



Year 4 Ellington Primary School  
Long Term Plan 2023-2024



	Science	Computing	History	Geography	French	Art Design and Technology	Music	PE	RE	PSHE
<b>Au tu mn 1</b>	<p><u>Group and classify living things: Biology.</u></p> <p>Children look at grouping animals into vertebrates and invertebrates as well as using classification keys.</p> <p>They then look at grouping and classifying plants again using classification keys.</p> <p>Children will complete their first data collection of the year and analyse the data.</p>	<p><u>E-Safety: Online Reputation</u></p> <p><u>Basic skills in computing</u></p> <p>Children focus on improving basic skills needed for computing including typing skills, opening documents and saving documents.</p>	<p><u>How have children's lives changed?</u></p> <p>Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p>		<p>Phonetics lessons will be taught at various times over the course of the year.</p> <p><u>"Les saisons"</u></p> <p>Pupils learn to say the names of the four seasons and to identify a key feature of each season.</p>	<p><u>Drawing:Power Prints.</u></p> <p>Children will draw using different mediums including by using pencils, scissors and wax. They will also look at the importance of proportion in drawing.</p>	<p><u>Body and Tuned Percussion (Rainforests)</u></p> <p>Children work to identify the structure of a piece of music. They will identify when there is one or more layers of music.</p>	<p><u>Swimming</u></p> <p>Children attend weekly swimming lessons for one of their PE lessons.</p> <p><u>Game Sense Invasion</u></p> <p>Children see how effectively they can apply their passing and moving skills to keep possession and score points.</p>	<p><u>What is the Trinity and why is it important to Christians?</u></p> <p>Pupils explore the Christian concept of "The Holy Trinity" and how it affects the way people in this religion live.</p>	<p><u>Families and Relationships</u></p> <p>Learning that families are varied and differences must be respected; understanding friendships; the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement</p>

<p><b>Au tu mn 2</b></p>	<p><u>States of matter: Chemistry.</u></p> <p>Children look at solids, liquids and gases</p> <p>Children will investigate how states change and use equipment to investigate temperature change.</p> <p>Children will also study the water cycle.</p>	<p><u>E-Safety: Online Bullying</u></p> <p><u>'Repetition in Shapes'</u></p> <p>Using Logo to explore and count controlled loops</p>		<p><u>Why are rainforests important to us?</u></p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>	<p><u>"Les Vegetables"</u></p> <p>Pupils learn the names of 10 vegetables and how to ask for specific amounts.</p>	<p><u>Structure: Pavilions</u></p> <p>Pupils design and make a pavilion for a local park.</p>	<p><u>Rock and Roll</u></p> <p>Students will learn to perform a hand jive hand actions in sequence and time with the music. They will also learn to sing in tune.</p>	<p><u>Bridges</u></p> <p>The children learn to explore movements and balances creating bridges.</p>	<p><u>What do Hindus believe God is like?</u></p> <p>Pupils are introduced to Hinduism and explore the idea of Brahman and the key ideas underpinning this religion.</p>	<p><u>Health and Well-Being</u></p> <p>Developing emotional maturity; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene</p>
<p><b>Spr ing 1</b></p>	<p><u>Sound: Physics</u></p> <p>Pupils will investigate how humans can hear by studying vibrations, the ear and explore volume and pitch.</p> <p>Children will plan, investigate and report their findings for an experiment involving volume.</p> <p>Children will also complete their second data collection of the year.</p>	<p><u>E-Safety: Managing Online Information</u></p> <p><u>'The Internet': Understanding network</u></p> <p>Children learn why we should evaluate online content.</p>	<p><u>British History 3: How hard was it to invade and settle in Britain?</u></p> <p>Children develop an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>		<p><u>"Je me presente"</u></p> <p>Pupils learn to give simple details about themselves.</p>	<p><u>Light and Dark: Painting and mixed media</u></p> <p>Children learn the difference between a tint and a shade in painting.</p> <p>The children will also paint an object in 3D.</p>	<p><u>Changes in pitch, tempo and dynamics.</u></p> <p>Children learn to sing in tune and in harmony with others whistling developing breathing control.</p> <p>They will be able to explain how a piece of music makes them feel using some musical terminology and they will perform a vocal ostinato.</p>	<p><u>Orienteering</u></p> <p>The focus is to introduce the concept of a map or a plan and to be able to use a key correctly to help navigate.</p>	<p><u>What does it mean to be Hindu in Britain today?</u></p> <p>Pupils apply their learning from the previous unit and look at how they are applied in a Hindu's daily life.</p>	<p><u>Safety and The Changing Body</u></p> <p>Building awareness of online safety; identifying the difference between private and public; age restrictions; exploring I changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma</p>

