

**Byerley Park Primary School**  
**Year Four Long Term Plan**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Anglo Saxons and Vikings</b>		<b>Tudors</b>		<b>David Walliams</b>	
<b>English</b>	<b>See Byerley Park Primary School English Long Term Plan</b>					
<b>Maths</b>	<b>See Byerley Park Primary School Mathematics Long Term Plan</b>					
<b>Science</b>	<p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>- recognise that living things (including those in the locality) can be grouped in a variety of ways</li> <li>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>		<p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>- identify how sounds are made, associating some of them with something vibrating</li> <li>- recognise that vibrations from sounds travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>- identify common appliances that run-on electricity</li> <li>- construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer</li> <li>- use their circuits to create simple devices</li> <li>- draw the circuit as a pictorial representation (not necessarily using conventional circuit symbols)</li> <li>- about precautions for working safely with electricity.</li> <li>- identify whether a lamp will light in a simple series circuit/</li> <li>- recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit</li> <li>- recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><b><u>Animals (including humans)</u></b></p> <ul style="list-style-type: none"> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> <li>- identify the different types of teeth in humans and their simple functions</li> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>- explore a variety of everyday materials and develop simple descriptions of the states of matter</li> <li>- compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- 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)</li> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>
<b>Computing</b>	<b><u>Computer Science</u></b>	<b><u>ICT</u></b>	<b><u>Computer Science</u></b>	<b><u>Computer Science</u></b>	<b><u>Computer Science</u></b>	<b><u>Computer Science</u></b>

	<ul style="list-style-type: none"> <li>- Design programs that accomplish specific goals</li> <li>- Debug programs that accomplish specific goals</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Demonstrate the purpose of a spreadsheet</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>- Appreciate how search results are selected</li> <li>- Identify a range of ways to report concerns about content</li> <li>- Recognise acceptable /unacceptable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporate video/pictures into other products e.g. advert or PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how computer networks can provide multiple services, such as the World Wide Web</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Design label/adverts using a range of tools e.g. Publisher</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>- Understand the opportunities computer networks offer for communication</li> </ul>	<ul style="list-style-type: none"> <li>- Control or simulate physical systems</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Use tools within Office to modify photos for use in other media</li> </ul>	<ul style="list-style-type: none"> <li>- Design and create programs</li> <li>- Use repetition in programs</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Analyse and evaluate a teacher created database e.g. Access</li> </ul>	<ul style="list-style-type: none"> <li>- Use logical reasoning to detect and correct errors in programs</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Collaborate to produce a class book</li> </ul>
<b>PE</b>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>- use a range of passing when I play games (high, low, bounce etc.)</li> <li>- change direction and speed when dribbling in the game</li> <li>- pass the ball to my partner when they are ready so my team keeps the ball</li> <li>- link skills together i.e. dribble then pass</li> <li>- perform my skills with greater speed and accuracy</li> <li>- position their body so they can hit a ball well</li> <li>- Begin to understand when their team are attacking or defending.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- perform sequences with some fluency, accuracy and consistency</li> <li>- can make sequences more exciting when working with a partner by using counter balances and counter tension</li> <li>- Use a greater variety of actions, shapes and balances</li> <li>- Begins to vary levels, direction and pathways to improve the look of a sequence.</li> <li>- Begins to vary when and where they move when</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Improvises ideas and actions with purpose</li> <li>- Works on their own, in pairs or small groups to structure simple dances</li> <li>- Adapts dances with purpose by changing variable e.g. actions, gestures, step patterns and partners</li> <li>- Begin to demonstrate and perform their dance using a range of compositional ideas with sensitivity to the</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>- use a range of passing when I play games (high, low, bounce etc.)</li> <li>- change direction and speed when dribbling in the game</li> <li>- pass the ball to my partner when they are ready so my team keeps the ball</li> <li>- link skills together i.e. dribble then pass</li> <li>- perform my skills with greater speed and accuracy</li> <li>- position their body so they can hit a ball well</li> <li>- Begin to understand when their team are attacking or defending.