



HAYES MEADOW PRIMARY SCHOOL

YEAR FOUR – LONG TERM PLAN



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Texts | Roman Diary The Promise Wind in the Willows A River Ran Wild Julius Ceasar’s Goat Shakespeare – Julius Ceasar Journey to the River sea Death zone – extreme exploration N/F Firework maker’s daughter Everest Explorers | | The Egyptian Cinderella Pied Piper of Hamelin Secrets of a sun king Golden Goose Egypt Play | | The Incredible Book Eating Boy The tale of Despereaux Six queens one king N/F The buildings that made London The proudest blue | |
| Visual texts | Wind in the willows | | Prince of Egypt Tadeo Jones – Egyptian Tomb - LS | | | |
| Suggested Visits/ Visitors | Sarehole Mill – Rivers Wall – Roman site Blithfield reservoir – Geography and science | | Professor McGinty – Egypt | | Visit to Lichfield – history, geography and art | |
| History | Who were the Romans and what did we learn from them? This unit should start by telling the story so far, leading to...and then the Romans invaded. Know how Britain changed from the Iron Age to the end of the Roman occupation. Know how the Roman occupation of Britain helped to advance British society. Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor. | | How can we recreate the wonder of Ancient Egypt? Know about and name some of the advanced societies that were around 3000 years ago. Know about the key features of Ancient Egypt. Appreciate how life was in Britain when these civilizations were at their strongest. | | Henry V111 break from the Roman Catholic Church. (link to Lichfield Cathedral). | |
| Geography | Why are most of the world’s cities located by rivers? Know where the main mountain regions are in the UK. Know, name and locate the main rivers in the UK. Know how countries can be prepared and protect themselves from the effects of an earthquake. | | Where is Egypt? Research Egypt’s location and climate. Know about the importance of the River Nile. Know the names of and locate some of the world’s deserts. Know and name at least eight major capital cities across the world. | | City Study – Lichfield Know how to plan a journey within the UK on a road map. Know the difference living in a city town or village. Know how their locality has been shaped by what happened in the past. | |

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| | <p>Know how tsunamis are formed. Know the impact of the water cycle, potential flooding. Know why most cities are located by a river.</p> <p><u>Visit to Blithfield Reservoir</u></p> | <p>Know where the equator, tropic of cancer, tropic of Capricorn and the Greenwich meridian are on a world map. Know what is meant by the word 'tropics'. Distinguish between the Northern and Southern hemisphere on both a world map and a globe.</p> | <p>Make a model to show part of the local area eg. Parks, shopping precinct, etc. Visit and study local city of Lichfield.</p> | | | |
| Science | <p>All living things and their habitats Use classification keys to group, identify and name living things. Know how changes to an environment could endanger living things. Use and construct food chains to identify producers, predators and prey.</p> <p>Link to Geography visit and fieldwork – conservation work</p> | <p>Sound Know how sound is made associating some of them with vibrating. Know how sound travels from a source to our ears. Know the correlation between pitch and the object producing a sound. Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Know what happens to a sound as it travels away from its source.</p> | <p>Chemical and Physical changes Group materials based on their state of matter (solid, liquid, gas) Know the temperature at which materials change state Know about and explore how some materials can change state. Know the part played by evaporation and condensation in the water cycle.</p> | <p>Electricity Identify and name appliances that require electricity to function. Construct a series circuit. Identify and name the components in a series circuit. Predict and test whether a lamp will light within a circuit. Know the function of a switch. Know the difference between a conductor and an insulator.</p> | <p>Animals including Humans Identify and name the parts of the human digestive system. Know the functions of the organs in the human digestive system. Identify and know the different types of human teeth. Know the functions of different human teeth.</p> | |
| | Working scientifically – scientific attitudes, planning, observing and measuring, analysis. | | | | | |
| | | Scientific attitudes | Planning | Observing and measuring | Analysis | Evaluating |
| | <p>Ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them. Draw simple conclusions and use some scientific language, first, to talk about and, later, to</p> | <p>Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests.</p> | <p>Make systematic and careful observations and, where appropriate, take accurate measurements, using a range of equipment safely, including thermometers and data loggers. Gather, record, classify and present</p> | <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and make predictions for new values.</p> | <p>Use results to suggest improvements and raise further questions.</p> | <p>Use standard units</p> |

