


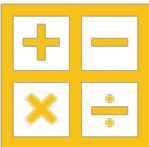


# Oughtibridge Primary School – Long Term Plan 2023-24 – Year 4

Autumn Term

Spring Term

Summer Term

Theme	Groovy Greeks	Rainforest Calling	Rotten Romans
<b>WOW Days</b>	Sparta v Athens Drama Group	Maths Workshop	Roman VR workshop
 <b>English</b>	<p><b><u>Purpose(s) for Writing</u></b>  Writing to inform  Writing to persuade  Writing to entertain</p> <p><b><u>Writing Genres</u></b>  Non-Chronological reports  Informative letters  Persuasive letters  Persuasive leaflets  Character descriptions  Setting descriptions</p>	<p><b><u>Purpose(s) for Writing</u></b>  Writing to inform  Writing to entertain</p> <p><b><u>Writing Genres</u></b>  Diaries  Reports  Letters  Information leaflets  Poems  Character descriptions  Setting descriptions  Creating own characters and settings  Story writing</p>	<p><b><u>Purpose(s) for Writing</u></b>  Writing to inform  Writing to persuade</p> <p><b><u>Writing Genres</u></b>  Letters  Reports  Biography  Newspaper articles  Posters  Adverts</p>
 <b>Mathematics</b>	<p><b><u>Number</u></b>  Place Value  Addition and Subtraction  Multiplication and Division</p> <p><b><u>Measurement</u></b>  Area</p>	<p><b><u>Number</u></b>  Multiplication and Division  Fractions  Decimals</p> <p><b><u>Measurement</u></b>  Length and Perimeter</p>	<p><b><u>Number</u></b>  Decimals</p> <p><b><u>Measurement</u></b>  Money  Time</p> <p><b><u>Geometry</u></b>  Properties of Shape  Position and Direction</p> <p><b><u>Statistics</u></b>  Charts and Line Graphs</p>



## Science

### Working Scientifically

Children will learn to...

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings

### Electricity

Children will learn to...

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a power source
- recognise that a switch opens and closes a circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

#### **Aims:**

To begin to understand electrical circuits through using batteries, wires, bulbs, switches and buzzers.

To understand the term 'electrical conductor'.

### States of Matter

Children will learn to...

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled
- identify the part played by evaporation and condensation in the water cycle

**Aim: to know there are 3 different states of matter and to explain their similarities and differences and how they can be changed.**

### Sound and Hearing

Children will learn to...

- identify how sounds are made, associating some of them with something vibrating

### Living Things and their Habitats

Children will learn to...

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

**Aim: to know more about living things in the local environment and how to classify them scientifically.**


### Living Things and their Habitats



Children will learn to...


- recognise that environments can change and that this can sometimes pose dangers to living things

**Aim: to build on their understanding that habitats support life and that changing the habitat may affect the life within it.**

