</i> Lean on me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ. find the pulse whilst listening and identify tempo changes, changes in dynamics and texture know the difference between pulse and rhythm and be able to keep the internal pulse. 	<p>To appraise and identify features of contemporary soul/gospel music.</p>	<p>To appraise and compare features of contemporary soul music.</p>	<p>To appraise and compare soul music; to play a simple tune on tuned percussion (glockenspiel) using notes C and F</p>	<p>To appraise and compare across genres; to play a simple tune on tuned percussion (glockenspiel) using notes c and F</p>	<p>To improvise to a piece of soul music using tuned percussion (glockenspiel).</p>	<p>To perform and evaluate an improvisation on tuned percussion (glockenspiel).</p>	
<p>PSHE <i>Jigsaw Scheme</i> Healthy Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> recognise when people are putting me under pressure and can explain ways to resist this when I want to. problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. identify feelings of anxiety and fear associated with peer pressure. identify feelings of anxiety and fear associated with peer pressure and to manage these to help me make safe and healthy choices. 	<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>Design Technology <i>Plan Bee Scheme</i> Light Up Signs</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> make simple circuits with one or more bulbs, considering how some of the components might 	<p>To investigate and analyse illuminated signs</p>	<p>To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits</p>	<p>To develop ideas for a decorative illuminated sign</p>	<p>To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign.</p>	<p>To construct a working circuit with one or more lights, and fit it in a decorative illuminated sign</p>	<p>To investigate ways in which computers can be used to program and control lights in a product.</p>	

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<p>be hidden in the construction of signs</p> <ul style="list-style-type: none"> design and make an illuminated sign for a given purpose. construct a light box sign using 'new' DT materials, or using scrap/found materials such as cardboard packaging design, make and test switches program an actual LED, or program virtual fairy lights in a Scratch programming project 							
<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"> 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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America 	<p>To examine and reflect upon the effects humans are having on the rainforests.</p>	<p>To describe how different tribes use the Amazon Rainforest and to compare my life to that of a tribal child.</p>	<p>Spirit of the Wild enrichment visit.</p>	<p>To compare the Amazon Rainforest to Sherwood Forest and Penn Wood.</p>	<p>To explore the impact of and reasons for urbanisation in Brazil.</p>		
<p>MFL Language Angels Spanish La Clase (The Classroom)</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish.</p>	<p>To recognise, recall and spell six different classroom items with their indefinite articles/determiners in Spanish.</p>	<p>To recognise, recall and spell a further six different classroom items with their indefinite articles/determiners in Spanish.</p>	<p>To learn how to ask and answer the question: 'what is in your pencil case?' in Spanish.</p>	<p>To apply knowledge of possessive adjectives to twelve different classroom items.</p>	<p>To use negative structures in Spanish, in order to say what they do not have in their pencil cases.</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	
<p>RE Christianity <i>Jigsaw RE</i></p> <p>Key question: <i>Is forgiveness always possible for Christians?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> say whether I think showing forgiveness might be important describe what a Christian might learn about forgiveness from a Bible text show an understanding of how Christians might believe God can help them show forgiveness 	<p>To explain what forgiveness is and why it might be difficult in some situations</p>	<p>To describe what a Christian might learn about forgiveness from a Bible story</p>	<p>To retell a Bible story where Jesus forgave somebody</p>	<p>To discuss how some Christians might feel about forgiveness</p>	<p>To say whether I think showing forgiveness might be important</p> <p>To describe what a Christian might learn about forgiveness from a Bible text</p> <p>To show an understanding of how Christians might believe God can help them show forgiveness</p>	<p>To explain what forgiveness might mean to me</p>	
<p>PE PE Passport Netball</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use running, throwing and catching in isolation and in combination play competitive games apply basic principles suitable for attacking and defending 	<p>To pass within 4 seconds of receiving the ball</p> <p>To pass under pressure</p>	<p>To track an opponent</p> <p>To defend individually and/or as part of a team</p>	<p>To know that I need to pass in front of my teammates so they can run on to the ball</p> <p>To get free from opponents by feinting</p>	<p>To know the rules which apply to attackers and defenders when shooting</p> <p>To position myself to take rebounds from the post</p>	<p>To know how to support the player in possession to ensure safe passes are made</p> <p>To play a game of Bee Flier Netball, abiding by the rules</p>	<p>To know more of the rules of netball and recognise how to apply them</p> <p>To demonstrate the School Games values of passion, self-belief, respect, honesty, determination and teamwork</p>	
<p>PE Swimming</p> <p>By the end of this unit, children will be able to:</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>Swimming taught at Risborough Springs Swim and Fitness Centre.</p>	

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<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>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 						