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| | Communicate ideas through annotated sketches that show different viewpoints of the product. | | | | | | | | | | |
| Computing (including online safety linked with PSHE) | The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. | Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered. | Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes. | Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. | Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. | Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game. | | | | | |
| | Use technology safely Know the right decisions about how I interact with others and how others perceive me. Give examples of how to be respectful online. Know how to search for information safely using a range of technology. Identify situations where I might need to limit the amount of time spent online or using technology and know why social media, some computer games and online gaming are age restricted. Know that people can be bullied through a range of different media and explain how to think carefully about the content I might post. Recognise acceptable and unacceptable behaviour using technology. Know a range of ways of reporting inappropriate content and contact. | | | | | | | | | | |
| PSHE | Me and my school Know about the class and school rules. Know about the word democracy and explain this in relation to the school council elections. Know how to express an opinion in a respectful way. Understand about the local council and how to raise an issue. | Happy and healthy me Know about a range of things which keep us healthy. Know how bacteria and viruses affect health and how to reduce their spread. Know that some diseases can be prevented through vaccination and immunisation. Know about medicines and drugs and the potential dangers of using incorrectly. Recognise that all drugs are not medicines and the effects on the body. Know some of the basic changes during puberty. | Me in the world Know about different kinds of rights and responsibilities. Know about a range of jobs of people they know. Understand how they can develop their skills in the future. Know about the responsibilities and duties in the local community. | Me and my safety Know the difference between the terms risk, danger and hazard. Know about the school rules in relation to health and safety. Know how laws and rules keep people safe. Know how to keep safe online. | Me and my relationships Know about how their emotions are changing as they grow up. Know how their behaviour affects others feelings. Know how feelings and emotions change during puberty. Know that some parts of their body are private and nobody should make them do something they don't want to. Know that they have the right to say 'no'. Know how we must take responsibility for our own actions. | Me and other people Know and recognise the range of identities in Britain today. Know how to respect equality. Know how to be a productive member of a diverse community. | | | | | |
| | Mental Health Use a varied vocabulary when talking about feelings and how to express them. Be able to use strategies to respond to feelings and how to manage the appropriately. | | | | | | | | | | |
| PE | Games (Netball) | Dance |  | Gymnastics |  | N & W Badminton | Athletics | OAA | S & F Cricket | | |

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| Music | Interesting time signatures | Combining elements to make music | Developing pulse and groove through improvisation | Creating simple melodies together | Connecting notes and feelings | | |
| Learning to play the violin – ENTRUST staff | | | | | | | |
| RE | 2.6d Environment: Harvest Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour. Christianity Judaism | 2.4d Landmarks in life. Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked. Christianity Islam | 2.6c Commitment: Lent Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects our lives. Christianity | 2.4c Study of a chosen religion Research some key events in the development of a religious tradition and explain the impact on believers today. Sikhism | 2.3d Thinking about God Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice. Christianity Hindu | 2.2b Features and patterns of worship Identify the main features and patterns of an act of worship and talk about the importance of worship for believers. Christianity Islam | |
| MFL | Encore! People and Places Describing people- recap from Y3 Nationalities | Quelle heure est-il? Time Time Leisure activities | Les fetes Festivals Festivals Recap numbers 11-20 from Y3 Number 31-60 | Ou vas-tu? Where are you going? Directions Weather | On mange! Eating Food Asking how much something costs | Le cirque Different languages Languages Clothes Colours | |
| <p>Read and understand a short passage using familiar language. Explain the main points in a short passage. Read a passage independently. Read a factual text and identify family members within it/ read about their favourite sport/ read a weather report.</p> | | | | | | | |