

Lambley Primary School Long Term Overview – Year 4

Subject	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic	Stone Age to Iron Age		Vikings		The Environment	
Texts	The Wild Way Home (Sophie Kirtley) Stone Age Boy (Satoshi Kitamura)		How to train a dragon Series (Cressida Cowell)		The Environment – The Lost Words (Robert MacFarlane) The Environment - Window (Jeannie Baker) The Environment – Belonging (Jeannie Baker) The Environment – The Great Kapok Tree Water – Wind in the Willows (Kenneth Graham) Water – Flotsam (David Weisner)	
Supplementary texts	C. Ninja 21 Animal habitats C. Ninja 3 Stone Age Life (Y3)	C. Ninja 4 Teeth C. Ninja 9 The Digestive System	C. Ninja 6 Vikings and Lindisfarne C. Ninja 24 Food Chains	C. Ninja 14 Life with electrical appliances	C. Ninja 2. The lake District	C. Ninja 7 Rivers of the World
Literacy	<p style="text-align: center;"><u>Stone Age Boy</u></p> <p><u>Fiction- Narrative</u></p> <ul style="list-style-type: none"> - I can make predictions and ask and answer questions about a text. - I can use a thesaurus to improve my writing. - I can use adverbials of time and place to write a postcard. - I can prepare a short drama piece based on a text. - I can take part in a class debate. - I can make a story plan. - I can write my own narrative. - I can edit and improve my writing. - I can make decisions about how to present my writing. <p><u>Non-fiction- Information texts</u></p>	<p style="text-align: center;"><u>The Wild Way Home</u></p> <p>Activities based on The Wild Way Home:</p> <ul style="list-style-type: none"> - I can make predictions about a book based on the cover. - I can explore the opening pages of a book and ask and answer questions about a text. - I can understand and analyse a poem. - I can identify and use fronted adverbials. - I can correctly punctuate direct speech using inverted commas. - I can correctly use an apostrophe to show possession. - I can correctly use contractions. - I can use information from a text to create a character description. - I can identify and use adverbs. - I can identify and create my own synonyms. 	<p style="text-align: center;"><u>How to Train Your Dragon</u></p> <ul style="list-style-type: none"> - I can use evidence from a text to make inferences about characters. - I can make predictions about a book, using the cover and images. - I can use evidence from the text to infer and compare 2 characters. <p><u>Instructions</u></p> <ul style="list-style-type: none"> - I can understand the features of an instruction text. - I can understand and use imperative verbs. - I can understand and use time conjunctions. - I can write a set of instructions. <p><u>Fact File</u></p> <ul style="list-style-type: none"> - I can understand the features of a fact file. - I can discuss writing similar to that which I am going to write, in order to understand and learn from its structure vocabulary and grammar. - I can use a range of appropriate adjectives. - I can design my own dragon and create my own fact file. <p><u>Retelling a narrative</u></p> <ul style="list-style-type: none"> - I can use a dictionary to check and understand the meaning of words that I have read and use these words in sentences. - I can participate in discussions, performances and role play through a hot seating activity. 		<p style="text-align: center;"><u>Belonging- Jeanie Baker</u></p> <ul style="list-style-type: none"> - I can use evidence from a text to make inferences. - I can identify human and environmental changes over time. - I can demonstrate a range of writing techniques. <p><u>Setting description</u></p> <ul style="list-style-type: none"> - I can use expanded noun phrases. - I can write a setting description. <p><u>Diaries</u></p> <ul style="list-style-type: none"> - I can understand the features of a diary. - I can edit and improve a piece of writing. <p><u>Persuasive writing- letters</u></p> <ul style="list-style-type: none"> - I can identify the features of a letter. - I can identify different types of letters and their use. - I can write a thank you letter. - I can identify the content of a letter of complaint. - I can write a letter of complaint. 	