	<p><b><u>The Digestive System</u></b></p> <p>Children will learn to...</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>Aim: to understand the importance of food to animals and how it is processed and used by their bodies.</p>	<ul style="list-style-type: none"> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch and volume of a sound and the strength of vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p>Aim: to explore how sound is made and how sound travels in order to be heard.</p>	
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 <p><b>Geography</b></p>	<p>Children will learn to....</p> <ul style="list-style-type: none"> <li>● identify modern Greece and where it is in Europe on a map</li> <li>● identify the Ancient Greek city states</li> <li>● give geographical reasons for the location of the city states e.g. mountainous landscape, the sea etc</li> </ul> <p><b>Aim: to understand where the Ancient Greeks lived and the factors that influenced their choices about where to live.</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>● use atlases and maps to locate the areas of the main tropical rainforests and identify and describe the weather in those areas</li> <li>● identify characteristics of layers of the rainforest</li> <li>● recognise how environments affect the quality of people's lives and to identify how and why places change, for example, through deforestation and conservation projects</li> </ul> <p><b>Aim: to locate and understand the characteristics of the world's rainforests and how this impacts on the quality of people's lives across the world.</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>● locate Brazil and major cities using maps, atlases and software</li> <li>● to learn about the life of school children in Brazil</li> <li>● to learn about the popular tourist destinations in Brazil and their geographical features</li> </ul> <p><b>Aim: to understand life in a South American country and compare it to our lives in the UK.</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>● locate Italy, Rome and the Roman Empire using maps, atlases and software</li> </ul> <p><b>Aim: to understand where the Romans came from and the extent of their Empire.</b></p>
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 <p><b>History</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• compare and contrast city states (Sparta and Athens)</li> <li>• compare the modern and ancient Olympic Games</li> <li>• learn about the ancient Greek way of life (e.g. legacy, alphabet, plays, artefacts, religion, myths)</li> </ul> <p><b>Aim: to understand how the ancient Greeks lived and how their culture has influenced modern society.</b></p>	<p>History is not taught during this term.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• understand daily life in Rome</li> <li>• know that Romans were governed by Emperors</li> <li>• know about life in a Roman household</li> <li>• understand about the Romans from the invasion of Britain to the end of the Roman Empire</li> <li>• understand why the Romans invaded Britain and how the Britons defended their island</li> <li>• understand what life was like in the Roman army and why the Romans built Hadrian's Wall</li> </ul> <p><b>Aim: to understand that our lives have been shaped by influences from the past and evidence of this can still be seen in the UK today.</b></p>
 <p><b>Design and Technology</b></p>	<p>Using the TASC wheel, children will learn to...</p> <ul style="list-style-type: none"> <li>• take inspiration from design throughout history by identifying some of the great designers in all areas of the study (including pioneers in horticultural techniques), improving upon existing designs (giving reasons for choices), and by disassembling products to understand how they work</li> <li>• identify the task</li> <li>• generate ideas and design products with purpose by identifying opportunities to design</li> <li>• decide on a final design, using software to design and represent product designs</li> <li>• make a product by working effectively (such as by carefully selecting materials)</li> <li>• make a product, refining work and techniques as work progresses, continually evaluating product designs</li> <li>• evaluate the product</li> <li>• communicate with others about the product</li> <li>• learn from the experience (e.g. What went well? What could be improved next time?)</li> </ul>		

	<p><b><u>Mechanics</u></b> Children will learn to....</p> <ul style="list-style-type: none"> <li>• use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms and pulleys).</li> </ul> <p>Aim: to design, make and evaluate a storybook that has moving mechanisms.</p>	<p><b><u>Textiles</u></b> Children will learn to...</p> <ul style="list-style-type: none"> <li>• understand the need for a seam allowances</li> <li>• join textiles with appropriate stitching</li> <li>• select the most appropriate techniques to decorate textiles</li> </ul> <p>Aim: to design, make and evaluate a purse by exploring sustainability and using recycled materials.</p>	<p><b><u>Computing</u></b> Children will learn to...</p> <ul style="list-style-type: none"> <li>• control and monitor models using software designed for this purpose</li> </ul> <p>Aim: to design, make and evaluate a treasure box, using computer aided design software.</p>
 <p><b>Art</b></p>	<p><b><u>Drawing and Painting</u></b> Children will learn to...</p> <ul style="list-style-type: none"> <li>• research Greek pottery and identify scenes depicted on Greek pottery</li> <li>• to improve their mastery of art and design techniques, including painting and drawing with a range of materials (e.g. pencil, charcoal and sculpture)</li> <li>• experiment with a range of media to create their own scenes on top of paint</li> </ul> <p>Aim: to use materials with creativity and experimentation to recreate scenes from the Ancient Greek Olympics and Greek myths.</p>	<p><b><u>Drawing and Painting</u></b> Children will learn to...</p> <ul style="list-style-type: none"> <li>• experiment with different grades of pencil to make a variety of marks and lines</li> <li>• use background and foreground to structure elements in a picture</li> <li>• study the work of a famous artist and use similar techniques to create their own painting</li> </ul> <p>Aims: to explore artistic techniques to create pencil drawings of rainforest animals.  to use the influence of Georgia O'Keefe to create our own paintings.</p>	<p><b><u>Drawing and Painting</u></b> Children will learn to...</p> <ul style="list-style-type: none"> <li>• improve their mastery of art and design techniques, including painting</li> <li>• experiment with different grades of pencil to make a variety of marks and lines</li> </ul> <p>Aim: to create observational drawings of Roman artefacts.</p>



## Modern Foreign Languages

Children will learn to...

