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| **MARLFIELDS PRIMARY ACADEMY – LONG TERM PLANNING YEAR 4 Links to National Curriculum objectives** | | | |
| **SUBJECTS** | **Roman Britain and Anglo- Saxons /Scots** | **Europe** | **Ancient China.** |
| **Science** | **Roman Britain and Anglo- Saxons /Scots**  **Y4 Living things and their habitats**  1. recognise that living things can be grouped in a variety of ways  2. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  3. recognise that environments can change and that this can sometimes pose dangers to living things  **Seirian Sumner**  **Jane Goodall**  **Y4 States of matter**   1. compare and group materials together, according to whether they are solids, liquids or gases 2. observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 3. identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature   **Albert Einstein**  **Daniel Fahrenheit – Thermometer**  **Anders Celsius – invented the temperature scale** | **Europe**  **Y4 Animals including humans**   1. describe the simple functions of the basic parts of the digestive system in humans 2. identify the different types of teeth in humans and their simple functions 3. construct and interpret a variety of food chains, identifying producers, predators and prey   **Charles Darwin**  **William Beaumont** | **Ancient China.**  **Y4 Electricity**   1. identify common appliances that run on electricity 2. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 3. 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 4. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 5. recognise some common conductors and insulators, and associate metals with being good conductors   **Ben Franklin, Michael Faraday**  **Y4 Sound**   1. identify how sounds are made, associating some of them with something vibrating 2. recognise that vibrations from sounds travel through a medium to the ear 3. find patterns between the pitch of a sound and features of the object that produced it 4. find patterns between the volume of a sound and the strength of the vibrations that produced it 5. recognise that sounds get fainter as the distance from the sound source increases.   **Leondardo DaVinci, Alexander Graham Bell, Benjamin Franklin** |
| **Working Scientifically**  Scientific attitudes | Experimental skills and investigation   * use results to make predictions for new values * ask relevant questions * carry out simple investigations * take measurements using a range of equipment * record data in a variety of ways   Analysis and evaluation   * Present data in a variety of ways * Answer questions giving explanations * Make simple predictions based on results * Suggest simple improvements   Measurement   * Use standard units when taking measurements   They can set up a simple fair test to make comparisons.  They can plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated.  They can suggest improvements and predictions.  They can decide which information needs to be collected and decide which is the best way for collecting it.  They can use their findings to draw a simple conclusion.  They can take measurements using different equipment and units of measure and record what they have found in a range of ways?  They can make accurate measurements using standard units.  They can explain their findings in different ways (display, presentation, writing).  They can find any patterns in their evidence or measurements.  They can make a prediction based on something they have found out.  They can evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.  They can use straightforward scientific evidence to answer questions or to support their findings.  They can identify differences, similarities or changes related to simple scientific ideas or processes. | | |
| **History** | **Roman Britain and Anglo- Saxons /Scots**  -*Julius Caesar’s attempted invasion in 55-54 BC*  *- the Roman Empire by AD 42 and the power of its army…successful invasion by Claudius and conquest, including Hadrian’s Wall…British resistance, for example, Boudica…‘Romanisation’ of Britain: sites such as Caerwent and -the impact of technology, culture and beliefs, including early Christianity…Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*  *- Scots invasions from Ireland to north Britain (now Scotland)…Anglo-Saxon invasions, settlements and kingdoms: place names and village life…Anglo-Saxon art and culture…Christian conversion – Canterbury, Iona and Lindisfarne*  **Chronological Understanding**  -place periods of history on a timeline showing periods of time.  -use their mathematical skills to round up time differences into centuries and decades?  **Knowledge and Interpretation**  - explain how events from the past have helped shape our lives.  -appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.  - know that people who lived in the past cooked and travelled differently and used different weapons from ours  - recognise that the lives of wealthy people were very different from those of poor people  -appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.  **Historical Enquiry**  - recognise that people’s way of life in the past was dictated by the work they did  -appreciate that the food people ate was different because of the availability of different sources of food  -appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period  -appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education | **Europe**  *Geography focus*  **Chronological Understanding**  plot recent history on a timeline using centuries  **Knowledge and Interpretation**  - explain how events from the past have helped shape our lives. | **Ancient China.**  *The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty .*  **Chronological Understanding**  -place periods of history on a timeline showing periods of time.  -use their mathematical skills to round up time differences into centuries and decades?  **Knowledge and Interpretation**  • know that people who lived in the past cooked and travelled differently and used different weapons from ours  • recognise that the lives of wealthy people were very different from those of poor people  -appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.  **Historical Enquiry**  -appreciate that the food people ate was different because of the availability of different sources of food  -appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period  -appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education |
