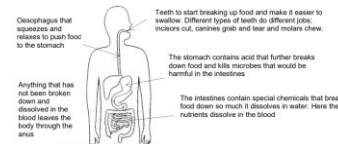


Greatham primaryschool	Greatham Year 4 Long Term Plans					
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
	Go with the Flow	Coasts	What did the Romans do for us?	The Anglo-Saxon Age	Dangerous Journeys	Connections
Art	Painting Landscapes Study and compare the work of different landscape artists KQ = What are the differences in style between the artists, Flora Twort, John Constable, Joseph Turner?	No Art unit	Collage Mosaic art Link to computing	Culture Drawings KQ How are masks used in difference cultures??	No Art unit	No Art unit
Computing	Programming NCEE Y3 Unit HIAS Scratch	Programming NCEE Y3 Unit HIAS Scratch	Repetition in shape NCEE Y4 unit A Online safety	Computing systems and networks	Creating Media NCEE Y4 Unit 5	Repetition in shape NCEE Y4 unit B
D & T	No D & T unit	Knowledge Lanterns Make lanterns using knowledge of electrical circuits	Cooking Make and taste bread made with Spelt Flour (this kind has been grown since Roman times). KQ = How does "Roman bread" taste different to bread we eat today?	No D & T unit	Construction / Mechanics Make a picture (related to topic or interests) which has leavers / sliders to make parts move. KQ = What mechanisms can I use to make part of my picture move?	
Geography	Rivers KQ = How are the River Tees and Selbourne River similar/ different? KQ = How does a river change over time?	Coasts KQ = How can we make our coasts more sustainable?	No Geography unit	No Geography unit	Biomes KQ = Which biome is the easiest to live in?	No Geography unit
History	No History unit	No History unit	What have the Romans done for us? KQ = Did all the ancients Celts dislike the Roman invaders? KQ = What was the Roman Empire's most significant impact on Britain?	Anglo Saxons The ruin of Britain KQ = What happened after the Romans? Who were the Anglo-Saxons?	No History unit	Chronology KQ = What is the order of British History?
Music	Rivers Pitch and structure		Anglo Saxons Duration, dynamics and tempo		Lucy in the Sky with Diamonds Duration and pitch	
PE	<u>Gymnastics</u> <u>Basketball</u>	<u>Dance</u> <u>Swimming</u>	<u>Gymnastics</u> <u>Tag Rugby</u>	<u>Dance</u> <u>Outdoor Ed</u>	<u>Athletics</u> <u>Tennis</u>	<u>Athletics</u> <u>Rounders</u>

PSHE	Recognise feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drugs use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
RE	Community What is community and who are our neighbours?	Symbol Symbols of Hanukkah and Advent.	Myth What is a myth and how does it impact religion?	Belonging Passover	Stones and symbols How are stones symbols in religion?	Special as God God across religions
Science	Begin Longitudinal Study- Living Things Solids, Liquids & Gases Substantive Knowledge (key ideas) •Materials can be divided into solids, liquids and gases. •Solids hold their shape unless forced to change. •Liquids flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. •Gases move everywhere and are not held in containers by gravity. KQs How does the amount of water added to flour change its state? Which liquids have high/low viscosity?	Making electrical circuits work Substantive Knowledge (key ideas) •Lots of devices are powered by electricity •Electricity comes from a source •There are two main sources- batteries and mains KQ = How do the number of batteries in a circuit affect the device?	How sound is made, travels and can be changed Substantive Knowledge (key ideas) • Sounds can be produced in a variety of ways. • Sounds have the properties of pitch and volume. • When a sound is produced it spreads out from its source in all directions	Living Things- Substantive Knowledge (key ideas) • Living things can be divided into groups based upon their characteristics • Classification keys help group, identify and name living things • Animals can be classified as vertebrates (having a spine) or invertebrates (lacking a spine) • In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten • If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others	Animal Digestion Substantive Knowledge (key ideas) Animals need a variety of foods to help them grow and survive. The main food groups are: •meat, dairy and pulses provide protein for muscles. •Grains and root vegetables provide carbohydrates for energy. •Fat for insulation and energy. •Fruit and vegetables for minerals, vitamins and fibre. These are essential to keep our bodies working well and protect us from illnesses. • Different animals require different foods to survive. • Humans require a balanced diet to remain healthy but healthy diets vary depending upon the type of activity that humans do. The nutrients in food have to get to every part of the body. The blood transports them. The role of digestion is to get the nutrients in food to dissolve in the blood, if it doesn't dissolve it can't enter the blood and be transported. Humans achieve this as below:  The diagram shows the human digestive system. Labels include: Oesophagus that squeezes and releases to push food to the stomach; Teeth to start breaking up food and make it easier to swallow. Different types of teeth do different jobs: incisors cut, canines grab and tear and molars chew; The stomach contains acid that further breaks down food and kills microbes that would be harmful in the intestines; Anything that has not been broken down and dissolved in the blood leaves the body through the anus; The intestines contain special chemicals that break food down so much it dissolves in water. Here the nutrients dissolve in the blood.	
Spanish	Animals	Weather	Where I live	Carnival- Tenerife	My house	About me- family

