

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 4 2023 - 2024

	Autumn Term 1 and 2		Spring Term 3	Spring Term 4	Summer Term 5 and 6	
Project title	Warriors History		Bottoms, Burps, and Bile Science	Fantastic Beasts Science	Wild Water Geography Striking Storms Science and Geography	
Driving question	Are the Vikings Misunderstood?		Are humans at the top of the food chain?	What makes something a beast?	Is flooding always bad? Do all storms sound the same?	
Trip/hook	Timeline quiz, Runic alphabet decoding, and role play Residential to Hooke Court		Making the digestive system	Minibeast Hunt and classification fieldwork	Water Cycle in a bag and set up a rain gauge Investigating the use of music to replicate storm sounds and patterns. Sound hunt	
Outcome	Viking museum, including residential pictures in the classroom to share with parents/carers; Mummers' play performance evening		Sharing their healthy snack bar with friends and family members.	Animal conservationist exhibition Home project: Endangered animal habitat diorama	River Danube - from source to mouth - traditional stories collected along its journey Storm musical performances Home project: Creating a homemade musical instrument	
Main curriculum areas	English - creative writing and grammar focus Maths - recap 2, 5, 10, 3, 4, 8 times tables,	English - Myths and Legends Maths - recap previous x tables and learn 6 and 12's, Measurement	English - voyage and return Maths - number, fractions, decimals,	English – overcoming the monster. Maths - money, time, recap	Maths - recap previous x tables learn 11 and 12, perimeter, area, Multiplication, and Division, money	English - adventure story Maths - times tables test Shape Statistics Position and direction

	<p>place value, addition and subtraction.</p> <p>History - Vikings, Anglo Saxons: invasion, settling/farming/land use country location major cities</p> <p>Geography - country location, physical geography, and maps/atlas</p>	(length, perimeter and area), Multiplication and division	capacity, x tables refresher Geography / MfL - comparison of location in UK and location in Europe (Spain).	shape, x tables 7 and 9 Geography - fieldwork	Geography - mountains, rivers, and the water cycle. Country location, physical geography, and maps/atlas	
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
English Story	Creative writing/Pobble/Literacy shed/Grammar focus	Myths and Legends Odin's Creation	Creative writing/Pobble/Literacy shed/Grammar focus	Overcoming the monster The Underworld	Creative writing/Pobble/Literacy shed/Grammar focus	Adventure Story Lost in the Nile!
Non-fiction	Creative writing/Pobble/Literacy shed/Grammar focus	Recount text (Diary entry) Poetry - Limericks/John Foster (Dragon poems)	Creative writing/Pobble/Literacy shed/Grammar focus	Newspaper report	Creative writing/Pobble/Literacy shed/Grammar focus	Discussion text - Balanced Argument 'Should School Uniforms Be Banned?' Poetry - Limericks/John Foster

Whole class reading text	'How to Train Your Dragon' by Cressida Cowell		Charlotte's Web by E.B White	Charlotte's Web by E.B White	'The Firework Maker's Daughter' by Philip Pullman 'Northern Lights' by Philip Pullman	
Maths	<p>Times Tables</p> <p>Place Value</p> <p>Addition and Subtraction Times Tables</p> <p>Measurement: Area</p> <p>Multiplication and Division</p>		<p>Times Tables</p> <p>Multiplication and Division</p> <p>Length, perimeter and area</p> <p>Fractions</p>	<p>Times Tables</p> <p>Fractions</p> <p>Data handling</p>	<p>Times Tables</p> <p>Decimals</p> <p>Money</p> <p>Time</p> <p>Consolidation</p> <p>Times Tables</p> <p>Shape</p> <p>Statistics</p> <p>Position and Direction</p> <p>Consolidation</p>	
Science Lines of enquiry Observing over time, Researching, Comparative/ Fair testing, Pattern seeking,	<p><u>States of Matter:</u></p> <p>- Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Identifying/Classifying /Grouping</p>	<p><u>States of Matter:</u></p> <p>- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens</p>	<p><u>Animals Including Humans:</u></p> <p>- Describe the simple functions of the basic parts of the digestive system in humans</p> <p>- Identify the different types of teeth in humans and their simple functions</p>	<p><u>Living Things and their Habitats:</u></p> <p>- Recognise that living things can be grouped in a variety of ways</p> <p>- Explore and use classification keys to help</p>	<p><u>States of Matter:</u></p> <p>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><u>Electricity:</u></p> <p>- Identify common appliances that run on electricity</p> <p>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>