| **Geography** | **Roman Britain and Anglo- Saxons /Scots**  **Geographical Enquiry**  \*carry out a survey to discover features of cities and villages  •find the same place on a globe and in an atlas  \*label the same features on an aerial photograph as on a map  **Physical Geography**  \*use fieldwork to observe, measure, record and present the physical features in an area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  **Human Geography**  \*human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **Geographical Knowledge**  name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | **Europe**  **Geographical Enquiry**  \*carry out a survey to discover features of cities and villages  •find the same place on a globe and in an atlas  \*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  •accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.  **Physical Geography**  \*locate the Mediterranean and explain why it is a popular holiday destination.  \*locate the world’s countries, using maps to focus on Europe (including the location of Russia) and, concentrating on their environmental regions, key physical and countries, and major cities .  **Human Geography**  \*explain how the lives of people living in the Mediterranean would be different from their own.  \*understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.  \*explore human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **Geographical Knowledge**  \* name and locate the capital cities of neighbouring European countries   |  | | --- | | \*different weather in different parts of the world, especially Europe  \*know the countries that make up the EuropeanUnion? | | **Ancient China**  **Geographical Enquiry**  \*carry out a survey to discover features of cities and villages  •find the same place on a globe and in an atlas  \*use maps, atlases, globes and digital/computer mapping to locate countries and describe features of China  **Physical Geography**  \*describe the main features of a well-known city  \*use appropriate symbols to represent different physical features on a map  **Human Geography**  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  \*explain why people are attracted to live in cities  \* find different views about an environmental issue  \*suggest different ways that a locality could be changed and improved  **Geographical Knowledge**   |  | | --- | | \*locate the Tropic of Cancer and the Tropic of Capricorn  \*name and locate counties and cities of China, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), | |
| **Computing** | **COLLABORATIVE LEARNING**  \* Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals.  \* Understanding opportunities offered by the World Wide Web for communication and collaboration.  **HOW THE INTERNET WORKS**  \* Understanding computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.  \* Identify components of a network and understand how they used to connect to the Internet. | **WEBSITE DESIGN**  \* Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals.  \* Understanding opportunities offered by the World Wide Web for communication and collaboration.  **HTML**  \* Recognising that information on the Internet might not be true or correct.  \* Using technology safely, by recognising acceptable/unacceptable behaviour and knowing what to do when they have concerns about content or contact online.  \* Understanding that websites can be altered by exploring the code beneath the site.  \* Designing, writing and debugging programs that accomplish specific goals.  \* Solving problems by decomposing them into smaller parts. | **INVESTIGATING WEATHER**  \* Understanding why some sources are more trustworthy than others.  \* Understanding the role of inputs and outputs in computerised devices.  **COMPUTATIONAL THINKING**  \* Understand what decomposition is and how it facilitates problem solving.  \* Designing, writing and debugging programs that accomplish specific goals  \* Understand abstraction and patterns recognition. |
| **ART**  Knowledge  -to be able to experiment with different styles which artists have used  -to be able to explain art from other periods of history | 3D and Print  -to improve their mastery of art and design techniques, with a range of materials [for example, paint, clay]  Learn about great artists, architects and designers in history.  Knowledge & Skills  -to be able to experiment with and combine materials and processes to design and make 3D form  - to begin to sculpt clay and other mouldable materials  -to be able to print using at least four colours  -to be able to create an accurate print design  -to be able to print onto different materials  Topic:  Roman Britian  Anglo- Saxons/scots  Artists:  Hepworth  Suggested lessons:  -3D Saxon village  -Anglo- Saxons brooches  -Repeated prints | Drawing and Painting  -to create sketch books to record their observations and use them to review and revisit ideas  -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  Knowledge & Skills  -to be able to begin to show facial expressions and body language in their sketches  - to be able to identify and draw simple objects, and use marks and lines to produce texture  -to be able to organise line, tone, shape and colour to represent figures and forms in movement  -to be able to show reflections  -to be able to explain why they have chosen specific materials to draw with  -to be able to create all the colours they need  -to be able to create mood in their paintings  -to be able to successfully use shading to create mood and feeling  Topic:  Europe  Artists:  William Turner  Sir Christopher Wren  Suggested lessons:  -Looking at agriculture and drawing using symmetry and the use of tracing  -Shape houses | Collage and textiles.  -to create sketch books to record their observations and use them to review and revisit ideas  Knowledge & Skills  -to be able to use ceramic mosaic  -to be able to combine visual and tactile qualities  -to be able to use early textile and sewing skills as part of a project  Topic:  Ancient China  Suggested lessons:  -Chinese writing  -Chinese flower art  -Chinese art on pottery  -Dragons  -Ming Vases  -Terracotta warriors |
| **DT** | Design/Make/ Evaluate/ Technical Knowledge | Design/Make/ Evaluate/ Technical Knowledge | Design/Make/ Evaluate/ Technical Knowledge |
| **Music** | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations   **Love music Trust – Wider Opportunities** | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations   **Love music Trust – Wider Opportunities** | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations   **Love music Trust – Wider Opportunities** |
| **PE** | **Invasion Games –**  **Football and**  **Netball**   * To catch with one hand. * To throw and catch accurately. * To keep possession of the ball. * To vary tactics and adapt skills depending on what is happening in a game. * To select and use the most appropriate skills, actions or ideas. * To move and use actions with co-ordination and control. * To make up their own small-sided game.   **Dance – Enrichment Day**   * To take the lead when working with a partner or group. * To use dance to communicate an idea. * To select and use the most appropriate skills, actions or ideas. * To move and use actions with co-ordination and control. | **Gymnastics**   * To work in a controlled way. * To include change of speed and direction. * To include a range of shapes. * To work with a partner to create, repeat and improve a sequence with a least 3 phases. * To select and use the most appropriate skills, actions or ideas. * To move and use actions with co-ordination and control.   **Invasion Games – Tag Rugby**   * To catch with one hand. * To throw and catch accurately. * To keep possession of the ball. * To vary tactics and adapt skills depending on what is happening in a game. * To select and use the most appropriate skills, actions or ideas. * To move and use actions with co-ordination and control. * To make up their own small-sided game.   **Outdoor & Adventurous - Orienteering – Enrichment Day**   * To follow a map in a (more demanding) familiar context. * To follow a route within a time limit. | **Athletics**   * To run over a long distance. * To sprint over a short distance. * To throw in different ways. * To hit a target. * To jump in different ways. * To select and use the most appropriate skills, actions or ideas. * To move and use actions with co-ordination and control.   **Net and Wall – Tennis**   * To catch with one hand. * To throw and catch accurately. * To hit a ball accurately with control. * To keep possession of the ball. * To vary tactics and adapt skills depending on what is happening in a game. * To select and use the most appropriate skills, actions or ideas. * To move and use actions with co-ordination and control. * To make up their own small-sided game. |
| **RE**  **Cheshire East Scheme** | 2:1 to describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 2:2 to use specialist vocabulary in communicating their knowledge and understanding2:4 individual beliefs and consider the ways in which members of faith communities sources2:8 about the way in which expressive and visual arts are significant for religious believers 2:12 how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities contexts 2:16 about the significance of their own religious, culture and family traditions in the light of the traditions of others traditions of others 2:23 to reflect on ideas of right and wrong and their own and others’ responses to them  **Judaism Unit 2**  Practice and ways of life  Jewish Family Life  What makes a family?  What is family life like?  What is most important?  **Christianity Unit 2**  Expressing meaning  Faith and the Arts  Is it right to use art to express faith?  How is the Christian Faith expressed through the Arts?  Can I express my beliefs this way?  Christmas – Giving to others | 2:1 to describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 2:2 to use specialist vocabulary in communicating their knowledge and understanding2:3 stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today 2:10 the role and responsibilities of authority figures within their own lives and of religious leaders in different faith2:12 how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities 2:18 that there are important landmarks in life, both personal and religious2:21 the difference between ultimate and non-ultimate questions and understand that religions may give followers the answers to some of the mysteries of life  **Christianity Unit 2**  Meaning purpose and truth  Parables  Why did Jesus tell parables?  Do they have anything to say to us today?  **Christianity Unit 2**  Beliefs, teachings and sources  Caring for Creation  What do people believe about creation?  How should we care for the world? | 2:1 to describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings 2:2 to use specialist vocabulary in communicating their knowledge and understanding 2:4 individual beliefs and consider the ways in which members of faith communities 2:5 identify and begin to describe the similarities and differences within and between religions 2:7 use and interpret information about religions from a range of sources 2:11 about book which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups2:19 to understand what it means to belong to groups and how believers demonstrate commitment to a faith 2:24 religious codes of conduct and rules of living, considering the effect of these of life  **Christianity, Islam, Judaism Unit 2**  Identity diversity and belonging  Specific Focus Religious Artefacts  What makes a religious artefact?  What are they? Why do they exist? How are they used? Are they important?  **Islam Unit 1**  Values and commitments  Islam-  Family Life  What is family?  What is most important? What do Muslims believe about angels? |
