

LONG TERM PLANNING

YEAR 4 – 2008/2009

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1 ST HALF	2 ND HALF	1 ST HALF	2 ND HALF	1 ST HALF	2 ND HALF
LITERACY	National Literacy Framework: Narrative: Unit 1 – Stories with Historical Settings Unit 2 – Stories set in imaginary worlds Non Fiction: Unit 1 – Recounts newspapers/ magazines Poetry: – Unit 2 – Creating images		National Literacy Framework: Narrative: Unit 3 – Stories from other cultures Unit 4 – Stories which raise issues/ dilemmas Non Fiction: Unit 2 – Information Texts Unit 3 – Explanation text		National Literacy Framework: Narrative: Unit 5 – Plays Non Fiction: Unit 4 – Persuasive texts Poetry: – Unit 2 – Exploring forms	
	In each term and for each unit children will be developing their sentence structure, punctuation and looking at the overall features of each genre within each unit for creative writing. There will be spellings every week which children will be expected to learn. Handwriting and comprehension knowledge will be built on and developed, as will the use of language and how it can be developed.					
NUMERACY	National Numeracy Framework: Block A – Unit A1 Block B – Unit B1 Block C – Unit C1 Block D – Unit D1 Block E – Unit E1		National Numeracy Framework: Block A – Unit A2 Block B – Unit B2 Block C – Unit C2 Block D – Unit D2 Block E – Unit E2		National Numeracy Framework: Block A – Unit A3 Block B – Unit B3 Block C – Unit C3 Block D – Unit D3 Block E – Unit E3	
	During each term children will cover: place value, number bonds, partitioning, addition, subtraction, multiplication, division, fractions, percentages, decimals, measurements, data handling, drawing and interpreting graphs and tables, 2 D and 3D shapes, symmetry, rotation, money problems, 12/24 hour clock, analogue and digital clock, angles and problem solving. Children will also have a multiplication (tables) test each week.					
SCIENCE	Unit 4A: Moving and growing. children learn about how the skeleton is related to movement and support in humans and what happens to the skeleton and muscles as they move. They also compare human bones and skeletons with those of other animals.	Unit 4F: Circuits and conductors This unit builds on children's previous practical experience of making circuits and extends their understanding of circuits, conductors and insulators and the need for a complete circuit in order for a device to work. Children are introduced to ways in which they can vary the current in a circuit.	Unit 4B: Habitats children will begin to understand the concept of a habitat, how it provides organisms found there with conditions for life and how animals depend on plants or other animals which eat plants for food. Throughout the unit ways in which organisms are suited to the habitat should be emphasised.	Unit 4C: Keeping warm children build on their ideas about temperature as a measure of how hot or cold objects are and learn about thermal insulators as materials which can help to keep things warm or cool.	Unit 4D: Solids, liquids and how they can be separated children learn about the differences between solids and liquids and recognise that the same material can exist as both solid and liquid. They identify changes that occur when solids and liquids are mixed and how to separate undissolved solids from a liquid. They learn that melting and dissolving are different and recognise that when a solid dissolves it is still there.	Unit 4E: Friction learn that forces can be measured and compared. The unit focuses on friction as a force which exists between objects moving across solid surfaces and opposes motion, and the forces of air resistance and water resistance which oppose the motion of objects moving through air and water
	QCA Unit 4A: Writing for different audiences		QCA Unit 4B: Developing images using repeating patterns	QCA Unit 4C: Branching databases (Links to numeracy)	QCA Unit 4D: Collecting and presenting information: questionnaires and pie charts (Links to numeracy)	QCA Unit 4E: Modelling effects on screen
ICT	During the year children will be introduced to FRONTER. This is an ICT based learning platform which will be used across the curriculum by year 4 to research,, add comments to forums, take tests, play games, produce projects and develop ICT skills as well as those in the core and foundation subjects. Fronter will be used in class as well as at home.					
HISTORY		QCA Unit 10: What can we find out about ancient Egypt from what has survived?			QCA Unit 11: What was it like for children living in Victorian Britain?	QCA Unit 12: How did life change in our locality in Victorian times?

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GEOGRAPHY			QCA Unit 14: Investigating rivers	QCA Unit 11: Water		
ART AND DESIGN	QCA UNIT 4C - JOURNEYS In this unit children explore how signs, symbols and metaphors can be used to communicate ideas and meanings about a journey. Links to Literacy.			QCA UNIT 4B – TAKE A SEAT Explore designs of chairs used in everyday life and abstract chairs. Children to create their own. Links to Purim and designing a chair for Achashverosh.		QCA UNIT 4A – VIEWPOINTS Explore how to convey the atmosphere and story of a dream. Look at different viewpoints and settings in school.
D&T		QCA UNIT 4D – LIGHTING IT UP Make a switch and place it in a circuit to make a light bulb light up. Links to Science unit – electricity and Chanukah	QCA UNIT 4B – STORY BOOKS To prepare a book with moving parts using different mechanisms using ICT and manual skills. Links with Literacy.		QCA UNIT 5C - Biscuits The children learn how to adapt a basic recipe to develop a product with specified criteria. Investigation of existing products from all cultures will inform design ideas.	
MUSIC	BRENT MUSIC SERVICE	BRENT MUSIC SERVICE	BRENT MUSIC SERVICE	BRENT MUSIC SERVICE	BRENT MUSIC SERVICE	BRENT MUSIC SERVICE
P.E.	Invasion games: Throwing and catching, passing and dodging techniques, netball and football.	Gymnastics: Safety on the apparatus, body awareness and space awareness, balance and travel.	Dance: Compose a dance and perform with fluency and control, showing sensitivity to accompaniment and composition.	Net Wall Games: Bowling skills – under/over arm, accurate use of racket – short tennis/ badminton	Athletics: Warm up and cool down activities. Relay and team racing, strategies.	Striking and fielding games: Hitting the ball using a stick or bat. Rounders and Cricket.