</li> <li>- Understand tactics and use a variety of them in a game situation like</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Demonstrate a range of jumps for distance and height</li> <li>- Begin to understand the need for different paces for different distances</li> <li>- Throw a javelin, discuss and shot put with some accuracy</li> <li>- Begin to choose their own actions when performing athletic activities. Understand and begin to perform relay changeovers.</li> <li>- Begin to organise small groups to do events safely (taking turns in throwing).</li> <li>- Begin to compare and comment on their own and others</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- begin to set a course for others to follow using instructions, symbols and maps that I have made on my own, with a partner or in a group</li> <li>- begin to recognise symbols and features on a map when orienteering</li> <li>- Begin to know how to orientate a map so that I can follow a course</li> <li>- Begin to use team work skills (leading, negotiating, giving instructions) in a variety of challenges.</li> <li>- Start to plan strategies to solve a task.</li> <li>- Learn how to share out roles and responsibilities</li> </ul>

	<ul style="list-style-type: none"> <li>- Understand tactics and use a variety of them in a game situation like moving to the best space for themselves or teammates</li> <li>- Outwit opponents</li> <li>- Begin to make the right choice when to dribble, pass etc.</li> <li>- Begins to recognise when their team is playing well or needs to improve their performance</li> <li>- Suggest some ways to improve their own and others performance.</li> <li>- Begin to recognise how the body works and what fitness is required in different types of game situations.</li> <li>- Understands how to safely carry out stretching during a warm up.</li> <li>- Be aware that sport can have an impact on maintaining a happy and healthy lifestyle.</li> </ul>	<p>working in pairs.</p> <ul style="list-style-type: none"> <li>- Begins to plan and adapt a sequence when working with others on a variety of apparatus layouts</li> <li>- Begin to make judgements on the quality of gymnastic performances by commenting on composition and technique.</li> <li>- Use what they have learnt from others to improve their performance.</li> <li>- Begin to understand the importance of warming up to prepare for gymnastics activities so muscles and joints are mobilised.</li> <li>- Realise that gymnastics will make them stronger, more supple and powerful, in other activities</li> </ul>	<p>accompaniment.</p> <ul style="list-style-type: none"> <li>- Discuss why they have chosen particular formations and quality of movement.</li> <li>- Begin to use their knowledge of dance composition to create and perform a dance.</li> <li>- Start to make comments on the performance of others.</li> <li>- Begin to understand that dance can help extend their range of movements which can be applied to other activities.</li> <li>- Understand the place that dance has in social lives/activities.</li> </ul>	<p>moving to the best space for themselves or teammates</p> <ul style="list-style-type: none"> <li>- Outwit opponents</li> <li>- Begin to make the right choice when to dribble, pass etc.</li> <li>- Begins to recognise when their team is playing well or needs to improve their performance</li> <li>- Suggest some ways to improve their own and others performance.</li> <li>- Begin to recognise how the body works and what fitness is required in different types of game situations.</li> <li>- Understands how to safely carry out stretching during a warm up.</li> <li>- Be aware that sport can have an impact on maintaining a happy and healthy lifestyle.</li> </ul>	<p>actions.</p> <ul style="list-style-type: none"> <li>- Identify the main strengths of a performance.</li> <li>- Use these observations to improve their own performance.</li> <li>- Identify when their body is cool, warm, hot etc. with more accuracy.</li> <li>- Recognise how the body works in different challenges.</li> <li>- Begin to know how to safely carry out stretching during a warm up.</li> </ul>	<p>depending on people's strengths and their fitness</p> <ul style="list-style-type: none"> <li>- Begin to be able to review mine and others part in a task.</li> <li>- Identify what we need to do to improve or change in order to be more successful.</li> <li>- Begin to understand that OAA is a challenge and having the correct equipment and suitable clothing is essential.</li> <li>- Realise that some OAA have risks involved so safety procedures should be followed.</li> </ul>