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations

Aim: to know the months of the year, numbers to 31, write the date, know how to ask and answer questions (e.g. about birthdays) in Spanish.

Children will learn to...

- ask and answer questions
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation

Aim: to be able to shop for fruit using greetings and phrases (speaking and listening).

Children will learn to...

- write phrases from memory, and adapt these to create new sentences
- describe people
- read carefully and show understanding of words, phrases and simple writing
- extend vocabulary and develop an ability to understand new words

Aim: to be able to read a description of a monster and write a description using a writing frame (reading and writing).



## Computing

### Computing Systems and Networks

Children will learn to...

- describe how networks physically connect to other networks
- recognise how networked devices make up the internet
- understand how websites can be shared via the World Wide Web
- describe how content can be added and accessed on the World Wide Web
- recognise how the content of the World Wide Web is created by people
- evaluate the consequences of unreliable content online

**Aim: to recognise the internet as a network of networks including the WWW, and understand why we should evaluate online content.**

### Creating Media

Children will learn to...

- understand that sound can be digitally recorded
- use a digital device to record sound
- explain that a digital recording is stored as a file
- explain that audio can be changed through editing
- evaluate editing choices made to digital projects

**Aim: to capture and edit audio to produce a podcast, ensuring that copyright is considered.**

### Programming

Children will learn to...

- understand that accuracy in programming is important
- create a program in a text-based language
- explain what 'repeat' means
- modify a count-controlled loop to produce a given outcome
- decompose a program into parts
- create a program that uses count controlled loops to produce a given outcome

**Aim: to use text-based programming language to explore repetition in games.**

### Data

Children will learn to...

- explain that data gathered over time can be used to answer questions
- use a digital device to collect data automatically
- explain that a data logger collects 'data points' from sensors over time
- use data collected over a long duration to find information
- identify the data needed to answer questions
- use collected data to answer questions

**Aim: to recognise how and why data is collected over time, before using data loggers to carry out an investigation.**

### Creating Media

Children will learn to...

- understand that digital images can be changed for a range of different uses
- change the composition of an image
- make good choices when selecting different tools
- recognise that not all images are real
- evaluate editing choices made to digital projects

**Aim: to manipulate digital images, and reflect on the impact of changes and whether the required purpose is fulfilled.**

### Programming

Children will learn to...

- explain that in programming there are infinite loops and count controlled loops
- modify an infinite loop in a given program
- design and create a project that includes repetition

**Aim: to use a block-based programming language to explore count-controlled and infinite loops when creating a game.**





## Personal, Social and Health Education

### Relationships and Mental Wellbeing

Children will learn to...

- understand the differences in gender, skin colour, religion etc
- understand similarities between boys and girls and stereotypes
- understand that relationships come with a mixture of emotions
- understand that we can have a range of negative emotions

**Aim: to know how to keep themselves and others healthy and safe, physically and mentally.**

### Online Safety

Children will learn to...

- explain ways to communicate safely online and identify ways to get support if they do not feel safe (including assessing the reliability of online information)
- explain what personal information includes and know why we shouldn't share passwords and private information
- explain why we have rules and restrictions around the technology we use

**Aim: to know how to keep themselves safe online and know what to do if they have a problem online.**

### Community

Children will learn to:

- understand that we are all part of a wider community of people, who we rely on
- understand that we should treat the people in our community with respect
- understand that we have the power and responsibility to make our communities better places to live

**Aim: to understand the importance of belonging to a community and being a good citizen.**

### Health and Wellbeing – Physical Health

Children will learn to...

- explore ways to think yourself happy
- understand that all people deserve respect, even if they are different to other people
- understand the importance of hygiene, especially hand washing

**Aim: to be able to understand the importance of hygiene and good health.**



## Physical Education

Children will learn to...

- explore using my breath to maintain balance within a pose.
- demonstrate increased extension in poses.
- demonstrate increased control and strength when in a pose.
- engage with mindfulness activities with increased focus.