<p>Identifying/Classifying/Grouping</p>		<p>in degrees Celsius (°C)</p> <p>Observing over time</p> <p>Comparative/Fair testing</p> <p>Observe and record <u>evaporation</u> from a puddle.</p> <p>How does <u>temperature</u> affect how fast <u>evaporation</u> takes place?</p> <p>How does water change when it is heated and cooled?</p>	<p>- Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Researching</p> <p>Pattern seeking</p> <p>Identifying/Classifying/Grouping</p> <p>What are some of the things that damage healthy teeth?</p>	<p>group, identify and name a variety of living things in their local and wider environment</p> <p>- Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Identifying/Classifying/Grouping</p> <p>Identify and group vertebrate animals such as <u>fish</u>, <u>amphibians</u>, <u>reptiles</u>, <u>birds</u> and <u>mammals</u> and <u>invertebrates</u> such as snails, slugs, worms, spiders and insects.</p>	<p>- Experiments to show the water cycle occurring. Collecting and measuring rainfall using a rain gauge.</p> <p>Observing over time</p> <p>Identifying/Classifying/Grouping</p>	<p>- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>- Recognise some common conductors and insulators, and associate metals with being good conductor</p> <p>Pattern seeking</p> <p>Comparative/Fair testing</p> <p>Are objects that are magnetic always good electrical conductors?</p> <p>What happens when you add/remove batteries/lamps as part of an electrical circuit?</p> <p><u>Sound:</u></p> <p>- Identify how sounds are made, associating some of them with something vibrating</p>
--	--	--	--	---	--	---

						<ul style="list-style-type: none"> - Recognise that vibrations from sounds travel through a medium to the ear - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it - Recognise that sounds get fainter as the distance from the sound source increases <p style="text-align: center;">Identifying/Classifying/Grouping</p> <p style="text-align: center;">Pattern seeking</p> <p style="text-align: center;">How do the sounds made by different objects/materials similar or different?</p>
Geography	<ul style="list-style-type: none"> •To know the name of some of the world's countries with a focus on Europe inc. Russia. (link to where vikings and saxons travelled to) •To know the name of major cities of Europe. <ul style="list-style-type: none"> •To know the significance of the 		<ul style="list-style-type: none"> •To know and understand geographical similarities and differences through the study of human and physical geography a region of the UK and a region in a European country (Links to Spanish learning) 	Fieldwork	<p>Exploring mountains, rivers worldwide, the water cycle, effects of flooding and how humans have adapted to it. To know and understand key aspects of: Water cycle</p>	<ul style="list-style-type: none"> •To 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: •To follow a route on a large scale map

	<p>tropics of cancer and Capricorn.</p> <ul style="list-style-type: none"> •To use maps, atlases or globes to: Locate the world's countries with a focus on Europe inc. Russia. Locate major cities of Europe. <p>Identify position of the tropics of cancer and Capricorn.</p> <ul style="list-style-type: none"> •To use 4-figure grid references 				<p>Rivers -Danube Wild water link Land use Mountains</p> <ul style="list-style-type: none"> •To 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: •To follow a route on a large scale map •To identify features on an aerial photograph or computer map •To recognise and use OS map symbols, including completion of a key and understanding why it is important •To draw a sketch map from a viewpoint (e.g. 	<ul style="list-style-type: none"> •To identify features on an aerial photograph or computer map •To recognise and use OS map symbols, including completion of a key and understanding why it is important •To draw a sketch map from a viewpoint (e.g. forest school/rivers)
--	---	--	--	--	---	--