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<p><b>History</b></p>	<ul style="list-style-type: none"> <li>- Use LKS2 vocabulary accurately - Decades, centuries, AD, BC, eye witness, timeline, period, investigate, research, reliable, source of evidence, accounts and versions of events, similarities, and differences, local, individual</li> <li>- Understand the past is divided into centuries</li> <li>- Place dates from times studied onto a timeline</li> <li>- Devise valid questions for the period studied.</li> <li>- Identify why some sources of evidence might be more or less reliable when answering questions with support.</li> <li>- Use sources of evidence to find out about the past</li> <li>- Give reasons why there may be different accounts of history</li> <li>- Look at different versions of the same event in history and identify difference.</li> <li>- Knows facts about people and events studied in Year Four</li> <li>- Describe how the time period studied has affected life today</li> <li>- Understand some reasons why an event happened</li> </ul>	<ul style="list-style-type: none"> <li>- Use LKS2 vocabulary accurately- Decades, centuries, AD, BC, eye witness, timeline, period, investigate, research, reliable, source of evidence, accounts and versions of events, similarities, and differences, local, individual</li> <li>- Understand the past is divided into centuries</li> <li>- Place dates from times studied onto a timeline</li> <li>- Devise valid questions for the period studied.</li> <li>- Identify why some sources of evidence might be more or less reliable when answering questions with support.</li> <li>- Use sources of evidence to find out about the past</li> <li>- Give reasons why there may be different accounts of history</li> <li>- Look at different versions of the same event in history and identify difference.</li> <li>- Knows facts about people and events studied in Year Four</li> <li>- Describe how the time period studied has affected life today</li> <li>- Understand some reasons why an event happened</li> </ul>	<p>No History covered this term</p>
<p><b>Geography</b></p>	<p><b><u>Sutton Hoo</u></b></p> <ul style="list-style-type: none"> <li>- Recap on location knowledge</li> <li>- Use four figure grid references.</li> <li>- Consolidate understanding of simple ordnance survey symbols.</li> <li>- Observe, measure and record human and physical geography within the area of focus.</li> <li>- With more confidence, use maps, atlases, globes and digital computing maps.</li> <li>- Use Year 4 fieldwork skills to observe, measure and record the human and physical features in the local area.</li> </ul>	<p>No Geography covered this term</p>	<p><b><u>Study of the European Continent</u></b></p> <ul style="list-style-type: none"> <li>- Location and Knowledge Locate six European countries</li> <li>- Describe the environment and the human and physical features of a European country.</li> <li>- Place knowledge</li> <li>- Comment on the similarities and differences of human and physical features of a European country.</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>- Use geographical word bank</li> </ul>
<p><b>Art</b></p>	<p><b><u>Sketch book</u></b></p> <ul style="list-style-type: none"> <li>- Record ideas and experiences in a sketchbook</li> <li>- Revisit these ideas to make links to end pieces</li> </ul> <p><b><u>Art through History</u></b></p> <ul style="list-style-type: none"> <li>- Understand the history of printing</li> <li>- Understand a culture of art and use this as inspiration (i.e. a country)</li> </ul> <p><b><u>Mark Making</u></b></p> <ul style="list-style-type: none"> <li>- Use of tracing to begin creating tessellations and repeated patterns of an image</li> </ul>	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>- Sketch lightly, with no need for a rubber</li> <li>- Use different grades of pencil, at different angles, to show different tones</li> <li>- Use hatching and cross hatching, to show tone and texture and develop shadows</li> <li>- Draw on a range of scales</li> </ul> <p><b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>- Use techniques and tools to sculpt in various materials</li> </ul>	<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>- Build up more than two layers of colour, to make multiple coloured prints</li> <li>- Create a mono or repeat pattern</li> </ul> <p><b><u>Artists, Craft makers and designers</u></b></p> <ul style="list-style-type: none"> <li>- To explore artists, craft makers, designers and architects and use ideas from these</li> </ul> <p><b><u>Mark Making</u></b></p> <ul style="list-style-type: none"> <li>- Increasing observation of shape and line from both primary and secondary sources</li> </ul>

	<ul style="list-style-type: none"> <li>- Suggest ways in which a drawing can be improved and demonstrate development</li> </ul>	<ul style="list-style-type: none"> <li>- Create texture, feeling, expression or movement in sculpture</li> <li>- Add embellishments and decoration to textiles</li> </ul> <p><b><u>Mark Making</u></b></p> <ul style="list-style-type: none"> <li>- Use of tone in drawings (charcoals, graded pencils to show cross hatching, pointillism, use of rubber to highlight)</li> <li>- Creation of drawings on ranging scales from huge group pieces to tiny personal detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation of work in interesting ways into sketchbook (<i>pop out pages, layering, annotations of thoughts, linking words, newspaper cut outs</i>)</li> </ul>
<b>DT</b>	<p><b><u>Christmas Decorations</u></b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>- Be able to explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> </ul>	<p><b><u>Tudor Rose</u></b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>- Be able to explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> </ul>	<p><b><u>Tudor food</u></b></p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet.</li> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p><b><u>Billionaire Boy inventions</u></b></p> <ul style="list-style-type: none"> <li>- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- Investigate and analyse a range of existing products.</li> <li>- Understand how key events and individuals in design and technology have helped to shape the world.</li> <li>- Identify the strengths and weaknesses of their ideas and products.</li> </ul>
