Green Lane Primary School

Year 4 Long Term Plan 2023 – 2024

	Autumn	Spring	Summer
English Core Text	How the Stars Came to Be Pugs of the Frozen North	Escape from Pompeii The Rhythm of the Rain	Arthur and the Golden Rope Little Island
Class reading for pleasure	Dream Big: Michael Jorden and the Pursuit of Excellence Manjit Moves a Mountain Oliver and the Seawigs	Roman Diary by Richard Platt Empire's End – A Roman Story Journey of the River sea	How to Train Your Dragon by Cressida Cowell Hilda and the Troll by Luke Pearson Viking Boy by Tony Bradman The Island by Armin Greder After Tomorrow by Gillian Cross We Are All Born Free by Amnesty International
Poetry	Being Me	Cloud Soup	Bright Bursts of Colour
Maths	• Review of column addition and subtraction • Numbers up to 10,000 • Perimeter • 3, 6- and 9-times tables	• 3, 6- and 9-times table • 7 times table and patterns • Understanding and manipulating manipulative relationships • Co-ordinates • Review of Fractions	• Fractions greater than 1 • Symmetry • Time • Division with remainders
Science	**Chemistry: Solids, Liquids and Gases** **Knowledge Endpoints** Pupils are taught that materials can be solids, liquids or gases and some can change their state: solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container Pupils are taught that some materials change state when they are heated or cooled. Pupils are taught how materials change state in the water cycle; evaporation and condensation.	**Biology: Living Things and Their Habitats** **Knowledge Endpoints** Pupils understand that every living thing has to have the means of reproducing itself in order to have a life cycle and to continue the species. Pupils can accurately explain the similarities and differences between the gestation and growth of different species **Scientific Endpoints** Pupils can select and present appropriate scientific evidence. Pupils can use scientific evidence to identify similarities, difference and patterns and offer well-reasoned explanations for these.	**Biology: Animals Including Humans** **Knowledge Endpoints** Pupils can identify and name the main parts of the human circulatory system, describing the functions of the heart, blood vessels and blood. They know that diet, exercise, drugs and lifestyles impact on the way their body functions and can analyse and make links on the relationship between diet, exercise, drugs, lifestyle, health.

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	Scientific Endpoints Pupils can plan and set up a practical enquiry for everyday materials, make systematic and careful observations, they look for patterns, similarities and differences in their data and communicate their findings for different audiences in a variety of ways. Physics: **Sound** **Knowledge Endpoints** Pupils will be taught that sound is caused by vibrations and travels through a medium to the ear. Pupils will be taught that pitch and volume can be changed. **Scientific Endpoints** Pupils can plan and set up a practical enquiry for sound, make systematic and careful observations, they look for patterns, similarities and differences in their data and communicate their findings for different audiences in a variety of ways, using scientific evidence to support their findings.	Pupils can research independently and recognise useful secondary sources. They can synthesise these into concise explanations or scientific diagrams. Biology: **Plants and Animals including Humans** Pupils are taught to describe the changes as humans develop from birth to old age, the changes experienced in puberty. Pupils are taught the gestation periods of animals, including humans Pupils are taught the process of reproduction in some plants including sexual and asexual reproduction including which parts of the plants could be used to try and re-grow new plants. **Scientific Endpoints** Pupils can select and present appropriate scientific evidence. Pupils can use scientific evidence to identify similarities, difference and patterns and offer well-reasoned explanations for these. Pupils can research independently and recognise useful secondary sources. They can synthesise these into concise explanations or scientific diagrams.	**Scientific Endpoints** Pupils can recognise which secondary sources will be the most useful in researching their ideas, including data (presented in a range of different forms). Biology: **Evolution and Adaptation** **Knowledge Endpoints** Pupils know that characteristics are passed from parents to their offspring and variation in offspring over time can make animals more or less able to survive in particular environments. They know how Charles Darwin developed his ideas on evolution. **Scientific Endpoints** Pupils can raise appropriate questions and use research evidence/secondary sources to identify specific adaptations in given animals and plants over time and explain their occurrences, benefits and disadvantages.
	Physics: **Forces** **Knowledge Endpoints** Pupils know that all objects will fall due to gravity but at varying speeds dependent on the other forces acting on the object e.g. air resistance / water resistance. They understand that different materials cause different amounts of friction which slow down or stop moving objects. **Scientific Endpoints** Pupils undertake scientific investigations, making their own decisions about how to undertake the investigation, identify causal relationships and using these to explain scientific concepts. Earth Science: **Earth and Space** **Knowledge Endpoints** Pupils know; the sun is a star at the centre of the solar system which has 8 planets.	Biology: **Living Things and Their Habitats** **Knowledge Endpoints** Pupils can describe how living things are classified into broad groups including micro-organisms, plants and animals. They can give reasons for classifying plants and animals based on specific characteristics. **Scientific Endpoints** Pupils can identify scientific evidence that has been used to support or refute ideas or arguments. They can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. Biology: **Animals Including Humans** **Knowledge Endpoints** Pupils can describe the process of digestion, name the major organs involved and their function in the process.	

