

LONG TERM FORECAST		YEAR 4	2019-2020	
	ENGLISH			
English Reading: Word reading Reading: Comprehension Speaking and Listening Writing: Transcription Writing: Grammar and Punctuation Writing: Spelling Writing: Handwriting		English Text Types: Film scripts Stories (flashbacks, issue/dilemma) Plays Traditional stories (fables, myths, legends) Explanations Persuasion Recount Instructions Biography/autobiography Journalistic writing Non-chronological reports Poetry		
	MATHS			
Number: Place Value Number: Addition and subtraction Number: Multiplication and division Number: Fractions Number: Decimals		Measurement: Length and perimeter Measurement: Area Measurement: Money Measurement: Time	Geometry: Properties of shape Geometry: Position and direction Statistics	
	SCIENCE -Working Scientifically			
<ul style="list-style-type: none">Animals inc humansLiving things and their habitatsStates of matterSoundElectricity				
	COMPUTING ESSENTIALS			
<ul style="list-style-type: none">We are software developers: Programming - developing a simple educational game.We are toy designers: Computational thinking – prototyping an interactive toyWe are musicians: Creativity – producing digital musicWe are HTML editors: Computer networks – Editing and writing HTMLWe are co-authors: - Communication/collaboration – Producing a wikiWe are meteorologists: Productivity – presenting the weather				
	GEOGRAPHY			
Geographical Enquiry <ul style="list-style-type: none">Carry out a survey to discover features of cities and villagesFind the same place on a globe and in an atlasLabel the same features on an aerial photograph as on a mapPlan a journey to a place in EnglandAccurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)		Physical Geography <ul style="list-style-type: none">Describe the main features of a well-known citydescribe the main features of a villageDescribe the main physical differences between cities and villagesUse appropriate symbols to represent different physical features on a map	Human Geography <ul style="list-style-type: none">Explain why people are attracted to live in citiesExplain why people may choose to live in a village rather than a cityExplain how a locality has changed over time with reference to human featuresFind different views about an environmental issue? What is their viewSuggest different ways that a locality could be changed and improved	
Geographical Knowledge <ul style="list-style-type: none">Locate the Tropic of Cancer and the Tropic of CapricornKnow the difference between the British Isles, Great Britain and UKKnow the countries that make up the European UnionName up to six cities in the UK and locate them on a mapLocate and name some of main islands that surround the UKName the areas of origin of the main ethnic groups in the UK & in their school				
	HISTORY			
Chronological understanding <ul style="list-style-type: none">Plot recent history on a timeline using centuriesPlace periods of history on a timeline showing periods of timeUse their mathematical skills to round up time differences into centuries and decades		Knowledge and interpretation <ul style="list-style-type: none">Explain how events from the past has helped shape our livesAppreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differencesKnow that people who lived in the past cooked and travelled differently and used different weapons from ours	Historical enquiry <ul style="list-style-type: none">Research two versions of an event and say how they differResearch what it was like for a child in a given period from the past and use photographs and illustrations to present their findingsGive more than one reason to support an historical argument	

	<ul style="list-style-type: none">• Recognise that the lives of wealthy people were very different from those of poor people• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past	<ul style="list-style-type: none">• Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out	
	DT -To take inspiration from design throughout history: Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work.		
		Textiles: <ul style="list-style-type: none">• I can understand the need for a seam allowance.• I can join textiles with appropriate stitching.• I can select the most appropriate techniques to decorate textiles.	Electricals and Electronics: <ul style="list-style-type: none">• I can create series circuits.
Computing: <ul style="list-style-type: none">• I can control and monitor models using software designed for this purpose.		Mechanics: <ul style="list-style-type: none">• I can use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	To Design, Make, Evaluate and Improve: <ul style="list-style-type: none">• I can design with purpose by identifying opportunities to design.• I can make products by working efficiently (such as by carefully selecting materials).• I can refine work and techniques as work progresses, continually evaluating the product design.• I can use software to design and represent product designs.
	ART – sketch books required I can Develop ideas from starting points throughout the curriculum. I can collect information, sketches and resources. I can adapt and refine ideas as they progress. I can explore ideas in a variety of ways. I can comment on artworks using visual language.		
Painting: <ul style="list-style-type: none">• I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.• I can experiment with creating mood with colour.	Collage: <ul style="list-style-type: none">• Use ceramic mosaic to produce a piece of art• Combine visual and tactile qualities	Sculpture: <ul style="list-style-type: none">• Experiment with and combine materials and processes to design and make 3D form• Begin to sculpt clay and other mouldable materials• Plan, create and evaluate a sculpture	
Drawing: <ul style="list-style-type: none">• I can use different hardnesses of pencils to show line, tone and texture.• I can annotate sketches to explain and elaborate ideas.• I can sketch lightly (no need to use a rubber to correct mistakes).	Textiles: <ul style="list-style-type: none">• I can shape and stitch materials.• I can use basic cross stitch and back stitch.• I can colour fabric.• I can create weavings.• I can quilt, pad and gather fabric.	Digital Media: <ul style="list-style-type: none">• I can create images, video and sound recordings and explain why they were created.	Great Artists: <ul style="list-style-type: none">• I can replicate some of the techniques used by notable artists, artisans and designers.• I can create original pieces that are influenced by studies of others.
	Religious Education		
What is the trinity and why is it important to Christians?	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	
Why do Christians call the day Jesus died ‘Good Friday’?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark significant events of life?	
	PSHCE		
Autumn 1: Being me in my world Becoming a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our learning charter Owning our learning charter	Spring 1: Dreams and goals Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it!	Summer 1: Relationships Relationship web Love and loss Memories Are animals special? Special pets Celebrating my relationships with people and animals.	

Autumn 2: Celebrating differences Judging by appearances Understanding influences Understanding bullying Problem-solving Special me Celebrating difference: How we look.		Spring 2: Healthy Me My friends and me Group dynamics Smoking Alcohol Healthy fitness Celebrating my inner strengths and assertiveness.		Summer 2: Changing Me Unique me Having a baby Girls and puberty Circles of change Accepting change Looking ahead	
Music					
<ul style="list-style-type: none">• To Perform• I can sing from memory with accurate pitch.• I can sing in tune.• I can show control of voice.• I can perform with control and awareness of others.		<ul style="list-style-type: none">• To Compose• I can create accompaniments for tunes.• I can use drones as accompaniments.• I can choose, order, combine and control sounds to create an effect.• I can use digital technologies to compose pieces of music.		<ul style="list-style-type: none">• To Transcribe• I can recognise the notes EGBDF and FACE on the musical stave.• I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	
<ul style="list-style-type: none">• Appraising Music• Explain the place of silence and say what effect it has• Start to identify the character of a piece of music• Describe and identify the different purposes of music• Begin to identify with the style of work of Beethoven, Mozart and Elgar					
MFL					
Autumn Term: Bodies, animals and Christmas		Spring Term: Families, pets and Easter		Summer Term: Hobbies, numbers and weather	
PE					
Autumn 2015-2016 Gymnastics Invasion game		Spring 2015-2016 Dance Net game		Summer 2015-2016 Athletics Striking and fielding game Outdoor Adventurous Activity	