

Year 4  
LTP

Theme	South America - sounds, sport and statistics	Marvellous Mayans	Amazing Amazon - rivers and rainforests	From Beans to Barry's: the journey of chocolate...	The right tools for the job?	
Dates	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer term	
Science	Sound - volume, pitch, vibration	States of matter – solids, liquids and gases/water cycle.	Living things - grouping and classifying, changing environments posing dangers to living things. Animals including humans - food chains.	Animals including humans - human digestive system	Animals including humans - teeth Electricity - circuits, conductors and insulators	
Science skills	1)identify how sounds are made, associating some of them with something vibrating 2) find patterns between the pitch of a sound and features of the object that produced it 3)find patterns between the volume of a sound and the strength of the vibrations that produced it.	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.	1)identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups 2)recognise that environments can change and that this can sometimes pose dangers to living things. 3)construct and interpret a variety of food chains, identifying producers, predators and prey.	1)describe the simple functions of the basic parts of the digestive system in humans	1)identify the different types of teeth in humans and their simple functions.	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.
DT	Making musical instruments - eg Evaluate existing products and improve own work	Textiles - South American worry dolls. Use research and criteria to develop products which are fit for purpose			Electrical systems to make buzz wire steady hand game - use electrical systems in own work
DT skills	1)investigate and analyse a range of existing products 2)evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	1)use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.			1)understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors 2)apply their understanding of computing to programme, monitor and control their products.
Cooking and nutrition	South American food (Stew)	Mayan foods (salads)	Follow the food group - producers and consumers	Where do our ingredients come from? (Tropical fruit and vegetables)	English fruit and berries (fruit salads) Meat and veg kebabs (tools)
Cooking and nutrition skills	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed.	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	understand and apply the principles of a healthy and varied diet	understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Art and Design	Sketching and Painting - Diego Rivera. Learn about great artists.		Collage and observational drawing	Pop art adverts for chocolate bars – Andy Warhol/Lichenstein.	Pottery (using clay tools)

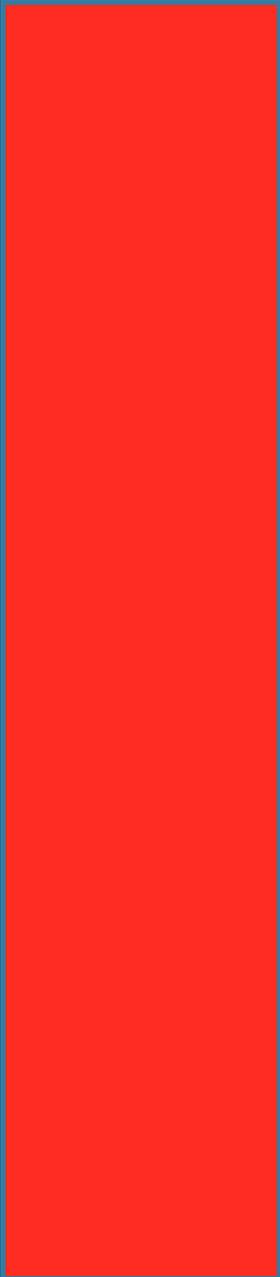
<p>Art and Design skills</p>	<p>1)to create sketch books to record their observations and use them to review and revisit ideas. 2)to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) .</p>		<p>1)to create sketch books to record their observations and use them to review and revisit ideas. 2)to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) .</p>	<p>1)to create sketch books to record their observations and use them to review and revisit ideas. 2)to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) 3) learn about great artists, architects and designers in history.</p>	<p>1)to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) .</p>
<p>Computing</p>	<p>Producing digital music.</p>	<p>Presenting the weather.</p>	<p>Editing and writing html</p>	<p>Producing a wiki</p>	<p>Developing a simple educational game  Prototyping an interactive toy</p>
<p>Computing skills</p>	<p>1)use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 2)use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 3)understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they</p>	<p>1)understand 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. 3)use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 4)use technology safely, respectfully and responsibly; know a range of ways to report</p>	<p>1)use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 2)design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 3)use search technologies effectively, appreciate how results are selected and ranked, and be</p>	<p>1)use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 2)design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 3)use search technologies effectively, appreciate how results are selected and ranked, and be</p>	<p>1)design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 2)use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 3)understand 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. 3)use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 4)use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour 5)select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting,</p>

