Logo

Description automatically generated**Year 4 Long Term Plans**

**Autumn**

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| **W1** | **W2** | **W3** | | **W4** | **W5** | **W6** | **W7** |  | **W1** | **W2** | **W3** | **W4** | **W5** | | **W6** | **W7** |
| **Science** | What happens to the food I eat?  (Animals inc humans) | | |  | | | | |  | | | | | How do materials change state?  (States of matter) | | |
| **Non-Core** |  | | | Geography: Why do some countries have earth quakes and what is their impact? | | | | Art:  Power Prints (Drawing) | History: Who were the Ancient Egyptians and what did they achieve? | | | DT: Pavilions  (Structure) | |  | | |
| **Computing** | Catch up unit 1  See catch up document  OS Lesson 1 | | | | | | | | Catch up unit 2  See catch up document  OS Lesson 2 | | | | | | | |
| **RE** | What does it mean to be a Hindu in Britain today?  Hinduism  Living | | | | | | | | Continued… What does it mean to be a Hindu in Britain today?  Hinduism  Living | | | | | | | |
| **Music** | Mamma Mia | | | | | | | | Glockenspiel Stage 2 | | | | | | | |
| **PE** | Gymnastics – Pushing and Pulling | | | | | | | | Dance – The Egyptians | | | | | | | |
| **PSHE** | **Introductory lesson:** Setting ground rules and signposting  **Family and relationships** | | | | | | | | **Family and relationships.**  **Health and wellbeing** | | | | | | | |
| **Spanish** | Phonetics  Lesson 2 | Presenting Myself | | | | | | | Family | | | | | | | |

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**Spring**

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| **W1** | **W2** | **W3** | **W4** | **W5** | **W6** |  | **W1** | **W2** | **W3** | **W4** | **W5** | **W6** |
| **Science** |  | | | How is sound made and how does it change?  (Sound) | |  |  | | | | | |
| **Non-Core** | Geography: Where are some of the world’s largest mountains and how were they formed? | | | Gardening | | Art:  Light & dark (painting & mixed media) | History: Who were the Romans that invaded Britain and who tried to stop them? | | | DT: Making a slingshot car (mechanical systems) | | Art: Ancient Egyptian scrolls |
| **Computing** | Computing systems and networks  [Collaborative Learning](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/collaborative-learning-2/collaborative-learning/)  OS Lesson 3 | | | | | | [Further coding with Scratch Jr](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/programming-1-further-coding-with-scratch/)  (Lessons 1-3)  [Computational thinking](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/computational-thinking/)  (Lessons 1-2)  OS Lesson 4 | | | | | |
| **RE** | Why is Jesus inspiring for some people?  Christianity  Believing | | | | | | Continued… Why is Jesus inspiring for some people?  Christianity  Believing | | | | | |
| **Music** | Stop! | | | | | | Lean On Me | | | | | |
| **PE** | Handball | | | | | | Basketball | | | | | |
| **PSHE** | **Health and wellbeing**  **Safety and the changing body** | | | | | | **Safety and the changing body** | | | | | |
| **Spanish** | Goldilocks or Tudors | | | | | | Habitats | | | | | |

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**Summer**

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| **W1** | **W2** | **W3** | **W4** | **W5** |  | **W1** | **W2** | **W3** | **W4** | **W5** | **W6** | **W7** |
| **Science** | How would we cope without electricity for a day?  (Electricity) | |  | | | Which wild animals and plants thrive in your local environment?  (Living things & their habitats) | |  | | | | |
| **Non-Core** | Dance Project | | Geography: What are the similarities and differences between Salford & Sorrento? | | |  | | History: Why did Salford grow rapidly in the 19th Century and what was the impact? | | | DT: Torches (electrical systems) | |
| **Computing** | Creating media  [Website design](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/creating-media-website-design/google-unit-website-design/)  OS Lesson 5 | | | | | Data handling  [Investigating weather](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/investigating-weather/) | | | | | | |
| **RE** | Why are festivals important to religious communities?  Christianity, Islam, Hinduism and Judaism  Expressing | | | | | Continued… Why are festivals important to religious communities?  Christianity, Islam, Hinduism and Judaism  Expressing | | | | | | |
| **Music** | Blackbird | | | | | Reflect, Rewind and Replay. | | | | | | |
| **PE** | Tennis | | | | | Tag Rugby | | | | | | |
| **PSHE** | **Citizenship** | | | | | **Citizenship**  **Economic wellbeing**  **Transition lesson** | | | | | | |
| **Spanish** | Classroom | | | | | My Home | | | | | | |