





 4H Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2 (Creative)	Summer 1 (Environmental study)	Summer 2 (Science)
Cornerstones	Flow 	Traders and Raiders 	Scrumdiddlyumptious! 	Potions 	Beast Creator 	1066 
Memorable Experience	Trip to Nell Bank for their river session	Workshop at York Museum	Visit and Workshop at York Chocolate Story	Sublime science workshop	Visit to Tropical World	Trip to the Royal Armouries Leeds
Innovate/Challenge	Weather investigation	If you were a god....	Create your own sweet wrapper	Create a potion	Design a beast of your own	Tabard making
English	This Morning I Met a whale	Hercules	Charlie and the Chocolate Factory	Harry Potter: The Philosopher's stone	Harry Potter & Tuesday by David Wiesner	The last invasion -1066 I was There
Maths Maths Hub	Place Value Addition and Subtraction	Length and Perimeter Multiplication and Division	Multiplication and Division Area	Fraction Decimals Consolidation	Decimals Money Time	Statistics Properties of Shape Position and Direction Consolidation
Science	<p>Year 4 –States of Matter LO: I can compare and group materials together, according to whether they are solids, liquids and gases. I can 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. LO: I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. LO: I can ask relevant questions and using different types of scientific enquiries, comparative and fair tests. LO: I can make systematic and careful observations and where appropriate, taking accurate measuring using a</p>	<p>Working scientifically I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to simple scientific ideas and processes. I can use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Year 4 – Animals, including humans LO: I can describe the simple functions of the basic parts of the digestive system in humans. LO: I can identify the different types of teeth in humans and their simple functions. LO: I can construct and interpret a variety of food chains, identifying producers, predators and their prey.</p>	<p>Year 4- Sounds LO: I can identify how sounds are made, associating some of them with something vibrating. LO: I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. LO: I can find patterns between the volume of a sound and the strength of the vibrations that produced it. LO: I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Year 4 -Living things and their habitats LO: I can recognise that living things can be grouped in a variety of ways. LO: I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. LO: I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Year 4-Electricity LO: I can identify common appliances that run on electricity. LO: I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. LO: I can 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. LO: I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. LO: I can recognise some common conductors and insulators and associate metals with being good conductors.</p>

	range of equipment e.g., thermometers.					<ul style="list-style-type: none"> LO: I can report on findings using simple scientific language, drawings, labelled diagrams and keys.
Art & Design	Painting Hokusai- The Great Wave. Use watercolours and wax crayons to create their own version of 'The Great Wave.'	Make models of Anglo-Saxon homes, Clay rune stones. Look at images of the Easter Island carvings for inspiration.	Create own sweet wrapper and packaging. Review current packaging available on today's market, design and create own packaging for a sweet of their own choice.	Clay work: <ul style="list-style-type: none"> create candle holder for sorting hat scene create a new monster/dragon for our new chapter LO: I can use a variety of techniques when I use clay, including slabs, coils and slips.	Observational drawings LO: I can draw insects with correct proportions. Look at artwork by Tracy McGuinness- Kelly. Create own versions of mini beast artwork using bod colour- use collage and a variety of materials to explore texture and effect.	The Bayeux Tapestry/drawing /Embroidery LO: I can use a sketchbook for collecting ideas (draw tapestry plan) and developing a plan for a completed piece of artwork.
Computing Rising Stars	We are software developers Developing a simple educational game	We are toy designers Prototyping an interactive toy	We are musicians Producing digital music	We are HTML editors Editing and writing HTML	We are co-authors Producing a wiki	We are meteorologists Presenting the weather
Design & Technology	Mechanical systems :structures (building a dam/locks) LO: I can apply techniques I have learnt to strengthen structures and explore my own ideas.	Imagine they are Daedalus, the master craftsman. Invent a pair of wings for Icarus – ones that would withstand the sun's heat LO: I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.	Cooking and Nutrition- making smoothies. LO: I can understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active. I can prepare and cook a variety predominantly savoury dishes using a range of cooking techniques.	Investigate, combine and organise visual and tactile qualities of materials and processes when making potions. Make a Harry Potter secret snitcher potion using household products.	Model making Use modroc to create their own mini beasts. Use of beads, pipe cleaners to build upon the basis modroc structure of the beast.	Making castles LO: I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. cutting internal shapes and slots. Using cardboard to construct a castle. Science- circuit work LO: I can understand and use electrical systems in my products.
Geography	Using maps: fieldwork; water cycle: human and physical features : rivers of the world: countries and cities of the UK LO: I understand and use a widening range of geographical terms and physical geography. I know how rivers erode, transport and deposit materials. I know about the physical features of coasts and being to understand the erosion and deposition.	Look at and investigate the island of Crete and the Palace of Knossos using world maps. Draw a simple sketch map to show the shape of the island and use travel brochures and websites to find out why it is popular with today's travellers. LO: I can explain about key natural resources e.g. water in the locality. LO: I can understand how humans affect the environment over time.	Fair trade- Food Miles LO: I can describe and understand key aspects of human geography including settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water.	Exploring music from around the world. Look at countries and traditions. Explore how music is important to their culture. Haka- why is this important to rugby in New Zealand? Explore the history behind it.	Mini beast hunt around school collecting specimens and making maps to show where they have found them. Where in the world- world map showing locations of different mini beasts.	(History) Human and physical features in the local area ((Leeds industry) Explore the evolution of the railway industry in Leeds.

