

Great Kingshill CE Combined School
Long Term Planning

Year Group: 4

Topic: Ancient Greece

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow</p> <p>Living Things: Classification and changing habitats</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates. group plants in various ways, including flowering and non-flowering plants. recognise and describe different habitats and their inhabitants. recognise the impact humans can have on habitats. recognise the impact of natural disasters on habitats. 	<p>Knowledge To group animals in various ways.</p> <p>Working scientifically To record data in different ways.</p>	<p>Knowledge To group plants in various ways.</p> <p>Working scientifically To apply and create classification keys.</p>	<p>Working scientifically To make careful observations.</p> <p>To make and use classification keys.</p>	<p>Knowledge To recognise and describe different habitats and their inhabitants.</p> <p>Working scientifically To gather, record, classify and present data.</p>	<p>Knowledge To recognise the impact humans can have on habitats.</p> <p>Working scientifically To research using an information sheet.</p>	<p>Knowledge To recognise the impact of natural disasters on habitats.</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 technology purposefully to create, manipulate and retrieve digital content. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>To adapt a previously created graph to add axis and titles.</p> <p>To use the basic addition formulas.</p>	<p>To work with subtraction, multiplication and division formulas.</p> <p>To create scatter graphs for continuous data sets.</p> <p>To format my graph to make my presentation clearer.</p>	<p>To create my own table and graph using data and then save.</p> <p>To apply skills learnt within unit.</p> <p>To save appropriate organised tables and graphs for stand-alone and continuous data sets.</p>	<p>To review and share what I already know about coding.</p> <p>To explain the steps I need to follow to debug a program.</p>	<p>To explain the steps I need to follow to debug a program.</p> <p>To understand the basic function and layout of Scratch.</p>	<p>To explore the potential use of Scratch.</p> <p>To write an advanced code to control a physical system.</p>	
<p>Music <i>Charanga Scheme</i> Blackbird</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 identify the instruments/voices find the pulse whilst listening. identify changes in tempo, dynamics and texture. know the difference between pulse and rhythm and be able to keep the internal pulse. 	<p>To listen to and appraise key musical features of contemporary folk music such as texture, structure, and style.</p>	<p>To sing with accuracy, control, and expression, maintaining pulse and phrasing.</p>	<p>To play tuned percussion (glockenspiel) accurately, performing simple melodies in time.</p>	<p>To compose and note simple melodic ideas using a limited set of notes.</p>	<p>To develop and organise a composition, considering melody and rhythm.</p>	<p>To perform confidently as part of an ensemble and evaluate using musical vocabulary.</p>	
<p>PSHE <i>Jigsaw Scheme</i> Relationships</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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</p> <p>To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p>	<p>To identify someone I love and express why they are special to me</p> <p>To know how most people feel when they lose someone or something they love</p>	<p>To tell you about someone I know that I no longer see</p> <p>To understand that we can remember people even if we no longer see them</p>	<p>To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>To know how to stand up for myself and how to negotiate and compromise</p>	<p>To understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older</p> <p>To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend.</p>	<p>To know how to show love and appreciation to the people and animals who are special to me</p> <p>To know that I can love and be loved</p>	
<p>Design Technology <i>Plan Bee Scheme</i> Seasonal Foods</p> <p>By the end of the unit pupils will be able to:</p>	<p>To cook using British ingredients available all year round.</p>	<p>To know how seasonal fruits in Britain are grown and processed.</p> <p>Making: Fruit tarts</p>	<p>To understand why vegetables form an important part of a healthy and varied diet</p> <p>Making: Stuffed Peppers</p>	<p>To find out about how seasonally produced meat can form part of a healthy diet.</p> <p>Making: Meatballs</p>	<p>To know how fish are caught or reared, processed and used in healthy meals.</p>	<p>To show what you have learned about eating seasonal food as part of a healthy, varied diet.</p>	

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<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 							
<p>Geography Ancient Greece</p> <p>Enquiry: What was life like in Ancient Greece and how has it shaped our world today?</p> <p>Concept: Cause and Consequence</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> name and locate countries, cities and geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 		<p>To identify the geographical area of Ancient Greece and understand the structure of its city states.</p>	<p>To understand what democracy means and how Ancient Greece's direct democracy differs with that of the UK today.</p>	<p>To compare and contrast the two city-states of Athens and Sparta</p>			
<p>History Ancient Greece</p> <p>Enquiry: What was life like in Ancient Greece and how has it shaped our world today?</p> <p>Concept: Cause and Consequence</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> study Greek life and achievements and their influence on the western world develop a chronologically secure knowledge and understanding of 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>To begin to find out who the ancient Greeks were and place their civilisation in time.</p>	<p>To identify the geographical area of Ancient Greece and understand the structure of its city states.</p>	<p>To understand what democracy means and how Ancient Greece's direct democracy differs with that of the UK today.</p>	<p>To compare the Ancient Greek city states of Athens and Sparta.</p>	<p>To write an account of the Battle of Marathon from the point of view of a key eyewitness.</p>	<p>To compare my life to the daily life of an Ancient Greek child.</p>	
<p>MFL Language Angels Spanish Los juegos olímpicos (The Olympic Games)</p> <p>By the end of the unit, children will understand slightly longer and more complicated text in Spanish. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'practicar' in order to express which sports they do and do not practise. They will also look at gendered nouns and the changes required when describing the Olympians in the unit.</p>	<p>To decode and breakdown longer texts in Spanish using language learning strategies such as looking for cognates.</p>	<p>To decode texts in Spanish and will further develop this skill by specifically looking out for verbs, adjectives and nouns.</p>	<p>To recognise, recall and spell 10 different sports in the Olympic games with their definite articles/determiners in Spanish.</p>	<p>To integrate the vocabulary for sports taught last lesson with the high frequency regular verb 'practicar' to be able to say which sports they practise in Spanish.</p>	<p>To describe what sports different Olympians practise in Spanish, along with their sporting titles.</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	

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<p>RE Jigsaw RE Buddhism</p> <p>Key question: <i>What is the best way for a Buddhist 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"> explain what effort and mindfulness might mean to me explain the meanings of the steps of the 8-fold path say why I think some of the steps might be a better way for a Buddhist to lead a good life than others 	<p>To consider which choices and consequences might lead to a good life</p>	<p>To consider examples of the Eightfold Path that a Buddhist might put into action in their lives</p>	<p>To explain how right mindfulness might help a Buddhist lead a good life</p>	<p>To discuss how a Buddhist might put Right Effort into practice in their lives</p>	<p>To explain what effort and mindfulness might mean to me</p> <p>To explain the meanings of the steps of the 8-fold path</p> <p>To say why I think some of the steps might be a better way for a Buddhist to lead a good life than others</p>	<p>To consider how I can make the world a better place for others</p>	
<p>Games Athletics 4 PE Passport</p> <p>By the end of the unit, children will be able to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>The importance of keeping my first few metres low and powerful</p> <p>To develop my coordination to improve my speed</p>	<p>To know the technique associated with hurdling</p> <p>To sprint between hurdles</p>	<p>To run in an arc and to approach the bar sideways</p> <p>To jump consistently off the same foot</p> <p>To scissor kick</p>	<p>To use the 'pull' technique in throwing</p> <p>To throw overarm with power, for distance</p>	<p>To know how to receive and transfer a baton safely</p> <p>To run a relay efficiently as part of a team</p>	<p>To improve on personal bests</p> <p>To challenge myself to beat previous performances</p>	
<p>PE Cricket PE Passport</p> <p>By the end of the unit, children will be able to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games 	<p>To know how to form a long barrier to field a hard shot</p> <p>To stop hard balls struck at me by forming a long barrier</p>	<p>To understand the process of bowling from the coil to release of the ball</p> <p>To bowl with increasing accuracy</p>	<p>To know how to move back and across, to play the pull shot</p> <p>To know what the crease is for</p> <p>To step back and across to pull a short ball</p>	<p>To back up my fellow fielders in the field</p> <p>To pick up one-handed and throw</p> <p>To back up my fellow fielders in the field</p>	<p>To know when to slide my bat to make my ground when running between the wickets</p> <p>To bat successfully with a partner, communicating effectively</p>	<p>To know why the batter calls and the circumstances when each should be made</p> <p>To communicate effectively with a partner when batting</p>	
<p>Forest School Summer</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 and compare results to Autumn Term results use man-made materials to construct shelters –Tarpaulins, ropes and pegs understand the risks and safety instructions of fire 						

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