					forest school/river)	
ICT	<p>Gooseberry Planet - online safety</p> <p>Online: Know how to use a spell check. Use a search engine to find a range of media, e.g. images, texts. Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion.</p>	<p>Gooseberry Planet - online safety</p> <p>Acquire, store and combine images and use print screen function Select certain areas of an image to resize, rotate and invert. Edit using a range of tools</p> <p>Type with both hands - use a variety of font sizes, styles and colours & effects eg bullet points. Align text left, right and centre. Know how to use a spell check.</p>	<p>Emails</p> <p>Log into an email account, open, create and send an email. Attach files to an email. Download and save files from an email. Email more than one person and reply to all</p>	<p>Online:</p> <p>Type with both hands - use a variety of font sizes, styles and colours & effects eg bullet points. Align text left, right and centre. Know how to use a spell check.</p> <p>Online: Blogging, navigate to view, understand that it can be updated from a range of devices. Comment on it.</p> <p>Internet research - type in a URL to find a website. Add websites to a favorites list.</p>	<p>Combine text, images and sound on each page. Use a range of different google programs to publish - docs & slides and to know when which is appropriate</p> <p>Create and modify text and presentation documents. Provide specific peer feedback</p> <p>Green Screen - video, choose clips to keep, trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effect</p>	<p>Data:</p> <p>Choose info to put into a data table. Recognise which info is suitable Design a questionnaire to collect info using google forms to collect and sort</p>
Art	<p>Form and Sculpture:</p> <p>Project: Viking Clay Sculptures 'What does a Viking Mean to You?'</p>		<p>Drawing and Use of Sketchbook:</p>	<p>Collage:</p> <p>Project: Make a collage of an animal's habitat</p>	<p>Colour:</p> <p>Project and Artist Focus: Produce a painting in the style</p>	<p>Printing and Pattern:</p> <p>Project and Artist Focus: Abstract storm printing in the style of Kandinsky</p>

	<ul style="list-style-type: none"> - Work in a safe, organised way, caring for equipment. - Secure work to continue at a later date. - Make a slip to join to pieces of clay - Decorate, coil, and produce marquettes confidently when necessary. - Use recycled, natural and man-made materials to create sculptures. - Plan and develop Experience surface patterns / textures - Discuss own work and work of other sculptors, analyse and interpret natural and manmade forms of construction - Adapt work as and when necessary and explain why. 		<p>Project: Sketching teeth in the style of Leonardo Da Vinci</p> <ul style="list-style-type: none"> - Develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. - Identify and draw the effect of light, scale and proportion - Begin to create accurate drawings of whole people including proportion and placement. - Draw for a sustained period of time at an appropriate level. - Have opportunities to develop further drawings featuring the third dimension and perspective. 	<p>and the potential destruction posed to it.</p> <ul style="list-style-type: none"> - Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures - Use collage as a means of collecting ideas and information and building a visual vocabulary <p>Textiles: Project: 3D fabric beast</p> <p>Use a wider variety of stitches observation and design of textural art experimenting with creating</p>	<p>of Claude Monet (impressionism and reflection).</p> <p>Colour of water used by different artists' impressions. Monet's art - rivers and water lilies. How different artists represent their water visually</p> <ul style="list-style-type: none"> - photography and reflection. - Mix colour, shades and tones with increasing confidence - Observe use of colour for purpose-colour to reflect mood - Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened 	<ul style="list-style-type: none"> - Increase awareness of mono and relief printing. - Demonstrate experience in fabric printing. - Expand experience in 3 colour printing. - Continue to experience combining prints taken from different objects to produce an end piece. - Create repeating patterns. - Explore and interpret environmental and man made patterns - tessellation
--	--	--	--	--	---	---

	<p>- Demonstrate awareness in environmental sculpture</p> <p>Contributions to the Harwell Produce Show - a still drawing of a fruit</p>			<p>mood, feeling, movement- compare different fabrics</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Create and use dyes.</p> <p>Use paste resist /batik.</p> <p>Become confident in applying colour with printing</p>	<p>paint creating textural effects.</p> <p>- Start to develop a painting from a drawing.</p> <p>- Begin to choose appropriate media to work with.</p> <p>- Use light and dark within painting and show understanding of complementary colours.</p> <p>- Start to look at working in the style of a selected artist (not copying).</p>	
--	---	--	--	---	---	--