| **PSHCE** | **Families and friendships**  Positive friendships, including online  PoS Refs: R10, R11, R12, R13, R18  **Safe relationships**  Responding to hurtful behaviour;  managing confidentiality; recognising  risks online  PoS Refs: R20, R23, R27, R28  **Respecting ourselves and others**  Respecting differences and similarities;  discussing difference sensitively  PoS Refs: R32, R33 | **Belonging to a community**  What makes a community; shared  responsibilities  PoS Refs: L4, L6, L7  **Media literacy and Digital resilience**  How data is shared and used  PoS Refs: L13, L14  **Money and Work**  Making decisions about money; using  and keeping money safe  PoS Refs: L17, L19 L20, L21 | **Physical health and Mental wellbeing**  Maintaining a balanced lifestyle; oral  hygiene and dental care  PoS Refs: H2, H5, H11  **Growing and changing**  Physical and emotional changes in  puberty; external genitalia; personal  hygiene routines; support with puberty  PoS Refs: H30, H31, H32, H34  **Keeping safe**  Medicines and household products;  drugs common to everyday life  PoS Refs: H10, H38, H40, H46 |
| **MFL**  **(Marlfields Scheme)** | **Our travels**  **Listening & responding**  listen attentively to spoken language and show understanding by joining in and responding  On the way to school- explore key vocabulary and phrases linked to travelling to school and what they might see on the way to school  Discuss other ways people travel- how do you get to school?  **Speaking**  engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*  learn to pronounce and order the Days of week and dates (numbers 1-31)  Give responses using short phrases & questions- what day is it? What is the date today/ yesterday?  How did you get to school today?  Asking questions with appropriate inflection  **Reading & responding**  Read carefully and show understanding of words, phrases and simple writing  Read and understand a short passage based on going to school and the school day  **Writing**  broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  Revisit negative sentences  write 2-3 short sentences about school, stating what they like/dislike using phrases bank to support.  List the days of the week in order  Identify and use the indefinite article – un, une  **Culture**  appreciate stories, songs, poems and rhymes in the language  How do we get to France? What would you visit there and why? | **Our friends**  **Listening & responding**  listen attentively to spoken language and show understanding by joining in and responding  Likes and dislikes- revisit negative sentences and simple question form based on items of clothing preferences  Watch and respond to activities / stories such as ‘Je m’habille et je te croque’  Revisit vocabulary numbers (extend to 50) and colours  Learn names of common Toys  **Speaking**  speak in sentences, using familiar vocabulary, phrases and basic language structures  starting to speak in sentences with appropriate inflection  Respond to questions about …How many?  Which toy do you prefer/ like/dislike/ have?  Introduce using plural forms of nouns – les, des  Use phrases such as: here is …there are..  **Reading & responding**  read carefully and show understanding of words, phrases and simple writing  Play games to read labels and match them to items  Read numbers in word form to 50  Read and respond to questions about friends, clothes and toys  **Writing**  broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  Write 3-4 short sentences about school, stating what I like/dislike, write phrases from memory.  Write a profile about a friend, describing them and their likes.  **Culture**  appreciate stories, songs, poems and rhymes in the language  Where do they speak French?  Identify French speaking countries of Europe  Common traditions linked to France | **Our sporting lives**  **Listening & responding**  listen attentively to spoken language and show understanding by joining in and responding  Name and describe objects and sports.  Name and describe food.  Have a short conversation saying 3-4 things about sporting/ food preferences.  Name and describe the Weather and different activities linked to different weather including clothing and sports.  Respond to simple questions using appropriate inflection and full sentences or using given phrases  **Speaking**  develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  Present a weather reports to the class using clear sentences and appropriate phrases.  **Reading & responding**  Read carefully and show understanding of words, phrases and simple writing  Read a passage independently about sport, make simple notes to demonstrate understanding and draw a picture to go with the text.  **Writing**  broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  Write 3-5 short sentences about the weather and things people are doing, stating which weather and activities they I like/dislike using phrases from memory.  **Culture**  appreciate stories, songs, poems and rhymes in the language  Explore Bastille Day and its importance to French people  hoe and when do they celebrate it? |

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