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	The moon orbits the Earth and the Earth orbits the sun and the position of these are what causes day and night and the moon phases and that the Earth rotates on an axis which affects climate & creates biomes (links to geography). **Scientific Endpoints** Pupils can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. They can use test results to make predictions to set up further comparative and fair tests. They can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.	Pupils can identify and name the main parts of the skeletal system, describing the functions of the rib cage, skull and whole skeleton. **Scientific Endpoints** Pupils can recognise which secondary sources will be the most useful in researching their ideas, including data (presented in a range of different forms).	
History	**Local Study – Migration of Bradford-** The story of Migration to Bradford **End points** 1. Children can talk about some of the 'push and 'pull' reasons for migrants coming to Bradford. 2. They can discuss some experiences that significant individuals had when they came to Britain. 3. Recognise and understand the consequences of migration and how that has changed and shaped Bradford. 4. Begin to ask valid historical questions. **People of Significance** John Blanke, Olaudah Equiano, Walter Tull, Claudia Jones **NC Coverage** A local study- a study over time tracing how several aspects of national history are reflected in the locality	**Roman Empire and its impact on Britain-** What was the Roman Empire and how did it impact Britain? **End points** 1. Be able to talk about when the Romans invaded Britain and why. 2. The children can interpret both written texts and artefacts to come to conclusions about the Roman Army and the Roman Empire. 3. They can answer questions about native Britons and whether they welcomed or resisted the Romans, and why. 4. Recognise how Romans changed the way of life in Britain and their legacy and its significance for future generations. **People of Significance** Boudicca **NC Coverage** Impact of the Roman Empire on Britain	**Anglo Saxons- Vikings**- Who were the Anglo-Saxons and Vikings and how did they change Britain? **End points** 1. Be able to use a range of sources and evidence to understand who the Anglo Saxons and Vikings were, and talk/ write about waves of invasion and settlement as they affected Britain, and how they affected life for adults and children **People of Significance** Alfred, Athelstan, Cnut and Bede **NC Coverage** Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the kingdom of England

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Geography	**Rainforests** **Enquiry question:** What is a rainforest and are they important to the planet? **End points: Children will…** • know that a rainforest is an area of thick forest found in a wet area of the world • know that rainforests can grow in a variety of climates such as tropical rainforests (Amazon, Congo) or temperate rainforests (N.W. USA, S. Australia) • Know and describe the four layers of a rainforest: **emergent layer, canopy layer**, **understory**, **forest floor** • Know that the Amazon rainforest is the largest rainforest on Earth (followed by Congo rainforest) and provides the habitats for the largest variety of plants and animals on the planet (biodiversity) • Know that part of the reason for this biodiversity is the wet, warm climate that encourages plant growth • Know what deforestation is and why it happens • Know how deforestation threatens many of the rainforests across the world, affecting wildlife and contributing to climate change	**Natural disasters** **Enquiry Question** Can volcanoes happen anywhere? **End points: Children will…** • know that a natural disaster is a natural event such as a flood, earthquake, volcano or hurricane that causes great damage or loss of life • know and describe the structure of the earth • Know that the crust and upper mantle of the earth are divided into large tectonic plates that 'float' on the liquid rock beneath • Know that volcanoes tend to happen at the edge of tectonics plates where there is a fault • Know and explain the basic structure of a volcano • Be able to locate some of the world's volcanoes on a map and explain in relation to the tectonic plates • Know that the ring of fire is a path along the Pacific Ocean where most of Earth's volcanoes and earthquakes take place. • Understand that there are pros and cons to the surrounding area of volcanoes and be able to explain these • Be able to discuss recent natural disasters, their cause, and impact on human and physical geography (earthquake in Morocco, floods in Libya)	**Farming** **Enquiry Question** What is farming like in Bradford and is it the same all over the world? **End points: Children will…** • know that farming is the growing and harvesting of crops and the raising of livestock, and give examples • know that farming is also called agriculture • understand and be able to explain what arable, pastoral, hill, dairy and mixed farming are • be able to explain how farming can depend climate, soil type, altitude, latitude and other physical features such as mountains, rivers and lakes. • Know the typical farming land uses in different regions of the UK and be able to explain why, using geographical language • Know that farming is practised all over the world and be able to explain similarities and differences in methods used and land use • Be able to explain how location in relation to the equator might affect farming.