<p>DT</p>	<p>Residential:</p> <ul style="list-style-type: none"> - Wattle and daub houses - Weaving - Making and sailing Viking longships - Cooking - Weaving - Food - cooking using Viking recipes 	<p>Hook: Potion making</p> <p>Mechanical Systems: Design, make and evaluate a moving toy Christmas present for a younger child.</p> <p>Christmas decoration making afternoon</p>	<p>Food: Design, make and evaluate a healthy snack bar for a party with friends and family.</p>	<p>Home Project - Animal habitat dioramas to raise awareness of endangered animals.</p>		<p>Electrical Systems - Simple Programming and Control: Design, make and evaluate a nightlight for you to use in your bedroom.</p> <p>Home Project - Create a homemade musical instrument to investigate how sounds are made and travel.</p> <p>Food: Making and enjoying a healthy snack</p>
<p>Modern Foreign Languages (MFL) Spanish</p>	<p>Beginning with Year 3 recap</p> <p>Speaking:</p> <ul style="list-style-type: none"> - Answer simple questions and give basic information e.g what is your name, how are you, where they live, whether they have brothers or sisters, pet, birthday, age. <p>Ext - Use sentences above to have a small conversation.</p>	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> - Understand a few familiar spoken words and phrases - eg - the teacher instructions, a few words and phrases in a song or a rhyme. <p>Ext - understand simple whole sentences.</p>	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> - Answer simple questions and give basic information e.g what time is it?, where they live, whether they have brothers or sisters, pet, birthday, age. - Understand a few familiar spoken words and phrases - eg - the teacher instructions, a few words and phrases in a song or a rhyme. 	<p>Reading:</p> <ul style="list-style-type: none"> - Recognise and read out a few familiar words and phrases - eg from stories and rhymes, labels on familiar objects, the date, the weather. <p>Ext - recognize and read out simple whole sentences.</p>	<p>Reading and Writing:</p> <ul style="list-style-type: none"> - Write or copy simple words or symbols correctly e.g numbers, days of the week, colours, classroom objects. <p>Ext - write or copy whole sentences.</p>	<p>Speaking, Listening, Reading and Writing:</p> <ul style="list-style-type: none"> - Write or copy simple words or symbols correctly e.g numbers, days of the week, colours, classroom objects.

<p>RE</p>	<p>Religion: Judaism</p> <p>Enquiry: How special is the relationship Jews have with God?</p>	<p>Religion: Christianity</p> <p>Enquiry: What is the most significant part of the nativity story for Christians today?</p>	<p>Religion: Judaism</p> <p>Enquiry: How important is it that Jews do as God asks them to do?</p>	<p>Religion: Christianity - Easter</p> <p>Enquiry: Is forgiveness always possible for Christians?</p>	<p>Religion: Judaism</p> <p>Enquiry: What is the best way for a Jew to show commitment to God?</p>	<p>Religion: Christianity</p> <p>Enquiry: Do people need to go to church to show they are Christians?</p>
<p>Music</p>	<p>Performing - Learning and performing Harvest Festival songs</p>	<p>Performing - Christmas and Spanish songs</p> <ul style="list-style-type: none"> - Sing rounds (canons) and harmonies, maintaining your own part with some support. - Sing songs with a simple ostinato part - Sing with a greater control, deepening understanding of expression and dynamics. 	<p>Listening and Reviewing:</p> <ul style="list-style-type: none"> - Know how pulse stays the same but rhythm changes in a piece of music. - Listen to several layers of sound (texture) and talk about the effect on mood and feelings. - Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. - Identify orchestral family timbres. 	<p>Listening and Reviewing:</p> <ul style="list-style-type: none"> - Describing and interpreting music used in dance lessons 	<p>Applying Knowledge and Understanding and Performing:</p> <ul style="list-style-type: none"> - Combine sounds expressively (all dimensions). - Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). - Know that sense of occasion affects performance. - Describe different purposes of music in history/ other cultures. 	<p>Performing:</p> <ul style="list-style-type: none"> - Perform simple rhythmic and melodic patterns on a variety of percussion instruments. <p>Improvising and Composing:</p> <ul style="list-style-type: none"> - Compose and perform melodies using four or five notes. - Use a variety of different musical devices including melody, rhythms and chords. - Record own compositions. Create own songs (raps-structure). - Identify where to place emphasis and accents in a song to create effects (duration).

			<ul style="list-style-type: none"> - Identify cyclic patterns. - Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. 		<ul style="list-style-type: none"> - Record own compositions 	
PE	Netball Swimming	Circuits	Gymnastics	Dance	Hockey Swimming	Athletics Swimming