**Aim: In Yoga, children will understand that they can help themselves to balance through their movements and breathing. They will also know that different people have different physical strengths**

Children will learn to...

- show balance when changing direction at speed.
- show control whilst completing activities which challenge balance.
- explore increased speed when co-ordinating my body.
- demonstrate improved sprinting technique.
- develop building strength in different muscle groups.
- demonstrate using my breath to maintain my work rate.

**Aim: In Fitness, children will be able to describe how they can use different muscles for balance and strength.**

Children will learn to...

- apply sending and receiving skills within the rules of a game

Children will learn to...

- develop the range of shapes I use in my sequences.
- develop strength in bridge and shoulder stand.
- develop control and fluency in individual and partner balances.
- develop the straight, barrel, forward and straddle roll and perform them with increased control.
- develop control in performing and landing rotation jumps.

**Aim: In Gymnastics, children will understand that “inverted movements” occur when the hips are above the head. They will use a range of shapes and balances (including partner balances) to create routines. They will also know how to keep themselves and others safe when counter-balancing.**

Children will learn to...

- apply sending and receiving skills within the rules of a game
- develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.
- link dribbling the ball with other actions and change direction whilst dribbling with some control.
- develop moving into space to help my team.
- change direction to lose an opponent with some success.
- develop defending one on one and begin to intercept.

Children will learn to...

- develop batting technique with a range of equipment.
- develop bowling with some consistency, abiding by the rules of the game.
- use overarm and underarm throwing with increased consistency in game situations.
- begin to catch with one and two hands with some consistency in game situations.

**Aim: In Cricket, children will know to use the middle of the bat for increased control and accuracy. They will also know that a ball is easier to field coming towards themselves than away, and that it is important to be balanced when throwing. Children will also begin to learn how to manage their own games.**

### **Summer 2**

*(This OAA unit could be taught in Spring or Summer depending on Swimming dates)*

Children will learn to...

- plan independently and in small groups, implementing a strategy with increased success.
- identify key symbols on a map and follow a route.
- confidently communicate ideas and listen to others.

**Aim: In OAA, children will know that discussing advantages and disadvantages of ideas help us to come**

	<ul style="list-style-type: none"> <li>• develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</li> <li>• link dribbling the ball with other actions and change direction whilst dribbling with some control.</li> <li>• develop moving into space to help my team.</li> <li>• change direction to lose an opponent with some success.</li> <li>• develop defending one on one and begin to intercept.</li> </ul> <p><b>Aim: In Basketball, children will know how to cushion a ball when receiving it, and how to protect the ball when in possession and when to pass or shoot. They will know when to pass or shoot. Children will also begin to learn how to manage their own games.</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• apply sending and receiving skills within the rules of a game</li> <li>• develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</li> <li>• link dribbling the ball with other actions and change direction whilst dribbling with some control.</li> </ul>	<p><b>Aim: In Netball, children will know how to cushion a ball when receiving it, and how to protect the ball when in possession and when to pass or shoot. They will know when to pass or shoot. Children will also begin to learn how to manage their own games.</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• respond imaginatively to a range of stimuli related to character and narrative.</li> <li>• change dynamics confidently within a performance to express changes in character.</li> <li>• confidently use changes in level, direction and pathway.</li> <li>• use action and reaction to represent an idea.</li> <li>• perform complex dances that communicate narrative and character well, performing clearly and fluently</li> </ul> <p><b>Aim: In Dance, children will be able to select dynamics, space and relationships appropriately for different moods and ideas. They will also be able to justify creative choices.</b></p> <p><i>(This OAA unit could be taught in Spring or Summer depending on Swimming dates)</i></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• plan independently and in small groups, implementing a strategy with increased success.</li> <li>• identify key symbols on a map and follow a route.</li> <li>• confidently communicate ideas and listen to others.</li> </ul> <p><b>Aim: In OAA, children will know that discussing advantages and disadvantages of ideas help us</b></p>	<p><b>to conclusions. They will also know how to use a key on a map.</b></p> <p><i>(This Athletics unit could be taught in Summer 1 or Summer 2 depending on Swimming dates)</i></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</li> <li>• develop technique when jumping for distance.</li> <li>• explore power and technique when throwing for distance in a pull and heave throw.</li> </ul> <p><b>Aim: In Athletics, children will understand the importance of pacing themselves when running longer distances. They will be able to understand to transfer weight when jumping or throwing. Children will also begin to learn how to manage their own events.</b></p>
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	<ul style="list-style-type: none"> <li>• develop moving into space to help my team.</li> <li>• change direction to lose an opponent with some success.</li> <li>• develop defending one on one and begin to intercept.</li> </ul> <p>Aim: In Handball, children will know how to cushion a ball when receiving it, and how to protect the ball when in possession and when to pass or shoot. They will know when to pass or shoot. Children will also begin to learn how to manage their own games.</p>	<p>to come to conclusions. They will also know how to use a key on a map.</p>	
		<p>At Oughtibridge Primary School, children receive a block of nine swimming lessons during the Spring and Summer Terms.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• Swim with a range of strokes</li> <li>• Swim over increasing distances and for increasing lengths of time</li> <li>• Perform safe self-rescue</li> </ul> <p>Aim: In Swimming, children will be able to swim a minimum of 25 metres whilst using a range of strokes, as well as perform safe self-rescue techniques in different water-based situations.</p>	