	<p>offer for communication and collaboration.</p> <p>3)use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>4)use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p> <p>5)select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>concerns and inappropriate behaviour</p> <p>5)select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>discerning in evaluating digital content</p> <p>4)use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p> <p>5)select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>discerning in evaluating digital content</p> <p>4)use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</p> <p>5)select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>analysing, evaluating and presenting data and information.</p>
Geography	<p>Locational knowledge - South America, focusing on environmental regions, key topographical features, famous landmarks.</p>		<p>A region within South America - Amazon.</p> <p>Focus on biomes, vegetation belts, river and the water cycle, deforestation, tropics of cancer and Capricorn.</p>	<p>Locational knowledge - South America, focusing on land-use patterns, natural resources and understanding how some of these aspects have changed over time</p>	
Geography skills	<p>1)locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>		<p>1) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</p>	<p>1)understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p>	

	environmental regions, key physical and human characteristics, countries, and major cities		Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 2)describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	European country, and a region within North or South America.	
History		Broader History study. A non-European civilisation - The Mayans			British History - Stone Age to Iron Age Britain, including: hunter gatherers and early farmers, Bronze-age religion, technology and travel, Iron-age hill forts
History skills		1)the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared 2) a non-European society that provides contrasts with British history – Mayan Civilization.			1)changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae, Bronze Age religion, technology and travel, e.g. Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture.
Music	Pitch - how different instruments produce different pitches.  Different styles of modern South American music	Traditional South American music  Listen with attention Use and understand staff and other notation	Improvise and compose	Understand and explore how music is created.  Inter-related dimensions; pitch and duration	Understand and explore how music is created.  Inter-related dimensions; dynamics and tempo
Music skills	1)play and perform in solo and ensemble contexts, using their voices and playing	1)play and perform in solo and ensemble contexts, using their voices and playing	1)Improvise and compose music for a range of purposes using the inter-related	1)play and perform in solo and ensemble contexts, using their voices and playing	1)play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2)listen with attention to

	musical instruments with increasing accuracy, fluency, control and expression 2)listen with attention to detail and recall sounds with increasing aural memory 3)use and understand staff and other musical notations 4)appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 5)develop an understanding of the history of music.	musical instruments with increasing accuracy, fluency, control and expression 2)listen with attention to detail and recall sounds with increasing aural memory 3)use and understand staff and other musical notations 4)appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	dimensions of music. 2)listen with attention to detail and recall sounds with increasing aural memory	musical instruments with increasing accuracy, fluency, control and expression 2)listen with attention to detail and recall sounds with increasing aural memory 3)appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	detail and recall sounds with increasing aural memory 3)use and understand staff and other musical notations 4)appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 5)develop an understanding of the history of music.	
PE	Swimming  The Game of Life and Death Dance, football	Swimming  Tchouckball, Basketball	Swimming  mini tennis, high5 netball, gymnastics (capoeira)	Swimming  Dance, tag rugby	Swimming  Kwik cricket, rounders, tag rugby, football, athletics, dance	
PE skills	1)play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending 1)perform dances using a range of movement patterns 2)take part in outdoor and adventurous activity	use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics. Swim competently, confidently and proficiently over a distance of at least 25	play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. Swim competently, confidently and proficiently over a distance of at least 25	1)perform dances using a range of movement patterns )compare their performances with previous ones and demonstrate improvement to achieve their personal best. take part in outdoor and adventurous activity challenges both individually and within a team	1)perform dances using a range of movement patterns )compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swim competently, confidently and proficiently over a distance of at least 25 metres.	play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. take part in outdoor and adventurous activity challenges both individually and within a

	<p>challenges both individually and within a team</p> <p>3)compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>metres.</p> <p>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>metres.</p> <p>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>3)compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>team</p> <p>3)compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>
SMSC	Learning to be me	Learning to know my neighbour	Learning to identify the communities in which I belong	Learning to listen	Learning to live together in our wonderful world	Learning to do
SMSC skills				<p>Learning to listen</p> <p><i>How are beliefs expressed through art? Hinduism (Holi)</i></p>		
French	Homes/where we live	Weather	Holidays	Food	Jobs	Transport
French skills	<p>listen attentively to spoken language and show understanding by joining in and responding □ explore the patterns and sounds of language through songs and</p>					



rhymes and link the spelling, sound and meaning of words   
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*   
speak in sentences, using familiar vocabulary, phrases and basic language structures   
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*   
present ideas and information orally to a range of audiences\*   
read carefully and show understanding of words, phrases and simple writing   
appreciate stories, songs, poems and rhymes in the language   
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary   
write phrases from memory, and adapt these to create new sentences, to express ideas clearly   
describe people, places, things and actions orally\* and in

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	writing □ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.					
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