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			• Understand the environmental impact of farming and the benefits of sustainable farming
Art	**Drawing** **Artists:** Keith Haring Vincent Van Gogh • Select and use relevant resources and references to develop their ideas. • Begin to show facial expressions and body language in sketches. • Use line, tone, shape and colour in your work. • Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. • Apply the technical skills that they are learning to improve the quality of their work. • Regularly reflect upon their work, and use comparisons with the work of others (pupils and artists) to identify how to improve. • Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. • Know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety. • Know and be able to explain how to use some of the tools and techniques they have chosen to work with	**Painting and Collage** **Artists:** Edvard Munch Jean Metzinger • Create moods in their paintings. • Use mosaic to produce a pattern. • Explain art linked to a topic. • Use sketchbooks purposefully to improve understanding, inform ideas and plan for outcome. • Reflect upon their work, and use comparisons with the work of others (pupils and artists) to identify where to improve. • By the end of the unit children will: • Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have • studied. • Know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety	**Printing and textiles** **Artist:** Henry Moore • Select and use relevant resources and references to develop their ideas. • Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. • Investigate the nature and qualities of different materials and processes systematically. • Apply the technical skills that they are learning to improve the quality of their work. • Regularly reflect upon their work, and use comparisons with the work of others (pupils and artists) to identify how to improve. • Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. • Know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety

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DT	**Pavilions** Enquiry Questions: 1. What is a pavilion? 2. How can I build a free-standing structure? 3. Designing a pavilion. 4. How do I make a pavilion structure? 5. What is cladding? 6. Adding Cladding to my structure		TBC		TBC	
PSHE	**Me and My Relationships** 1. Human machines 2. Ok or not ok? Part 1 3. Ok or not ok? Part 2 4. An email from Harold 5. Different Feelings 6. Under pressure	**Valuing Difference** 1. Can you sort it? 2. What would you do? 3. The people we share our world with 4. That is such a stereotype 5. Friend or acquaintance? 6. Islands	**Keeping Safe** 1. Danger, risk or hazard? 2. How dare you! 3. Keeping ourselves safe 4. Raisin challenge 5. Picture Wise 6. Medicines: Check the label	**Rights and Respect** 1. Who helps us stay healthy and safe? 2. It's your right 3. How do we make a difference? 4. In the news! 5. Safety in Numbers 6. Why pay taxes?	**Being my Best** 1. What make me Me! 2. Making choices 3. SCARF Hotel 4. Harold's Seven Rs 5. My School Community 6. Basic First Aid	**Growing and Changing** 1. Moving House 2. My Feelings are all over the place! 3. Secret or surprise? 4. Together
RE	**Autumn 1** How are important events remembered? **Autumn 2** What faiths are shared in our country?		**Spring 1 & 2** How do the Fiver Pillars guide Muslims?		**Summer 1 & 2** Why are Gurus at the heart of Sikh belief and practice?	
• Visits •Experiences •Visitors	Visit to Manningham Library Lyfta learning experiences		Visit to Manningham Library Mosque Lyfta Learning experiences		Visit to Manningham Library Sikh Temple Yorkshire Sculpture Park Royal Armouries Lyfta Learning experiences	