

- Year 4 Long Term Plan -

	Autumn	Spring		Summer	
Science	<p>Solids, Liquids and Gases Does water always melt at the same speed?</p> <p>Chn to observe and record as ice melts in different conditions (e.g. outside vs radiator, wrapped in insulation vs not)</p> <p>Aut 2 - Water Cycle – recap rivers and add on to previous learning NOW PRESS PLAY</p>	<p>Sound How do instruments make different sounds? Chn to make a basic guitar or flute with different notes possible to show how different vibrations make notes of different pitch.</p>	<p>Animals Including Humans Teeth and digestive system</p>	<p>Electricity Does electricity flow easily through all objects? Chn to create a small circuit to test whether objects are conductors or insulators (e.g. circuit with bulb which lights when a gap in the circuit is bridged.) NOW PRESS PLAY</p>	<p>Living Things and Their Habitats Are some animals more alike than others? Children to use pictures to put animals into groups in different ways (e.g. where they live, what they eat, how they move, how many legs, etc) moving on to using keys to differentiate between closely related animals.</p>
History	<p>Local Study – Migration of Bradford- How and why have people moved to Bradford? End points To understand when, how and why people moved to Bradford and how that effects their lives today using different sources. To recognise how Bradford has changed in the last century and how this may impact on their identity and experiences Recognise and understand the consequences of migration and how that has changed and shaped Bradford -People of Significance -NC Coverage A local study- a study over time tracing how several aspects of national history are reflected in the locality</p>	<p>Roman Empire and its impact on Britain- What was the Roman Empire and how did it impact Britain and the wider world? End points Recognise how Romans changed the way of life in Britain and their legacy and its significance for future generations (introduction of Christianity, Latin, law, forming of governments and architecture and engineering). Children are able to answer their own questions about the Romans. They can identify the resources they need, the sources of evidence to use and able to evaluate their reliability -People of Significance Boudicca NC Coverage Impact of the Roman Empire on Britain NOW PRESS PLAY</p>		<p>Anglo Saxons- Vikings and Norman Conquest- Who were the Anglo-Saxons, Vikings and Normans and how did they change Britain? End points Be able to use a range of sources and evidence to understand who the Anglo Saxons were, Vikings, Norman conquest, and talk/ write about waves of invasion and settlement as they affected Britain, and how they affected life for adults and children Understand the role of Williams’ army at the Battle of Hastings in 1066 and the consequences -People of Significance -NC Coverage Britain’s settlement by Anglo-Saxons and Scots NOW PRESS PLAY The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor</p>	

Geography (Subject to changes)	My local area Rural vs urban – Bradford How the landscape has changed over time Fieldwork Where our families came from – recap on maps Using symbols and a key Water cycle – link to rivers from Y3 NOW PRESS PLAY		identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Natural disasters – volcanoes and earthquakes NOW PRESS PLAY		Mountains, different places in Europe Settlement To understand the geographical similarities & differences in the physical & human geography across Europe - compare	
Art	End points: <ul style="list-style-type: none"> To begin to show facial expressions and body language in their sketches. To identify and draw simple objects, and use marks and lines to produce texture. To organise lines, tones, shapes and colours to represent figures and forms in movement. To show reflections. To explain why they have chosen specific materials to draw with. Possible topics/artists: Vincent Van Gogh Y4 Sketchbooks: To use sketchbooks to express feelings about a subject and to describe their likes and dislikes. To use sketchbooks to adapt and improve their original ideas. To keep notes about the purpose of their work.		End Points To create all the colours they need. To create mood in their paintings. To successfully use shading to create mood and feeling. To use mosaic to produce a pattern. <ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make 2D form. To experiment with paste resistance. Possible topics/artists: Gaudi		End points: <ul style="list-style-type: none"> To print using at least four colours. To create an accurate print design. Possible topics/artists: William Morris	
DT	TBC		TBC		TBC	
PSHE	Scarf	Scarf	Scarf	Scarf	Scarf	Scarf

Green Lane Primary School

RE	How are important events remembered?	What faiths are shared in our country?	How do the Five Pillars guide Muslims? NOW PRESS PLAY		How do the Five Pillars guide Muslims?	
<ul style="list-style-type: none"> ● Visits ● Experiences ● Visitors 	Barge visit including woodland walk (field work skills) urban vs rural Possible Nell Bank			Royal Armouries – Romans in Britain	Murton Park – Viking experience (end of summer 1/beginning of Sum2)	St. George's Hall – Halle Orchestra