<b>Music</b>	<p><b><u>Music led by Durham Music Service</u></b></p> <ul style="list-style-type: none"> <li>- Sing confidently in 2 parts following a more complex structure.</li> <li>- Sing songs and melodies in tune.</li> <li>- Show some understanding of musical elements, such as timbre and dynamics are used in music.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Use a pentatonic scale to compose successfully.</li> <li>- Recognise some musical styles and traditions and has some understanding of the history of music.</li> <li>- Use the correct musical language to discuss feeling, emotions, likes and dislikes.</li> <li>- Understand formal and informal notation.</li> <li>- Sing/play simple rhythms with control and accuracy.</li> <li>- Present a performance to an audience with some organisation.</li> <li>- Appraise other performers using some musical language.</li> </ul>					
<b>RE – Big Questions</b>	<b>How and why do religious people show care for others?</b>	<b>Why do Christians call Jesus the light of the world?</b>	<b>What do Christians believe about Jesus?</b>	<b>Why is Lent such an important period for Christians?</b>	<b>What do Christians believe about God?</b>	
<b>RE - Objectives</b>	<ul style="list-style-type: none"> <li>- Confidently describe some of the beliefs and features of religion recognising similarities and differences</li> <li>- With support make links between different religions</li> <li>- Identify the impact religion has on believers' lives</li> <li>- With support suggest meanings for some forms of religious expression</li> <li>- Express their views and support them using plausible reason or reasons</li> <li>- Show some awareness of other people's views</li> <li>- Ask important questions about religion and beliefs</li> <li>- Reflect on own feelings and values, appreciating that not all think, feel and believe the same</li> <li>- Reflect on what influences them, making links between aspects of their own and others experiences</li> </ul>					
<b>MFL</b>	<u><b>La recreation (Playtime)</b></u> <ul style="list-style-type: none"> <li>- Pick out familiar words and phrases from a spoken sentence.</li> <li>- Say and write a few sentences about themselves in the first person from memory. Prepare and present some basic instructions for a playground game.</li> <li>- Recite some verses of a song from memory.</li> <li>- Use knowledge of French phonics to spell some simple words correctly.</li> <li>- Express opinions using basic sentences.</li> <li>- Follow and understand the</li> </ul>	<u><b>Chez moi (My Home)</b></u> <ul style="list-style-type: none"> <li>- Identify a given sound most times it appears when listening to a song.</li> <li>- Recognise some familiar words and phrases in a spoken story.</li> <li>- Use numbers and colours in descriptions. Say and write from memory several sentences about where they live and their daily routine, with good pronunciation.</li> <li>- Respond to a spoken question with a written answer in a full</li> </ul>	<u><b>Ma Ville (My Town)</b></u> <ul style="list-style-type: none"> <li>- Understand and be able to give simple directions to town buildings.</li> <li>- Say and write from memory a few sentences about where they live. Be able to recognise some French prices with minimal aid.</li> <li>- Read part of a story aloud to the class, with some support.</li> <li>- Play French word games with increasing levels of accuracy, including completing and</li> </ul>	<u><b>Décrire les gens (Describing People)</b></u> <ul style="list-style-type: none"> <li>- Recognise and use singular subject pronouns and the present tense singular forms of some common verbs.</li> <li>- Grasp the concept that some sentence structures differ in French.</li> <li>- Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation. Use the correct articles with plural nouns when prompted.</li> <li>- Write some simple French sentences to</li> </ul>	<u><b>Le corps (The Body)</b></u> <ul style="list-style-type: none"> <li>- Be able to identify the gender of a noun from its article when listening and reading.</li> <li>- Use the correct article with some common nouns when speaking and writing.</li> <li>- Recite a simple French rhyme from memory, with some verbal or visual prompts.</li> <li>- Describe things using simple adjectives.</li> <li>- Frequently recognise and identify different subject pronouns when reading.</li> </ul>	<u><b>Le Sport (Sport)</b></u> <ul style="list-style-type: none"> <li>- Identify the gender of a noun in a sentence when listening to it.</li> <li>- Say or write a few sentences about sports that they can do or like playing, and ask others about what they like to play.</li> <li>- Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words.</li> <li>- Follow a model to write sentences in the first person using common verbs.</li> <li>- Become increasingly confident in recognising</li> </ul>

	majority of a written text when listening to it read aloud	<p>sentence.</p> <ul style="list-style-type: none"><li>- Confidently say sentences where the word order differs to English.</li><li>- Be able to give the gender of a noun from its article.</li></ul>	reordering sentences correctly.	give a summary of a character from a story.		and understanding French sentences with different word orders.
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