

Great Kingshill CE Combined School
Long Term Planning

Year Group: 4

Topic: The Romans in Britain

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science Kapow Animals Including Humans: Digestive System Pupils who are secure will be able to: - label key organs found in the digestive system and describe each of their functions. - describe the functions of the four different types of adult human teeth using key vocabulary. - know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. - produce a food chain that begins with a plant and has arrows that move up the food chain. - define a producer, predator and prey and identify examples in food chains. - describe digestion, teeth and diets when talking about the observed poo clues. - write a letter that uses a range of scientific vocabulary from the unit.	Knowledge To describe the function of the human digestive system. Working scientifically To evaluate a model.	Knowledge To recognise the different types of human teeth and their roles in eating. Science in action To describe real observation methods and evidence collected.	Knowledge To explain how to care for our teeth. Working scientifically To plan an enquiry by considering which variables should be changed, measured and controlled.	Knowledge To recognise that differences in teeth relate to an animal's diet. Working scientifically To group animals based on their diet.	Knowledge To recognise producers, predators and prey in food chains. Working scientifically To analyse patterns and form conclusions using scientific knowledge.	Knowledge To recognise that animal poo can give us clues about digestion, teeth and diet. Working scientifically To construct a results table for recording observations.	
Computing Digital Literacy & Information Technology By the end of the unit pupils will be able to: - 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.	To know how search engines work. To understand the importance of evaluating the search results.	To plan my 'Electricity Inventor' presentation using the key features of an information poster. To use the internet to research a given topic.	To create an effective information poster. To open word, follow a plan, choose font types, type text, resize and position, move text to front, save a document .	To create an effective information poster. To open word, follow a plan, choose font types, type text, resize and position, move text to front, save a document	To understand typing terminology, the correct way to sit at the keyboard and how to use the home row keys. To understand typing terminology, the correct way to sit at the keyboard and how to use the bottom and top row keys.	To understand typing terminology, the correct way to sit at the keyboard and how to use the shift key for capital letters. To develop my touch-typing WPM speed. To use my touch-typing skills to type sentences following English SPaG rules.	
Music <i>Charanga Scheme</i> Mamma Mia By the end of the unit pupils will be able to: - identify instruments/voices in a piece of music - identify if words tell a story - know the difference between pulse and rhythm and be able to keep the internal pulse. - make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	To listen to and appraise to pop music, identifying instruments, structure and stylistic features and to sing with accurate pitch, expression and awareness of harmony and ensemble balance	To learn a melodic phrase on tuned percussion (glockenspiel) and accurately note it on a stave.	To appraise and compare music by the same artist; to develop correct posture, fingering and breath control on a wind instrument (recorder) https://charanga.com/c/1314439-instruments/1368527-first-notes-to-first-band/1368530-recorder/lessons/620963-act-3-more-notes	To learn a simple melody using notes A and G on a wind instrument (recorder).	To develop an instrumental duet with wind and tuned percussion instruments.	To perform a pop song with voice and an instrumental duet and evaluate my own and others' performance.	
PSHE <i>Jigsaw Scheme</i> Being Me By the end of the unit pupils will be able to: - explain why being listened to and listening to others is important in my school community. - problem-solve and offer different solutions to help my team/ class/ school be more democratic. - explain why being democratic is important and can help me and others feel valued. - justify why being in a democracy helps people feel valued and is fair.	To know my actions and attitudes make a difference to my class mates To know how it feels to be included in a group and how it feels to be excluded To understand how to make people feel welcome	To understand who is in my school community, how I fit in and the roles individuals play To be able to take on a role in a group to achieve a common goal	To understand how democracy works in the school To recognise my contribution to the school	To understand that my actions affect myself and others To care about other people's feelings and try To empathise with them understand how rewards and consequences motivate people's behaviour	To understand how groups come together to make a decision To be able to take on a role in a group to achieve a common goal	To understand how democracy and having a voice benefits the school To understand how the school can benefit from rules and the learning charter	
ART & Design <i>Plan Bee Scheme</i> Jewellery Designers By the end of the unit pupils will be able to: - to create sketch books to record their observations - to improve their mastery of art and design techniques, including drawing with a range of materials	To explore the history of jewellery	To investigate gemstones used in jewellery	To explore Tiffany & Co. jewellery	To explore Bulgari Jewellery.	To explore Van Cleef and Arpels jewellery.	To design and make your own piece of jewellery.	

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- to improve their mastery of art and design techniques, including sculpture with a range of materials - know about great artists in history - know about great designers in history							
Geography The Romans in Britain Enquiry: Why did the Romans invade Britain and what impact did they have? Concept: Continuity and Change By the end of this unit, children will be able to: - locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country				To identify Italy and its volcano Mount Vesuvius on a map	To identify and compare the geographical features of two countries (Italy and the UK)		
History The Romans in Britain Enquiry: Why did the Romans invade Britain and what impact did they have? Concept: Continuity and Change By the end of this unit, children will be able to: - know more about the Roman Empire and its impact on Britain - develop a chronologically secure knowledge and understanding of British, local and world history - establish clear narratives within and across the periods they study - 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.	To identify prior and current knowledge of the Romans. To create a timeline to show the progression of rule in Britain from the Stone Age to the Anglo Saxons.	To describe the spread and extent of the Roman Empire.	To investigate how and why the Romans invaded Britain.			To appreciate life in Rome and recognise the historical figure of Boudicca	
MFL Language Angels Spanish ¿Tienes una mascota? (Do You Have a Pet?) By the end of this unit pupils will: have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	To recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language.	To learn how to use the irregular high frequency verb ‘I have’, along with the conjunction ‘and’ in order to say which pets they have.	To explore the structure ‘that is called’ in Spanish, to allow them to introduce their pets.	To use negative structures in Spanish, to express which animals they do not have as pets.	To use the conjunction ‘but’ to make sentences more complex and interesting in Spanish.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.	
RE Jigsaw RE Islam Key question: <i>What is the best way for a Muslim to live a good life?</i> By the end of this unit, children will be able to: - say which actions I think Muslims do which are good - consider the different actions a Muslim might take to lead a good life - choose and rank examples of how I think Muslims might live a good life	To consider what I think is meant by a good life	To explain some duties and other actions a Muslim might take to lead a good life	To explain how helping others might be a way for a Muslim to lead a good life	To explain how fasting might help a Muslim lead a good life	To explain what living a good life means to me	To think of ways to support charities who help others	
PE PE Passport Netball By the end of this unit, children will be able to: - use running, throwing and catching in isolation and in combination - play competitive games - apply basic principles suitable for attacking and defending	To pass within 4 seconds of receiving the ball To pass under pressure	To track an opponent To defend individually and/or as part of a team	To know that I need to pass in front of my teammates so they can run on to the ball To get free from opponents by feinting	To know the rules which apply to attackers and defenders when shooting To position myself to take rebounds from the post	To know how to support the player in possession to ensure safe passes are made To play a game of Bee Flier Netball, abiding by the rules	To know more of the rules of netball and recognise how to apply them To demonstrate the School Games values of passion, self-belief, respect, honesty, determination and teamwork	

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PE Swimming By the end of this unit, children will be able to: • 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.	
Forest School Autumn	By the end of this unit, children will be able to: • 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						