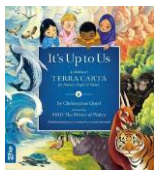


Ashbrook Junior School Long Term Plan - Year 4

Concept	Identity and Diversity	Community	Sustainable Development	Perseverance	Equality and Fairness	Creativity
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Aspiration, kindness, responsibility	Equality, responsibility, respect	Responsibility, respect	Responsibility, equality, kindness, respect	Kindness, respect, equality, aspiration	Creativity, respect, kindness
Name of unit	Our Local Area	Egyptians	Recycling	Fairtrade	Living on Planet Earth	India
Big Question	How has our locality changed overtime?	How are communities created?	Why should we recycle?	How can we change the world?	How have people been treated unfairly?	What effect does Indian culture have on the UK?
Text	<p>Children of Winter by Berlie Doherty</p>  <p>Children's History of Derbyshire by Paule Chandler</p> 	<p>Mary Riddle Sphinx by Joe Todd Stanton</p> 	<p>One Plastic Bag by Miranda Paul</p>  <p>It's Up To Us: A Children's Terra Carta for Nature, People and Planet by Christopher Lloyd with a foreword by HRH The Prince of Wales</p> 	<p>Fairtrade First by Sarah Ridley</p> 	<p>Journey to Jo'burg by Beverley Naidoo</p> 	<p>Where Three Oceans Meet by Rajani LaRocca</p>  <p>The Extraordinary Life of Mahatma Gandhi by Chitra Soundar</p> 
Hook	Virtual tour of Elvaston Castle	Making pyramids and peg doll mummies	Photos and videos of the dumpsite in Kenya with discussion of how the rubbish gets there Introduce the blue Peter badge	Fairtrade or not Fairtrade - identifying whether products are Fairtrade or not Fairtrade artwork	Newspaper clippings discussion	Indian music and food tasting
Fieldwork	Elvaston Castle - observing the grounds and the building with guided	Virtual visit of Derby Museum Collect data about Derby Museum from	Severn Trent visit to school - how is rubbish removed from the water	Visit Coop to identify the range of Fairtrade products on		Visit to Derby City to explore Indian cultural areas and

	tour from National Trust	family and friends	systems?	offer for customers to purchase		noting the similarities and differences between Borrowwash and the city centre
Enrichment	Sketching within the grounds of Elvaston Castle	Egyptian workshop led by Partake	Blue Peter green badge application	Visit to Yorkshire Sculpture Park Fairtrade workshop on school	Visitors invited in to talk about their experiences London Science Museum	Indian dance and music workshop Punjabi speaking lesson
Oracy Outcome		Create a record video to share with parents about Ancient Egypt	Class assembly for parents/carers to attend	Debate persuading people to buy Fairtrade	Presentation to school	Read poem to another year group
Authentic Written Outcome	Non-chronological report Newspaper report	Narrative - entering the pyramid Instructions	Persuasive letter Biography	Speech Explanation	Diary entry Narrative - character description	Poetry Narrative - story
Driver	Geography	History	Geography	Geography	History	Geography
Enhancer	History	Geography	Science	PSHE	PSHE	RE

Curriculum Links

Science	<p>Working scientifically</p> <p>Animals including humans</p> <p>-describe the simple functions of the basic parts of the digestive system in humans</p> <p>-identify the different types of teeth in humans and their simple functions</p> <p>-construct and interpret a variety of food</p>	<p>Working scientifically</p> <p>States of Matter</p> <p>-compare and group materials together, according to whether they are solids, liquids or gases</p> <p>-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) - identify the part played by evaporation and</p>	<p>Working scientifically</p> <p>Living things and their habitats</p> <p>- recognise that living things can be grouped in a variety of ways</p> <p>-explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Working scientifically asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording,</p>	<p>Working scientifically</p> <p>Electricity</p> <p>-identify common appliances that run on electricity</p> <p>-construct a simple series electrical circuit</p> <p>-identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>-identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part</p>	<p>Working scientifically</p> <p>Sound</p> <p>-identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it -</p>
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	chains, identifying producers, predators and prey.	condensation in the water cycle and associate the rate of evaporation with temperature.		classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.	of a complete loop with a battery -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors	recognise that sounds get fainter as the distance from the sound source increases.
Geography	Locational knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,	Human and physical geography Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers,	Locational knowledge locate the world's countries Human and physical geography human geography,			Locational knowledge locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and

	<p>key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Geographical skills & fieldwork -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>mountains, volcanoes and earthquakes, and the water cycle -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</p> <p>Geographical skills & fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>including: land use, economic activity including trade links</p>			major cities
History	Local history study	The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt			<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The treatment of BAME within history</p>	
Art	<p>Sketching</p> <p>Pupils should</p>			<p>Sculpture</p> <p>Pupils should</p>		<p>Indian art</p> <p>Pupils should</p>

	<p>be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 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] about great artists, architects and designers in history.</p>			<p>be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 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 about great artists, architects and designers in history</p>		<p>be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 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 (paint and oil pastels) about great artists, architects and designers in history</p>
DT		<p>Design and make a water transferring device <u>Design</u> 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</p> <p>generate, develop, model and communicate</p>	<p>Textiles Design and make fashion with rubbish and recycled materials <u>Design</u> 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</p> <p><u>Make</u> Make select from and use a</p>		<p>Food</p> <p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	

		<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u> Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><u>Evaluate</u> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p>			
Music Charanga	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect is with the environment?
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical</p>						

	<p>structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. 					
RE	L2.1: What do different people believe about God?	L2.2: Why is the Bible important for Christians today?	Religious festivals	L2.4: Why do people pray?	L2.6: Why do some people think that life is a journey? What significant experiences mark this?	L2.7: What does it mean to be a Christian in Britain today?
French	France, conversations, numbers, instructions, colours and sentences	Family, DOTW, Months, dates and numbers, pets, introductions	Weather, food, drink, parts of the body	Clothes, actions, hobbies, where I live, sentences	My house, holidays incl previous taught vocabulary	Traditional stories, translation, creating a story in French
	<ul style="list-style-type: none"> -listen attentively to spoken language and show understanding by joining in and responding -explore the patterns and sounds of language through songs and 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 writing 					
Computing Teach Computing	<p>Computing Systems and Networks - The Internet</p> <p>-understand computer networks including the internet; how they can provide multiple services, such</p>	<p>Presentation skills - Word (see Desktop Publishing Unit on Teach Computing)</p> <p>select, use and combine a variety of software (including</p>	<p>Creating Media - Audio Production</p> <p>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve</p>	<p>Programming A - Repetition in Shapes</p> <p>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve</p>	<p>Creating Media - Photo Editing</p> <p>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>-select, use</p>	<p>Branching Database (https://www.i2e.com/i2data/)</p> <p>select, use and combine a variety of software (including internet services) on a</p>

	<p>as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>problems by decomposing them into smaller parts</p> <p>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>problems by decomposing them into smaller parts</p> <p>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>-use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
PSHE	<p>Are our physical and mental health always consistent?</p>	<p>Is everyone who they say they are online? Can my behaviour affect how others feel?</p>	<p>Can sleep impact our physical health?</p>	<p>Is it possible to help keep other people safe? (First Aid)</p>	<p>Do we need human rights?</p>	<p>How are our career aspirations affected?</p>
PE Real PE	<p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>					

	<ul style="list-style-type: none">-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]-perform dances using a range of movement patterns-take part in outdoor and adventurous activity challenges both individually and within a team-compare their performances with previous ones and demonstrate improvement to achieve their personal best
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