<p><b>Spring 2</b></p>	<p><u>Electricity: Physics</u></p> <p>Children will build and draw a series of circuits. They will look at conductors and insulators of electricity..</p> <p><u>Energy: Sustainability</u></p> <p>Children look at what is energy and how we can reduce our energy usage.</p>	<p><u>E-Safety: Health, well-being and lifestyle</u></p> <p><u>'Audio Production'</u></p> <p>Children will create their own podcast considering copyright.</p>		<p><u>Where does our food come from?</u></p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p> <p>This links to local farms in the area.</p>	<p><u>Ma famille</u></p> <p>Children learn to make a presentation about their family using written and spoken french.</p>	<p><u>Mechanical systems:</u></p> <p><u>Making a slingshot</u></p> <p><u>Car</u></p> <p>Pupils design and make a car powered by a slingshot.</p>	<p><u>Haiku, music and performance</u></p> <p>Pupils will recognise, name and describe the effect of the interrelated dimensions of music.</p> <p>The children will also work as a part of a group to create a piece of music.</p>	<p><u>Hockey</u></p> <p>Children learn to refine their dribbling to keep control and possession of the ball including by beating an opponent.</p>	<p><u>Why do Christians call the day Jesus died "Good Friday"?</u></p> <p>Children deepen their understanding of Easter and the significance of "Good Friday".</p>	<p><u>Citizenship</u></p> <p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government</p>
------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Su m me r 1</b></p>	<p><u>Habitats: Biology</u></p> <p>Children will look at living things and their habitats. They will apply their learning from earlier in the year to create classification keys for different habitats before learning how we as humans can impact the habitats of animals.</p> <p><u>Deforestation: Sustainability</u> Children look at what is deforestation and what are the impacts in the UK and the rest of the world.</p>	<p><u>E-Safety: Privacy and Security</u></p> <p><u>'Repetition in Games'</u></p> <p>Children will use Scratch to explore count-controlled infinite loops.</p>	<p><u>British History 4: Were the Vikings raiders or peace loving settlers?</u></p> <p>Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p>		<p><u>"En Classe"</u></p> <p>Children learn to discuss their classroom and lessons.</p>	<p><u>Fabric of Nature- Craft and Design</u></p> <p>Children will select imagery and colours to create mood boards with a defined theme and colour palette.</p> <p>They also will study the work of William Morris.</p>	<p><u>Samba and carnival sounds (Theme: South America)</u></p> <p>Children learn about samba music that mainly uses percussion instruments during celebrations like carnivals in Brazil.</p> <p>Children will learn to clap on the off beat and play a syncopated rhythm.</p>	<p><u>Tennis</u></p> <p>Children will recap how to hit a forehand and develop their understanding of how to win a game of tennis.</p>	<p><u>For Christians, when Jesus left, what was the impact of Pentecost?</u></p> <p>Children develop an understanding of the Christian concept of Pentecost.</p>	<p><u>Economic Wellbeing</u></p> <p>Exploring: choices associated spending, what makes something good value for money, career aspirations and what influences career choices</p>
---------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Su m me r 2</b></p>	<p><u>Digestive System:</u> <u>Biology</u> Children look at teeth and investigate tooth decay. They also learn about the mouth, stomach and intestines' role in digestion.</p> <p><u>Food Chains:</u> <u>Biology</u> Children will learn to draw and interpret food chains.</p>	<p>E-Safety: Copyright and Ownership.</p> <p><u>'Photo Editing'</u></p> <p>Children will manipulate digital images whilst also reflecting on the impact of their changes.</p>		<p><u>What are rivers and how are they used?</u></p> <p>Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</p> <p>This links to local rivers like Wansbeck and Blyth.</p>	<p>“Au salon de thé”</p> <p>Children will learn to have the skills to complete a short role play set in a french tea room.</p>	<p><u>Electrical Systems:</u> <u>Torches- Design Technology</u></p> <p>Pupils can apply their knowledge from science to design and develop a torch.</p>	<p><u>Adapting and transporting motifs (Theme: Romans)</u></p> <p>Children learn a new song, singing in time and in tune while following the lyrics.</p> <p>The will learn to identify motifs aurally and play repeated patterns on tuned instruments.</p>	<p><u>Athletics</u></p> <p>Children will learn to develop their own sprinting technique.</p> <p>Pupils will learn to self analyse their own performance to help improve their personal best.</p>	<p><u>How and why do people mark the significant events in life?</u></p> <p>This unit allows pupils to compare religious and non-religious beliefs.</p>	<p><u>Transition to Year 5</u></p> <p>Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings</p>
---------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------