## Religious Education

### **Buddhism – How can the teachings of Buddha help people in everyday life?**

Children will learn to...

- identify where India is on a map
- understand that Siddhartha Gautama was the Buddha
- understand that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours
- identify and paint how a Buddhist temple looks from the outside
- make a Wesak lantern
- use images and descriptions to explain the Tipitaka
- recognise key Buddhist symbols from a fact sheet

**Aim: to understand the importance of Buddha in the Buddhist religion.**

### **Christianity – What does the Bible tell us about Jesus inspiring others?**

Children will learn to...

- understand what the New Testament is
- understand how the New Testament starts
- understand some of the miracles of Jesus

**Aim: to understand the importance of Jesus in the Christian religion.**

### **How do people express their religious and spiritual ideas through pilgrimages?**

Children will learn to...

- describe the significance of places of pilgrimages and explain, with reference to religious beliefs, the importance of pilgrimage sites
- explore the thought, feelings and experiences of those who undertake a pilgrimage

**Aim: to understand how people express their religious and spiritual ideas through pilgrimages.**

### **What do Christians learn from the creation story?**

Children will learn to...

- understand the structure of the Bible and that it is made up of many books
- understand the familiarity with the creation story and represent the creation story in a variety of ways

**Aim: to understand how Christians believe the world was created.**

### **What can we learn from great leaders and inspiring examples in the world today?**

Children will learn to...

- identify qualities that make a good leader
- understand the key events in the lives of Malala, Dalai Lama, Rabbi Jonathan Sands and Bear Grylls

**Aim: to understand how great leaders inspire others.**

### **What can we learn from different religions' view on peace?**

Children will learn to...

- explain the meaning of the word 'peace'
- explain how different religions view peace
- understand similarities and differences between different religions' views on peace

**Aim: to understand different religions' views on peace.**



## Music

Children will learn to...

- understand the interrelated dimensions of music through musical activities
- to sing and play instruments with a variety of songs and to improvise, compose and perform
- learn about the language of music through playing the glockenspiel

**Aim:** to celebrate a variety of music styles and to learn to sing, improvise, compose and perform with the songs.

Children will learn to...

- listen and appraise a variety of songs
- build on their knowledge and understanding about the interrelated dimensions of music
- sing playing instruments along with songs, to improvise, compose and perform
- perform and share their learning

**Aims:**

To enjoy the 'rap' style of the song and write lyrics on an anti-bullying theme.  
To learn about music and become increasingly confident with the playing of instruments and understand how music links with the community.

Children will learn to...

- listen and appraise a variety of songs including Classical music
- continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- play instruments, improvise and compose lyrics with the song and perform and share learning

**Aims:**

To explore the songs from a musical perspective and explore the meaning of the lyrics.  
To widen their knowledge of different musical genres and compose music alongside the work of famous musicians.