History		Battle of Marathon Plato, Aristotle, Parmenides, Archimedes, Pythagoras and Alexander the Great.	Use a range of historical resource materials to find out more about the man, James Lind. Work in pairs to create a time line of his lifetime, beginning in 1716 and ending in 1794. LO: I can compare sources of information available for the study of different times in the past.	Music through the ages . looking at key moments through history where music has had a big impact. LO: I can understand the type of information available depends on the period of time studied.	Extinct beasts Look at what animals have become extinct, explore what they looked like, where they lived and the trigger for extinction. Are any animals presently at risk of extinction? Look at climate change and its drastic effect on many animals.	1066 – Norman Conquest LO: I can use dates to order and place events on a timeline. LO: I can give some reasons for some important historical events. LO: I can make comparisons between aspects of periods of history and the present day.
Music Collins Scheme	Poetry Environment	Sounds Recycling	Building Around the world	Ancient worlds Singing Spanish	Communication Time	In the past Food and drink
PE Spiral	Throwing and catching I can use running, jumping, throwing and catching in isolation and in combination. I can take part in outdoor and adventurous activity challenges both individually and within a team.	Attacking and defending (hockey) I can play competitive games, modified where appropriate. I can apply basic principles suitable for attacking and defending.	I can play competitive games, modified where appropriate. I can apply basic principles suitable for attacking and defending.	I can use running, jumping, throwing and catching in isolation and in combination. I can take part in outdoor and adventurous activity challenges both individually and within a team.	I can compare my performance with previous ones and demonstrate improvement to achieve my personal best. I can develop flexibility, strength, technique, control and balance.	I can take part in outdoor and adventurous activity challenges both individually and within a team. I can perform dances using a range of movement patterns. I can compare their performances with previous ones and demonstrate improvement to achieve their personal best
PSHCE Jigsaw	Being me in my world I know my attitudes and actions make a difference to the class team I understand who is in my school community and the role they play and how I fit in I understand how democracy works through the school council I understand that my actions affect myself and others; I care about the other people's feelings and try to empathise with them I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community	Changing me I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I can describe how a girl's body changes in order for her to be able to have babies when she is an adults, and that menstruation (having periods) is a natural part of this I know how the circle of change works and can apply it to changes I want to make in my life	Dreams and Goals I can tell you about some of my hopes and dreams I understand how disappointment feels I know some ways to cope with disappointment and how to support others I know what it means to be resilient and have a positive attitude I know how to work out the steps to achieve a goal and can do this successfully as part of a group I can identify the contributions made by myself and others to achieve	Healthy me I can recognise how different friendships groups are formed, how I fit into them and the friends I value the most I can recognise the changing dynamics between people in different groups, see who takes on which role, eg. Leader, follower, and understand the roles I take on in different situations I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I can recognise when people are putting me under	Relationship I can identify the web of relationships that I am part of, starting from those closed to me and including those more distant I can identify someone I love and can express why they are special to me I can tell you about someone I know that I know longer see I can explain different points of view on an animal rights issue I understand how people feel when they love a special pet I know how to show love and appreciation to the people and animals who are special to me	Celebrating difference I understand that sometimes we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that bullying is sometimes hard to spot and what to do if I think it is going on I know some ways to problem solve a situation with others I can identify what is special about me and the ways I am unique I can tell you why it is good to accept people for who they are

