

Long Term Map Overview Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Connector	Environments		Journeys		Heroes & Mythical Creatures	
Learning						
English	Poetry -Haiku Instructions Sci-fi Journalism SMSC (8,1)		Persuasion Formal Letters Detective Stories Non-chronological report SMSC (6)		Quests – Greek Legends Play scripts Information texts Legend SMSC (6) SMSC (7,9)	
Maths	Solve problems with: Number & place value Addition & subtraction Measure- length Measure – money SMSC (3)	Solve problems with: Multiplication and division Addition and subtraction SMSC (3)	Solve problems with: Perimeter Division Fractions SMSC (3)	Solve problems with: Decimals Shape, position & direction SMSC (3)	Solve problems with: Shape, position & direction Statistics Measures – time SMSC (3)	Solve problems with: Multiplication & division Statistics Measures – capacity Measures - time SMSC (3)
Science	Living things and habitats SMSC (5)	Living things and habitats SMSC (5)	States of matter – incorporate Venn Diagrams	Electricity SMSC (7)	Human Digestion Sound	Animals including humans SMSC (5)
Science Essential Learning - specific	<p>I can recognise that living things can be grouped in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment.</p> <p>I can recognise that environments can change and that this can sometimes pose</p>	<p>I can recognise that living things can be grouped in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment.</p> <p>I can recognise that environments can change and that this can sometimes pose</p>	<p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>I can 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).</p> <p>I can identify the part played by evaporation and condensation in the</p>	<p>I can identify common appliances that run on electricity.</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a</p>	<p>I can identify how sounds are made, associating some of them with something vibrating.</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p>	<p>I can describe the simple functions of the basic parts of the digestive system in humans.</p> <p>I can identify the different types of teeth in humans and their simple functions.</p>

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	<p>dangers to living things.</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>dangers to living things.</p>	<p>water cycle and associate the rate of evaporation with temperature.</p>	<p>complete loop with a battery.</p> <p>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I recognise that sounds get fainter as the distance from the sound source increases.</p>	
<p>Science: Essential Learning - general</p>	<p>I can ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>I can create simple experiments, comparative (comparing things) and fair tests.</p> <p>I can make careful observations and make accurate measurements.</p> <p>I can take accurate measurements using a range of equipment.</p> <p>I can gather and group (classify) data in a variety of ways to help answer questions.</p> <p>I can record my findings using simple scientific language, drawings, keys, bar charts, tables and labelled diagrams.</p> <p>I can talk, write and make presentations about my results and conclusions.</p> <p>I can use my results to create new questions, make predictions, suggest improvements and produce conclusions.</p> <p>I can find (identify) similarities, differences and changes in processes and experiments.</p> <p>I can use evidence to answers questions and support my ideas.</p>					
<p>Computing (aspects which are taught discretely)</p>	<p>e-safety We Built this city – Lego Wedo</p>	<p>Hurray for Hollywood – Linked to Road Safety Week</p>	<p>Making Games Scratch</p>	<p>Back to the Future</p>	<p>Interface Designer</p>	<p>Final Score</p>

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<p>Computing Essential Learning</p>	<p>I can use Toca Builder to create a simple 3D structure.</p> <p>I understand how search engines work.</p> <p>I can use search technologies safely and effectively.</p> <p>I can create a blog and explain how to use it correctly.</p> <p>I can use the internet safely and identify online risks.</p>	<p>I can explain what is meant by player interaction, artificial intelligence, variables and loops.</p> <p>I can create a computer game using artificial intelligence.</p> <p>I can create a short film by importing footage and editing it in IMovie using an iPad.</p> <p>I can use the internet safely and identify online risks.</p>	<p>I can use search technologies safely and effectively.</p> <p>I can use Tags to create a webpage using HTML and know what HTML stands for (HyperText Markup Language).</p> <p>I can use a shared space online to save and share my work.</p> <p>I can use the internet safely and identify online risks.</p>
<p>Computing (aspects which are ongoing throughout the year).</p>	<p>E safety Essential Learning – I know how to share information on the internet and keep myself safe. Research and the Internet Essential Learning – I can design and create systems and content to accomplish given goals. Multi-media Essential Learning - I can use ICT to present information in different ways; Data Information – VLE, laptops, i-pads, computer-connected devices). SMSC (4)</p>		
<p>Humanities Theme (History & Geography)</p>	<p>A local study of Whitstable</p> <p>Using maps, atlases and globes for location studies – describing features.</p> <p>Human geography (types of settlement, land use and economic activity)</p> <p>Compare and contrast different environments.</p>	<p>River Thames</p> <p>Using maps, atlases and globes for location studies – describe features Focus on water cycle and river sources and flow</p> <p>UK major cities and rivers SMSC (3)</p> <p>Human geography (types of settlement, land use and economic activity)</p> <p>Compare and contrast different environments</p>	<p>All topics to include British and World Timelines (Maths) and develop knowledge of AD / BC</p> <p>Settlements Ancient Greeks</p> <p>Impact of the Ancient Greeks on the Western World</p> <p>Human geography (types of settlement, land use and economic activity)</p> <p>Compare and contrast different environments</p>