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	<p>The Stone Age Information text (example).</p> <ul style="list-style-type: none"> - I can understand the features of an information text. - I can read and respond to an information text. - I can organise paragraphs around a theme and follow a logical order. - I can use coordinating conjunctions to join two linked clauses about the Stone Age. - I can plan my own information text. - I can use simple organisational devices and organise paragraphs around a theme to write my own information text. - I can use peer-assessment to edit and improve my work. 	<p><u>Christmas Poetry</u></p> <ul style="list-style-type: none"> - I can discuss different types of poems and the key features of a poem. - I can identify words and phrases in a poem that catch my attention and explain why. - I can identify different themed nouns and create noun phrases to describe them. - I can identify prepositions and create prepositional phrases. - I can create a rhyming dictionary and extend some of these into rhyming phrases. - I can use a picture map to plan a poem. - I can write my own poem. - I can edit and improve my work and use a thesaurus to improve my writing. - I can perform my poem aloud varying intonation and effect. 	<ul style="list-style-type: none"> - I can choose nouns and pronouns appropriately for clarity and cohesion. - I can create a setting, character and plot in a narrative. <p><u>Direct Speech (conversation)</u></p> <ul style="list-style-type: none"> - I can recognise how direct speech is structured and punctuated within a text. - I can participate in discussions, performances and role play to generate ideas to structure a conversation. - I can use and punctuate direct speech. - I can proofread my own and others work to check for punctuation and spelling errors. <p><u>Newspaper article</u></p> <ul style="list-style-type: none"> - I can identify and discuss words and phrases that capture the readers interest. - I can Identify main ideas from paragraphs and summarise them. - I can identify and discuss the features of a newspaper report. - I can recall the key features and rules of writing direct speech and find examples in newspaper reports. - I can use simple organisational devices and create a catchy headline and subheadings. - I can organise paragraphs around a theme by planning my own newspaper article. - I can write my own newspaper article. <p><u>Setting description</u></p> <ul style="list-style-type: none"> - I can retrieve and record information. - I can participate in discussions, performances and role play through a hot seating activity. <p>SPAG- I can indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <ul style="list-style-type: none"> - I can write a setting description. - I can assess the effectiveness of my own and others writing and suggest improvements. 	
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	<p>Guided Reading</p> <p>Stone Age Life (2 weeks)</p> <p>Animal Habitats</p> <p>The Stone Age: Skara Brae</p> <p>Chimpanzees</p>	<p>Guided Reading</p> <p>Stonehenge</p> <p>Teeth</p> <p>The Digestive System</p> <p>The Iron Age</p> <p>Anti-bullying Week</p> <p>Christmas themed text</p>	<p>Guided Reading</p> <p>Vikings and Lindisfarne</p> <p>Anglo-Saxons</p> <p>Food chains</p> <p>Fast Food Chain (Poem)</p> <p>Shrove Tuesday</p>	<p>Guided Reading</p> <p>Viking Longships</p> <p>Life with electrical appliances</p> <p>Easter</p>	<p>Guided Reading</p> <p>The Lake District</p> <p>Wind in the Willows</p> <p>Ramadan and Eid</p> <p>Duffy's Lucky Escape</p>	<p>Guided Reading</p> <p>Rivers of the World</p> <p>The River Ganges</p> <p>Orienteering</p> <p>Guide Dogs (Blind and deaf awareness week)</p>
<p>Rainbow Grammar</p>	<ul style="list-style-type: none"> - Determiners - Non-finite verbs – ed, ing, ly - Adjectives of age, origin and material - Fronted adverbials 	<ul style="list-style-type: none"> - Proper nouns - Appropriate choice of nouns and pronouns - Expansion after the noun 	<ul style="list-style-type: none"> - Connecting adverbs - Non-finite phrases <i>Sleep like a tiger by Mary Logue, Ape by Martin Jenkins, Alfie Bloom and the secrets of Hexbridge castle by Gabrielle Kent, The Snow Merchant by Sam Gayton, The arrival by Shaun Tan, Once upon a northern night by Jean E Pendziwol</i> - Fronted adverbials of manner - Verb synonyms - Prepositions 	<ul style="list-style-type: none"> - Stacking adverbials of time and place. - Double see saw - Double ed opener - Verb synonyms - Irregular verb forms 	<ul style="list-style-type: none"> - Dialogue - Expansion after the noun - Verb synonyms - Past participle - Placement of auxiliary verbs 	<ul style="list-style-type: none"> - Imagery – taste and smell - Question, question, question
<p>Numeracy</p>	<p>Number: Place Value</p> <ul style="list-style-type: none"> - I can use my knowledge of roman numerals to make numbers to 100. - I can round a whole number to the nearest 10. - I can round a whole number to the nearest 100. - I can count in 1000s. - I can count in 1000s, 100s, 10s and 1s. - I can partition numbers in a variety of ways. 	<p>Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> - I can multiply and divide by 1000 to convert between kilometres and metres. - I can calculate the perimeter of rectilinear shapes on a grid. - I can calculate the perimeter of a rectangle. - I can calculate the perimeter of rectilinear shapes without using a grid. 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> - I can use my knowledge of the 1, 2 and 10 times-table to explore the 11 and 12 times-table through partitioning. - I can multiply three numbers. - I can identify factors and factor pairs of a number. - I can develop my mental multiplication by exploring different ways to calculate. - I can use a variety of informal written methods to 	<p>Number: Fractions</p> <ul style="list-style-type: none"> - I can understand that a fraction is part of a whole. - I can use strip diagrams to investigate and record equivalent fractions. - I can work out equivalent fractions through diagrams and use proportional reasoning to find equivalent fractions. - I can use manipulatives and diagrams to investigate fractions greater than 1. - I can count in fractions. - I can use practical equipment and pictorial 	<p>Number: Decimals</p> <ul style="list-style-type: none"> - I can make a whole from any number of tenths and hundredths. - I can write numbers with up to two decimal places. - I can compare numbers with decimals with up to two decimal places. - I can order numbers with decimals with up to two decimal places. - I can round numbers with one decimal place to the nearest whole number. - I can use my knowledge of equivalent fractions to write 	<p>Geometry: Properties of a shape</p> <ul style="list-style-type: none"> - I can identify different types of angles. - I can compare and order angles in ascending and descending order. - I can classify different types of triangles according to their properties. - I can describe the properties of quadrilaterals and highlight the similarities and differences between different quadrilaterals. - I can find and identify lines of symmetry within 2-D shapes.

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	<ul style="list-style-type: none"> - I can estimate and label numbers on a number line to 10,000. - I can find 1000 more or 1000 less of a number. - I can compare four-digit numbers. - I can order numbers. - I can round a whole number to the nearest 1000. - I can count in 25s. - I can count back through 0 and recognise negative numbers. <p style="text-align: center;"><u>Number: Addition and Subtraction</u></p> <ul style="list-style-type: none"> - I can add and subtract 1s, 10s, 100s and 1000s. - I can add two four-digit numbers with no exchanging. - I can add two four-digit numbers with one exchange. - I can add two four-digit numbers with more than one exchange. - I can subtract two four-digit numbers with no exchanging. - I can subtract two four-digit numbers with one exchange. - I can subtract two four-digit numbers with more than one exchange. 	<p style="text-align: center;"><u>Number: Multiplication and Division</u></p> <ul style="list-style-type: none"> - I can multiply a whole number by 10. - I can multiply a whole number by 100. - I can divide a whole number by 10. - I can divide a whole number by 100. - I can use concrete equipment and pictorial representations to explore multiplying by 1 and 0. - I can recognise what happens when a number is divided by 1 or itself. - I can multiply and divide a whole number by 6. - I can recall multiplication and division facts for the 6 times-table. - I can multiply and divide a whole number by 9. - I can recall multiplication and division facts for the 9 times-table. - I can multiply and divide a whole number by 7. - I can recall multiplication and division facts for the 7 times-table. 	<p>multiply a two-digit number and one-digit number.</p> <ul style="list-style-type: none"> - I can multiply a two-digit number by a one-digit number. - I can multiply a three-digit number by a one-digit number. - I can divide a two-digit number by a one-digit number. - I can divide a three-digit number by a one-digit number. - I can solve correspondence problems. <p style="text-align: center;"><u>Measurement: Area</u></p> <ul style="list-style-type: none"> - I can understand and explore what the area of a shape is. - I can measure and compare the area of rectilinear shapes by counting squares. - I can make rectilinear shapes using a given number of squares. - I can compare the area of rectilinear shapes. 	<p>representations to add two or more fractions.</p> <ul style="list-style-type: none"> - I can use practical equipment and pictorial representations to subtract fractions with the same denominator. - I can subtract fractions from a whole amount. - I can find fractions of a quantity. - I can calculate quantities by understanding the relationship between the fraction and the whole. <p style="text-align: center;"><u>Number: Decimals</u></p> <ul style="list-style-type: none"> - I can recognise tenths and hundredths. - I can understand and write tenths as decimals. - I can read and represent tenths on a place value grid. - I can read and represent tenths on a number line. - I can divide a one-digit number by 10. - I can divide a two-digit number by 10. - I can recognise hundredths. - I can understand and write hundredths as decimals. - I can read and represent hundredths on a place value grid. - I can divide one or two-digit numbers by 100. 	<p>fractions as hundredths and then write the fractions as halves or quarters.</p> <p style="text-align: center;"><u>Measurement: Money</u></p> <ul style="list-style-type: none"> - I can understand the difference between pounds and pence. - I can order money represented in the same format. - I can estimate money by rounding the amount to the nearest pound. - I can solve simple problems with money, involving all four operations. <p style="text-align: center;"><u>Measurement: Time</u></p> <ul style="list-style-type: none"> - I can use my knowledge of hours, minutes and seconds to convert between different units of time. - I can use my knowledge of years, months, weeks and days to convert between different units of time. - I can convert between analogue and digital times using a format up to 12 hours. - I can convert between analogue and digital times using a format up to 24 hours. <p style="text-align: center;"><u>Statistics</u></p> <ul style="list-style-type: none"> - I can interpret data on different types of charts. - I can solve comparison, sum and difference problems using discrete data with a range of scales. 	<ul style="list-style-type: none"> - I can use my knowledge of symmetry to complete a 2-D symmetric figure. <p style="text-align: center;"><u>Position and Direction</u></p> <ul style="list-style-type: none"> - I can use coordinates to describe positions in the first quadrant. - I can develop my understanding of coordinates by plotting points on a 2-D grid. - I can move shapes and points on a coordinate grid following specific directions. - I can describe the movement of shapes and points on a coordinate grid using specific language.
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	<ul style="list-style-type: none"> - I can use my understanding of column subtraction and mental methods to find the most efficient methods of subtraction. - I can use my knowledge of rounding to estimate answers for calculations and word problems. - I can check my answer by using inverse operations. 				<ul style="list-style-type: none"> - I can understand and interpret a line graph. 	
<p style="text-align: center;">Science</p>	<p style="text-align: center;"><u>Living Things and their habitats</u></p> <ul style="list-style-type: none"> - I can recognise that living things can be grouped in a variety of ways. - I can generate questions to sort vertebrates into a classification key. - I can use classification keys to identify invertebrates found in the local environment. - I can explore and use classification keys to group, identify and name living things in the local and wider environment. - I can recognise that environments can change and that this can sometimes pose 	<p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> - I can name the parts of the digestive system in humans and make careful observations. - I can describe the simple functions of the basic parts of the digestive system in humans. - I can identify the different types of teeth in humans and their simple functions. - I can ask scientific questions, select the appropriate scientific enquiry and create a test. - I can use my scientific knowledge to make predictions. - I can use results to make predictions for new values and/or raise further 	<p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> - I can construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p style="text-align: center;"><u>Electricity</u></p> <ul style="list-style-type: none"> - I can understand how electricity is generated. - I can identify electrical appliances and decide how they are generated./ I can identify potential electricity hazards and explain why they are dangerous. - I can experiment with adding cells into a circuit to see how it affects lamp brightness or buzzer volume. - I can select and use conductive materials to construct simple switches. - I can suggest everyday uses for conductors and insulators. - I can recognise some common conductors and insulators and associate metals with being good conductors. 	<p style="text-align: center;"><u>Sound</u></p> <ul style="list-style-type: none"> - I can identify how sounds are made, associating some of them with something vibrating. - I can recognise that vibrations from sounds travel through a medium to the ear. - I can find patterns between the pitch of a sound and features of the object that produced it. - I can find patterns between the volume of a sound and the strength of the vibrations that produced it. - I can recognise that sounds get fainter as the distance from the sound source increases. 	<p style="text-align: center;"><u>States of matter</u></p> <ul style="list-style-type: none"> - I can compare the characteristics of different states of matter according to whether they are solids, liquids or gases and group materials together. - 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. - I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature, based on first-hand observation of changes of state.

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	dangers to living things.	questions resulting from my enquiry/test.						
History	<p style="text-align: center;"><u>The Stone Age</u></p> <p><u>Stone Age</u> - I can understand the chronology of the Stone Age.</p> <p><u>Skara Brae</u> - I can devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.</p> <p style="text-align: center;"><u>The Bronze Age</u></p> <p><u>Bronze Age</u> - I can understand what happened in the Bronze Age, by looking at how copper mining was crucial to the people of this time.</p> <p><u>Stonehenge</u> - I can understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for</p> <p style="text-align: center;"><u>The Iron Age</u></p> <p><u>The Iron Age</u> - I can understand and recall important facts about the Iron Age and understand the development from the Stone Age and Bronze Age to the Iron Age.</p> <p><u>Hillforts</u> - I can understand how and why hillforts were developed in the Iron Age.</p> <p><u>The Druids</u> - I can understand how evidence about Druids can give us different answers about the past.</p> <p style="text-align: center;"><u>Plenary to topic</u></p> <p><u>Houses from the Stone Age to the Iron Age</u></p>		<p style="text-align: center;"><u>The Vikings</u></p> <p><u>Introduction to the Vikings/ Raiders and Settlers</u> - I can develop a chronologically secure knowledge and understanding of British, local and world history by understanding where the Vikings came from. - I can understand how and why the Vikings invaded Britain.</p> <p><u>Danegeld</u> - I can explain who King Ethelred II was and say when and why Danegeld was introduced.</p> <p><u>Viking Life</u> - I can construct informed responses that involve thoughtful selection and organisation of relevant historical information, by understanding how Vikings lived and worked.</p> <p><u>Viking artefacts</u> - I can understand how our knowledge of the past is constructed from a range of sources and identify and describe Viking artefacts.</p> <p><u>Viking Gods</u> - I can construct informed responses that involve thoughtful selection and organisation of relevant historical information, by knowing some Viking gods and what they represent.</p>		<p style="text-align: center;">N/A</p> <p style="text-align: center;"><u>Topic Lessons</u></p> <p><u>What is our environment?</u></p> <p><u>What factors can affect our environment?</u></p> <p><u>What can we do to look after our environment?</u></p>			

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	<ul style="list-style-type: none"> - I can understand similarities and differences between houses from the Stone Age to the Iron Age. <p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> - I can understand the chronology of the Stone Age to the Iron Age and place key events on a timeline. 		
Geography	<ul style="list-style-type: none"> - I can name most cities in the UK and locate them on a map. - I can name the countries that make up Europe. - I can name and research the capital cities of European countries. 	<p style="text-align: center;"><u>Settlements</u></p> <p><u>What Did Early Settlers Need?</u></p> <ul style="list-style-type: none"> - I can describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers. - I can explain why settlements develop in certain locations and justify my own choice of settlement. <p><u>What's in a Name?</u></p> <ul style="list-style-type: none"> - I can use maps to identify settlements built by invaders. <p><u>How is Land used in Settlements?</u></p> <ul style="list-style-type: none"> - I can compare land use in different settlements. <p><u>How Are Settlements Linked?</u></p> <ul style="list-style-type: none"> - I can use maps to identify links between settlements. 	<ul style="list-style-type: none"> - I can identify the main islands that surround the UK. - I can identify the areas of origin of the main ethnic groups in UK and our school. - I know the difference between the British Isles, Great Britain and the United Kingdom. - I can explain how locality has changed over time (physical features). - I can accurately measure and collect information (rainfall, temperature, wind speed, noise levels etc.)
DT	<p style="text-align: center;"><u>Soap Calving</u></p> <p>(Design and calve stone tool out of soap)</p> <ul style="list-style-type: none"> - I can use research to design a functional product that is fit for purpose. - I can select and use a range of tools and equipment to calve, cut and shape accurately. 		<p style="text-align: center;"><u>Green Man Clay Sculpture</u></p> <ul style="list-style-type: none"> - I can select from and use a range of tools and equipment to make a clay sculpture of the Green Man.
Art	<p style="text-align: center;"><u>Cave symbol drawings</u></p> <ul style="list-style-type: none"> - I can create pencil drawings to replicate prehistoric cave symbols. <p style="text-align: center;"><u>Stonehenge</u></p> <ul style="list-style-type: none"> - I can experiment with colour mixing paint and collaging to create a silhouette of Stonehenge. 	<p style="text-align: center;"><u>Viking Longship</u></p> <p>(Use collage to create a Viking longship)</p> <ul style="list-style-type: none"> - I can use collaging techniques to create a Viking longship. 	<p style="text-align: center;"><u>Green Man drawing</u></p> <ul style="list-style-type: none"> - I can understand what a Green Man is and improve my mastery of art and design techniques, by designing and creating my own pencil drawing of a Green Man.

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RE	<p style="text-align: center;"><u>Detective- Investigating Jesus</u></p> <ul style="list-style-type: none"> - I can remember about Jesus’ birth and early life before his ministry. - I can remember about Jesus’ life when he started teaching and understand that little knowledge is known of Jesus’ physical appearance. - I can recognise that Jesus related to people with what they needed at the time and that people followed him for various reasons. - I can recall some of Jesus’ miracles and the reason behind them. 	<p style="text-align: center;"><u>Hindu Family Celebrations</u></p> <ul style="list-style-type: none"> - I can understand the Hindu festival ‘Holi’ and start to understand the story behind it. - I can understand the Hindu family celebration of ‘Raksha Bandhan’ and the importance to the Hindu family unit. - I can understand the Hindu festival ‘ Janmashtami’ and that it is a very important festival for many Hindu families. - I can understand the importance of Hindu weddings and note similarities with Christian weddings. <p style="text-align: center;"><u>Christmas</u></p> <ul style="list-style-type: none"> - I can recall the Christmas story. - I understand the importance of hope in the world. - I can express my hopes and dreams for me, my family and the world. 	<p style="text-align: center;"><u>Amazing Men and Women in the Bible</u></p> <ul style="list-style-type: none"> - I can understand some sayings that we say in our community and make decisions whether I agree or disagree with them. - I can understand the importance of the Bible to Christians. - I can recall the story of Noah and his ark, and the importance of this story to the Bible. - I can understand that the Bible is in two parts and that it’s a library of books. I can also recall some of the Bible stories. - I can identify some important people from the old testament and aspects about their lives. 	<p style="text-align: center;"><u>Amazing Men and Women in the Bible (continued)</u></p> <p style="text-align: center;"><u>Easter</u></p> <ul style="list-style-type: none"> - I can recall the last events of holy week. - I can understand that Christians believe Jesus’ death gives new life. 	<p style="text-align: center;"><u>Visiting and Reviewing a Local Church</u></p> <ul style="list-style-type: none"> - I can understand that churches are special places to Christians and discuss some criteria that families may choose in a church. - I can understand that people and families may find different aspects of churches important and I can investigate these. - I can investigate the outside and inside of churches and discuss whether these would be important aspects when choosing a church. - I can understand the activities that happen in a church and special activities that happen on Sundays. - I am aware of the different ways that churches can help a community. - I can understand what it is like in a church and produce an information pack for a new family in the community. 	<p style="text-align: center;"><u>Jewish Celebrations and Family Life</u></p> <ul style="list-style-type: none"> - I can recognise Jewish artefacts. - I can understand what ‘Shabbat’ is and what is eaten at a Shabbat meal. - I can understand Jewish traditions and special events in the family lives of Jewish people.
Music	Mamma Mia (Chiranga unit)	Glockenspiel (Chiranga unit) Christmas Carol singing			Rainforest Sounds	

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Computing	<u>E-Safety</u>	<u>Coding</u>	<u>Spreadsheets</u>	<u>Writing for Different Audiences</u>	<u>Logo</u>	<u>Animation</u>
	<p><u>Cyberbullying</u> - I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact and understand hurtful online messages and how to respond to them.</p> <p><u>Super searchers</u> - I can understand the function of a search engine and understand the importance of using the correct search terms.</p> <p><u>Copycats</u> - I can understand the term plagiarism and how to avoid it.</p> <p><u>Too much information</u> - I can think about the risks of sharing personal information online (including photographs) and understand the idea of a digital footprint.</p> <p><u>The online community</u> - I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable</p>	<p><u>Review the design, code, test, debug process</u> - I can use sketching to design a program and create code that conforms to my design.</p> <p><u>If/Else statements</u> - I can create an 'If/else' statement. - I can understand what a variable is in programming and set/change the variable values appropriately. - I can interpret a flowchart that depicts an if/else flowchart.</p> <p><u>Repeat Until</u> - I can show how a character repeats an action and explain how they caused it to do so. - I can make a character respond to user keyboard input.</p> <p><u>Making a timer</u> - I can explain what a variable is when used in programming and can create a timer that prints a new number to the screen every second. - I can explain how I made my program change the number every second.</p> <p><u>Making a control simulation</u></p>	<p><u>Using the formula wizard in the advanced mode to add formulae and explore formatting cells</u> - I can use the number formatting tools within 2Calculate to appropriately format numbers. - I can add a formula to a cell to automatically make a calculation in that cell.</p> <p><u>Timer and spin button</u> - I can use the timer, random number and spin button tools. - I can combine tools to make fun ways to explore number.</p> <p><u>Line graphs</u> - I can use a series of data in a spreadsheet to create a line graph. - I can use a line graph to find out when the temperature in the playground will reach 20°C.</p> <p><u>Using a spreadsheet for budgeting</u> - I can make practical use of a spreadsheet to help me plan actions. - I can use the currency formatting in 2Calculate.</p> <p><u>Exploring place value with a spreadsheet</u> - I can allocate values to images and use these to explore place value.</p>	<p><u>Explore how font size and style can affect the impact of a text</u> - I can discuss a variety of written material where the font size and type are tailored to the purpose of the text. - I can use text formatting to make a piece of writing fit for its audience and purpose.</p> <p><u>use a simulated scenario to produce a news report</u> - I can role-play the job of a journalist in a newsroom. - I can interpret a variety of incoming communications and use these to build up the details of a story. - I can use the incoming information to write my own newspaper report.</p> <p><u>use a simulated scenario to write for a community campaign</u> - I can use 2Connect to mind-map ideas for a community campaign and use these ideas to write a persuasive letter or poster as part of the campaign. - I can assess my text using criteria to judge the suitability for the intended audience.</p>	<p><u>Structure of the language of Logo/ Input simple instructions in Logo</u> - I can understand what the common instructions are in Logo and how to type them. - I can follow simple Logo instructions to create shapes on paper. • I can follow simple instructions to create shapes in Logo.</p> <p><u>Using 2Logo to create letter shapes</u> - I can create Logo instructions to draw patterns of increasing complexity. - I can understand the pu and pd commands. - I can write Logo instructions for a word of four letters.</p> <p><u>Use the Repeat function in Logo to create shapes</u> - I can follow Logo code to predict the outcome. - I can create shapes using the Repeat function. - I can find the most efficient way to draw shapes.</p> <p><u>Use and build procedures in Logo</u> - I can use the Procedure feature. - I can create 'flowers' or 'crystals' using Logo.</p>	<p><u>Animated films and cartoons/ how animations are created</u> - I can put together a simple animation using paper to create a flick book. - I can understand animation frames. - I can make a simple animation using 2Animate.</p> <p><u>Onion skinning and animation/ adding background and sounds</u> - I can understand what the Onion Skin tool does in animation. - I can use the Onion Skin tool to create an animated image. - I can use backgrounds and sounds to make more complex and imaginative animations.</p> <p><u>'Stop motion' animation/ blogging</u> - I can understand what 'stop motion' animation is and how it is created. - I can use ideas from existing 'stop motion' films to recreate my own animation. - I can share my animation and comment on other's work using display boards and blogs in Purple Mash.</p> <p style="text-align: center;"><u>Effective Searching</u></p> <p><u>Locating information</u> - I can structure search queries to locate specific information.</p> <p><u>Using search to find information</u></p>

Lambley Primary School Long Term Overview – Year 4

PSHE/RSE	<p>Our class charter New beginnings</p> <p style="text-align: center;">Ready</p> <p>- I can consistently treat others kindly, take turns, be honest and establish boundaries and explain why this is important with examples.</p> <p>- I can consistently show respect and know why it is important to show respect including examples.</p>	<p>Getting on, falling out</p> <p style="text-align: center;">Ready</p> <p>- I can consistently treat others kindly, take turns, be honest and establish boundaries and explain why this is important with examples.</p> <p>- I can consistently show respect and know why it is important to show respect including examples.</p>	<p>Say no to bullying</p> <p style="text-align: center;">Respectful</p> <p>I can consistently treat others kindly, take turns, be honest and establish boundaries and explain why this is important with examples.</p> <p>I can consistently show respect and know why it is important to show respect including examples.</p>	<p>Good to be me</p> <p style="text-align: center;">Respectful</p> <p>I know what a healthy relationship is and to name some they have.</p> <p>I can consistently show respect and know why it is important to show respect including examples.</p>	<p>Relationships</p> <p style="text-align: center;">Resilient</p> <p>I know what a healthy relationship is and to name some they have.</p> <p>I can consistently show respect and know why it is important to show respect including examples.</p>	<p>Changes</p> <p style="text-align: center;">Resilient</p> <p>I know what a healthy relationship is and to name some they have.</p> <p>I can consistently show respect and know why it is important to show respect including examples.</p>
MFL	<u>Holidays and Hobbies</u>		<u>On the Move</u>		<u>What's the time?</u>	