

## Inmans Y4 LTP

How has the river Humber affected life in our area?	What makes the earth angry?	How important was Henry VIII	Why did the Vikings and Anglo-Saxons battle for Britain?	What is different about Fairtrade food?
<p><b>Knowledge &amp; Understanding of the World</b></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Focus on a local history study – the development of the River Humber</p> <p><b>♣ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</b></p>	<p><b>Knowledge &amp; Understanding of the World</b></p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts,</p>	<p><b>Knowledge &amp; Understanding of the World</b></p> <p>-Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>-Pupils should participate in a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>-Pupils should be taught about a significant point in British history.</p>	<p><b>Knowledge &amp; Understanding of the World</b></p> <p>Focus on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This will include:</p> <ul style="list-style-type: none"> <li>♣ Viking raids and invasion</li> <li>♣ resistance by Alfred the Great and Athelstan, first king of England</li> <li>♣ further Viking invasions and Danegeld</li> <li>♣ Anglo-Saxon laws and justice</li> <li>♣ Edward the Confessor and his death in 1066</li> </ul>	<p><b>Knowledge &amp; Understanding of the World</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Focus on 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</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

	<p>rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			
<p><b>RE &amp; SMSC</b> <b><u>Belief in the community</u></b></p> <p>Key Question: What does it mean to belong to a faith?</p> <p>Jigsaw – Being me in my world</p>	<p><b>RE &amp; SMSC</b> <b><u>Christmas Unit</u></b></p> <p>Jigsaw – celebrating difference</p>	<p><b>RE &amp; SMSC</b> <b><u>Saints &amp; Heroes</u></b></p> <p>Key Question: What makes a hero?</p> <p>Jigsaw – dreams and goals</p>	<p><b>RE &amp; SMSC</b> <b><u>Our World</u></b></p> <p>Key Question: What do religions teach about caring for our world?</p> <p>Jigsaw – healthy me</p>	<p><b>RE &amp; SMSC</b></p> <p>Jigsaw – relationships (elements of appropriate changing me unit also)</p>
<p><b><u>Creative Development</u></b> <b><u>Art</u></b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b><u>Music – Stop (Anti bullying)</u></b></p> <p>Sing in solo and ensemble contexts with increasing confidence</p> <p>Improvise and compose music using the inter-related dimensions of music</p>	<p><b><u>Creative Development</u></b> <b><u>Art</u></b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b><u>Music – Glockenspiel Stage 2</u></b> Play an instrument in solo and ensemble contexts with increasing confidence</p> <p>Listen to a wide range of music and recall sounds</p>	<p><b><u>Creative Development</u></b> <b><u>Art</u></b> Learn about great artists, architects and designers in history</p> <p><b><u>Music – Mamma Mia / Lean on Me</u></b> Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p><b><u>Creative Development</u></b> <b><u>Art</u></b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b><u>Music - Blackbird</u></b> Develop an understanding of the history of music</p>	<p><b><u>Creative Development</u></b> <b><u>Art</u></b> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b><u>Music (Reflect – Classical)</u></b></p> <p>Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

	Use and understand different forms of musical notation			Develop an understanding of the history of music
<p><b>Physical Development</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Physical Development</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p><b>Physical Development</b> perform dances using a range of movement patterns</p>	<p><b>Physical Development</b> use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><b>Physical Development</b> swim competently, confidently and proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> <li>♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>♣ perform safe self-rescue in different water-based situations.</li> </ul>
<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p>	<p><b>Scientific &amp; technological understanding</b></p> <p><b>Computing</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Understand computer networks, including the Internet; how they can provide</p>

<p>variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b><u>D&amp;T – Humber Bridge</u></b></p> <p>understand how individuals in design and technology have helped shape the world</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>♣ recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<p>communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b><u>D&amp;T</u></b></p> <p>In other enquiries</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>♣ compare and group materials together, according to whether they are solids, liquids or gases</li> </ul>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b><u>D&amp;T – Tudor Purse</u></b></p> <p>use a wider range of tools to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients.</p> <p>investigate a range of existing products</p> <p>evaluate their products against their own design criteria and consider the views of others to improve their work</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><b><u>D&amp;T</u></b></p> <p>In other enquiries</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>♣ identify common appliances that run on electricity</li> <li>♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>♣ 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 battery</li> <li>♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>♣ recognise some common conductors and insulators, and</li> </ul>	<p>multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p><b><u>D&amp;T – Food and packaging</u></b></p> <p>use research and develop design criteria to inform the design functional, appealing products that are fit for purpose</p> <p>understand and apply the principles of a healthy diet</p> <p>prepare and cook predominantly savoury dishes</p> <p>understand seasonality and know where and how ingredients are grown</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>♣ describe the simple functions of the basic parts of the digestive system in humans</li> </ul>
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<ul style="list-style-type: none"> <li>♣recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<ul style="list-style-type: none"> <li>♣ 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)</li> <li>♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>♣ identify how sounds are made, associating some of them with something vibrating</li> <li>♣recognise that vibrations from sounds travel through a medium to the ear</li> <li>♣find patterns between the pitch of a sound and features of the object that produced it</li> <li>♣find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>♣recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>associate metals with being good conductors.</p>	<ul style="list-style-type: none"> <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>
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