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<p>Humanities Essential Learning</p>	<p>I can study a region of the UK (not in Kent).</p> <p>I can use fieldwork to observe, measure and record (including atlases, globes, and digital mapping).</p>		<p>I can study a region of the UK</p> <p>I can describe and understand rivers and the water cycle, and I know why most cities are situated by rivers.</p> <p>I can name and locate several of the worlds most famous rivers.</p>		<p>I can describe and understand settlements, trade links etc. (including distribution of natural resources – energy, food, minerals, water).</p>	
<p>Art/DT Theme</p>	<p>Collaborative Land Art: Art in the environment Focus Artist: Andy Goldsworthy SMSC (3)</p>	<p>D.T. Fabrics Designing and making a Christmas decoration SMSC (3,7)</p>	<p>Painting: Landscapes Focus Artist: David Hockney Final D.T from Term 2 (Bread making) SMSC (3)</p>	<p>Painting – Landscape (Focus artist - David Hockney) Design a board game with buzzers and bulbs to include a series, circuit and switches SMSC (3)</p>	<p>Sculpture: Clay pots – Greek coil pots SMSC (3)</p>	<p>Cooking a savoury food item. SMSC (3)</p>
<p>Art/DT Essential Learning</p>	<p>I can collect and share visual and other information for a piece of art using my sketchbook. I can plan and record my ideas for a piece of art work using my sketchbook. I can use my knowledge to select materials and processes with purpose for the piece of art work I am creating. I can improve my mastery of art and design techniques</p>	<p>I can investigate and evaluate a range of existing products. I can use research to develop my design criteria which will ensure my product is innovative, functional and appealing to those who will use it.</p>	<p>I can collect and share visual and other information for a piece of art using my sketchbook. I can plan and record my ideas for a piece of art work using my sketchbook. I can use my knowledge to select materials and processes with purpose for the piece of art work I am creating. I can improve my mastery of art and design techniques</p>	<p>I can think of the uses and look of materials and components when I choose what to use. I can use electrical systems in my products.</p>	<p>I can collect and share visual and other information for a piece of art using my sketchbook. I can plan and record my ideas for a piece of art work using my sketchbook. I can improve my mastery of art and design techniques including sculpture, art in the environment and painting. I can develop a wide range of art and design techniques using</p>	<p>I can research to develop my design criteria which will ensure my product is innovative, functional and appealing to those who will eat it. I can investigate and evaluate a range of existing products. I can understand how key events and individuals have helped to shape the world.</p>

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	<p>including sculpture, art in the environment and painting. I can develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. I can compare and comment on ideas and approaches used in my own and others' work and use this knowledge to adapt and improve aspects of my own. I can evaluate my ideas using my sketchbook identifying next steps.</p>		<p>including sculpture, art in the environment and painting. I can develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. I can compare and comment on ideas and approaches used in my own and others' work and use this knowledge to adapt and improve aspects of my own. I can evaluate my ideas using my sketchbook identifying next steps.</p>		<p>colour, pattern, texture, line, shape, form and space. I can compare and comment on ideas and approaches used in my own and others' work and use this knowledge to adapt and improve aspects of my own. I can evaluate my ideas using my sketchbook identifying next steps.</p>	
Music Theme	<p>Music Plus Ukulele Environments Sea Shanties SMSC (8)</p>	<p>Music Plus Ukulele Environments Sea Shanties SMSC (8)</p>	<p>Music Plus Ukulele Journeys Water Cycle Songs SMSC (8)</p>	<p>Music Plus Ukulele Journeys Water Cycle Songs SMSC (8)</p>	<p>Music Plus Ukulele Heroes and Mythical Creatures Singing – Sing-up – Living it up in Greece SMSC (8)</p>	<p>Music Plus Ukulele Heroes and Mythical Creatures Greek Music – linked to Dance SMSC (8)</p>
Music Essential Learning	<p>I can listen and evaluate a range of music from different traditions, styles and times and give my views. I can sing confidently and fluently maintaining an appropriate rhythm.</p>		<p>I can listen with attention to detail and recall sounds with increasing aural memory. I can respond to the ideas of others with confidence and improvise my own simple part either as a solo or as part of a group.</p>		<p>I can sing confidently and fluently maintaining an appropriate rhythm. I can play, change, combine sounds and experiment with different ways of producing sound.</p>	

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	<p>I can play, change, combine sounds and experiment with different ways of producing sound.</p> <p>I can select and play a tuned or un-tuned instrument with increasing accuracy and expression.</p> <p>I can make simple comments about my own and others work (self and peer assessment) and respond to feedback on my own work from others.</p>	<p>I can select and play a tuned or un-tuned instrument with increasing accuracy and expression.</p>	<p>I can have greater control when playing an instrument and show increasing understanding of getting louder, quieter, faster and slower.</p> <p>I can select and play a tuned or un-tuned instrument with increasing accuracy and expression.</p>
R.E Theme	What does it mean to be a Hindu in Britain today?	Why do some people think that life is like a journey and what significant experiences mark this?	Why is Jesus inspiring to some people?
Essential Learning	<p>I can suggest why belonging to a community may be valuable.</p> <p>I can describe a range of beliefs, symbols and actions and understand different ways of life.</p> <p>I can discuss my own and others' ideas about ethical questions, including ideas about what is right and wrong.</p>	<p>I can study and discover more about the rituals which mark important points in life.</p> <p>I can observe and understand varied examples of religions.</p> <p>I can describe a range of beliefs, symbols and actions and understand different ways of life.</p> <p>I can show understanding of similarities and differences within and between different religions.</p> <p>I can discuss my own and others' ideas about ethical questions, including ideas about what is right and wrong.</p>	<p>I can observe and understand varied examples of religions.</p> <p>I can suggest why belonging to a community may be valuable.</p> <p>I can consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.</p> <p>I can describe a range of beliefs, symbols and actions and understand different ways of life.</p> <p>I can discuss my own and others' ideas about ethical questions, including ideas about what is right and wrong.</p>
P.E. Theme	Football Dance	Dance Tag Rugby Golf	Orienteering (T5) Beach Orienteering (T6) Cricket

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	Netball iGym - balance 4H (T1) and 4G (T2) Swimming SMSC (7)		4P Swimming (T3) Sportshall Athletics (T4) SMSC (7,8)		Tennis Sportshall Athletics Sports Day SMSC (7)	
P.E. Essential Learning (ongoing throughout the year)	Games - I can vary tactics and adapt skills depending on what's happening in a game. Dance - I can use dance to communicate an idea. Gym - I can work with a partner to create, repeat and improve a sequence with at least 3 phrases. Swimming - I am able to swim 25m unaided and tread water for one minute.		Games - I can vary tactics and adapt skills depending on what's happening in a game. Dance - I can use dance to communicate an idea. Athletics - I can hit a target. Swimming - I am able to swim 25m unaided and tread water for one minute.		Games - I can vary tactics and adapt skills depending on what's happening in a game. Athletics - I can hit a target. Outdoors - I can follow a map.	
French	All About Me	World/my environment	Health and Fitness	School Life	Food and Drink	Other
Essential Learning	I can introduce myself and my family in French.	I can locate key cities in France.	I can label a body in French.	I can count to 31 and take part in a French maths lesson.	I can give an opinion about my favourite foods in French.	I can describe what someone is wearing in French.
PSHE: Citizenship, Keeping Safe, SRE, Drugs Education	Me and Feelings and Relationships	Me and Medicines and Drugs	Me and My Healthy Lifestyle	Me and Making Positive Contributions	Me and Keeping Safe	Me and Growing and Changing
SMSC – including British Values	Value of opinion and choice (1) – Democracy Courtesy and manners (2) – Mutual Respect Setting a challenge and organising yourself (3) – Self Respect Importance of being accountable for words and actions online (4) – Liberty and Self Respect Being able to look after yourself and other living things (5) – Self Respect Making up your own mind when faced with information (6) – Democracy, and Liberty Working together / Team work (7) – Democracy and Decision Making Sharing and performing (8) – Self Respect Having an opinion and knowing it's important (9) – Democracy					

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Bringing Learning Life						
Trips, visits, visitors, events etc. To be developed and linked to Life Skills.	Beach Day Swimming – each class will have 5 sessions of swimming during Year 4	Swimming – each class will have 5 sessions of swimming during Year 4 Christmas Shopping	Swimming – Each class will have 5 sessions of Swimming during Year 4	Horton River Kirby Trip River	Heroes and Mythical Creatures theme day 19 th October (Greek Day) Beach Orienteering	Beach Orienteering
Life Skills Challenge Themes	Making a Positive Contribution Beach clean		Entrepreneurial Book swap Bring a book to the stall and swap for another - donations		Local Community Plastic Free Campaign	

All details will be on short term plans. English and some aspects of Computing and Maths should be in every unit. Long Term Maps are subject to review during the academic year.