		<p>I can identify changes that have been and may continue to be outside of my control and that I learn to accept</p> <p>I can identify what I am looking forward to when I am in Y5</p>		<p>pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>		
RE		<p>What words of wisdom guide us?</p> <p>I can explore shared stillness as a technique to help us think deeply, use our imagination well and be creative.</p> <p>I can explore shared stillness and tensing as techniques that can help us to learn.</p> <p>I can develop my understanding of Sikh teaching about the things that matter more than money, such as justice, service to other people and appreciating the Divine.</p> <p>I can use a stilling technique and a contemplation activity to deepen understanding of values beyond mere 'cash value'</p> <p>I can make sense of links between Sikh story, scripture and teaching and ideas of my own.</p> <p>I can understand that spiritual words can be found in all different faiths and in different holy books, including the books of Muslims, Sikhs and Christians;</p> <p>I can explore images and symbols that makes the words powerful and spiritual;</p> <p>I can enquire why some words have the power to change people's thoughts and actions;</p> <p>I can explore and respond to ideas about creation from Islamic traditions.</p> <p>I can describe and understand the teaching of</p>		<p>How do festivals use light as a symbol?</p> <p>I can retell the story of the Maccabees.</p> <p>I can describe how light is an important part of the story.</p> <p>I can explain why Jews use Hanukkah to reaffirm their beliefs.</p> <p>I can retell the story of Guru Hargobind and the release of the prisoners.</p> <p>I can describe how the lights at Amritsar were special.</p> <p>I can suggest links between the Maccabees and Guru Hargobind.</p> <p>I can understand the story of Prince Ram and Princess Sita.</p> <p>I can describe why Hindus use lights during the festival of Diwali.</p> <p>I can explain how light is a representation of good overcoming evil.</p> <p>I can describe how the winter and summer solstices are celebrated.</p> <p>I can explain the significance of the sun to Pagans and others.</p> <p>I can understand that there are many representations of light as hope, freedom, warmth, reflection, resurrection, new birth, life etc.</p> <p>I can explain one way that light is used as a symbol.</p>		<p>Which faiths make up our community?</p> <p>I can identify groups that they belong to.</p> <p>I can discuss what being part of a community means.</p> <p>I can identify ways of showing they belong to a community.</p> <p>I can show how they would welcome someone into my community.</p> <p>I can identify which religions are represented in the local area or community.</p> <p>I can think carefully and in an informed way about worship and religion.</p> <p>I can develop the understanding of the local significance of places of worship and symbols.</p> <p>I can develop my understanding of the difference that believing, and worshipping makes to the lives of religious people.</p>

		Saint Paul and Jesus in the Bible about love.				
MFL Primary Languages Network SOL	My school your school Ask and answer name Ask and answer simple feelings Ask and answer where you live Count 0-20 Asking who someone is Asking someone's age Days /Months and simple question. Introducing teacher and friends Have you...? I have/ have not Numbers 0-31 Places around the school	My local area /your local area Where is (+ shops) Here is (+ shops) There is / there are Names of everyday shops Gift items I would like Left/right/straight ahead	Epiphany A family tree Asking who someone is? This is..... My mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Faces Mouth, nose, ears. eyes, hair	Easter Celebrating Carnival Parts of the body and simple descriptions colour/small / big etc.) Asking: Have you...? I have /I haven't There is / there are..... Responding positively / negatively	Feeling well/unwell How are you feeling? What's the matter Simple everyday illnesses statements Jungle Animals and Fantastical Domestic animals Jungle animals Body parts Colours	Summertime Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream