

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>Making connections: How does the flow of liquids compare?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> recall key knowledge from previous units. apply knowledge in new contexts. <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> carry out a full scientific enquiry. 	<p>Knowledge To revise the units <i>States of matter</i> and <i>Classification and changing habitats</i>.</p> <p>Working scientifically To plan a comparative test.</p>	<p>Knowledge To revise the unit <i>Electricity and circuits</i>.</p> <p>Working scientifically To gather and record data.</p>	<p>Knowledge To revise the units <i>States of matter</i> and <i>Sound and vibrations</i>.</p> <p>Working scientifically To conclude and evaluate the investigation.</p>	<p>Knowledge To revise the unit <i>Digestion and food</i>.</p> <p>Working scientifically To observe carefully and apply these observations to problem solve.</p>	<p>Knowledge To revise the unit <i>States of matter</i>.</p> <p>Working scientifically To report on my findings.</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> Reflect, Rewind, Replay</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> reflect upon classical music and understand how that has influenced modern music gain experience of listening to classical music by a range of composers 	<p>To listen and identify instruments in music.</p>	<p>To listen and identify instruments in music; to keep a steady pulse while exploring and rehearsing musical ideas.</p>	<p>To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.</p>	<p>To listen and identify instruments in music; to create and develop simple rhythm and melody ideas to use in a composition.</p>	<p>To listen and identify instruments in music; to build a piece of music over time by adding and improving musical sections.</p>	<p>To listen and identify instruments in music; to perform a composed piece of music and evaluate the choices made.</p>	
<p>PHSE <i>Jigsaw Scheme</i> Changing Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> 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. explain why some changes I face are out of my control and evaluate how positive feelings management can help me. 	<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>	

Term: Summer 2

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<p>ART & Design <i>Plan Bee Scheme</i> Sonia Delaunay</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> create sketch books to record their observations improve their mastery of art and design techniques, including drawing with a range of materials know about great artists in history 	<p>To become familiar with the early life and artwork of Sonia Delaunay</p>	<p>To learn about the Delaunays and Orphism</p>	<p>To explore how Sonia Delaunay created rhythm and movement in her artwork</p>	<p>To know how Sonia Delaunay expanded her artwork to include fashion</p>	<p>To explore the influence and legacy of Sonia Delaunay</p>	<p>To create a piece of Art in the style of Sonia Delaunay</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 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 explore how the Olympics have changed over time from the Ancient to the Modern day using primary sources.</p>	<p>To explore what sources tell us about life and culture in Ancient Greece and devise my own questions.</p>	<p>To examine how Alexander the Great's Empire grew and the effects of this.</p>	<p>To investigate the importance of religion in ancient Greek culture.</p>	<p>To know how modern-day life has been influenced by the Ancient Greeks and consider their legacy in the Western World.</p>	<p>To compare the legacy of two Ancient Civilisations from my learning this year – The Romans and the Ancient Greeks.</p>	
<p>MFL Language Angels Spanish</p> <p>En la cafetería (At the Café)</p> <p>By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. They will say and write what they are ordering to eat and/or drink.</p>	<p>To recognise, recall and spell the ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a cafeteria</p>	<p>To recognise, recall and spell ten feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a cafeteria</p>	<p>To learn some transactional language so that they can order what they would like to eat and drink in the cafeteria.</p>	<p>To learn how to ask for the bill and how to say 'goodbye' and 'thank you' in Spanish.</p>	<p>To learn about Spanish currency and will consolidate their knowledge of numbers in the foreign language in order to calculate the bill in the cafeteria.</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>Do people need to go to church to show they are Christians?</i></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> explain some my feelings about a special place and suggest why they exist describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion understand why a Church may have an impact on a Christian 	<p>To describe the feelings I associate with a special place</p>	<p>To discuss some events or services that might happen at a church (with a focus on Baptism)</p>	<p>To discuss some events or services that might happen at a church (with a focus on Holy Communion)</p>	<p>To discuss how a church might support a Christian with prayer and worship in their lives today.</p>	<p>To explain some of my feelings about a special place and suggest why they exist</p> <p>To describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion</p> <p>To say why a Church may have an impact on a Christian</p>	<p>To explain some of my feelings about a special place and suggest why they exist</p>	
<p>Games PE Passport Tennis</p>	<p>To try and get into the centre of the court after playing each shot</p>	<p>To keep my head still and to try and hit with control</p>	<p>To know that I can play backhand with one hand or two, which ever feels more comfortable</p>	<p>To volley a ball by deflecting it downwards</p>	<p>To know how to score</p> <p>To move into the correct position to</p>	<p>To consider my own and my opponent's strengths and weaknesses</p>	

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<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> hit the ball in a general direction with little or no control manipulate the ball with a degree of consistency keeping it close to their body control the ball with both sides of their racket with consistency play competitive games 	<p>To play a game of hand tennis trying to move my opponent around the court</p>	<p>To get into consistently good positions to hit the ball after one bounce</p>	<p>To strike the ball on the backhand with some consistency</p>	<p>To volley a ball on the forehand and backhand striking the ball downwards</p>	<p>play a variety of shots</p>	<p>To use tactics against an opponent</p>	
<p style="text-align: center;">PE PE Passport Rounders</p> <p>By the end of this 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 make decisions about when to run and when not to</p> <p>To run for a period of time, maintaining a good pace</p>	<p>To know how to grip a ball so that it comes out of my fingers smoothly when bowling</p> <p>To use both hands to bounce and catch whilst travelling</p>	<p>To know why fielders might start off a base and then move to it after a strike</p> <p>To travel using good control and pace</p>	<p>To know what happens when I miss arounders ball or hit behind me</p> <p>To work with determination</p>	<p>To know how to keep score</p> <p>To use both hands to bounce and catch whilst travelling</p>	<p>To know how to back up other fielders</p> <p>To travel using good control and pace</p>	
<p style="text-align: center;">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 						