The Good Shepherd Catholic Primary School

Y4 Medium Term Planning

2023 - 2024

YEAR 4 Autumn 2023					Weekly Science	
Sep 4	Geography	Rivers		Cycle 1	STRONG START	Living things and their habitat
11	Geography	Rivers			What are the characteristics of living things?	
	Art	Drawing Block A				
18	Geography	Rivers			What animals are vertebrates?	
	Art	Drawing				
25	Geography	Rivers			What animals are invertebrates?	
	Art	Drawing				
Oct 2	Geography	Rivers			What groups are plants classified in?	
	DT	Food and Nutrition Block A				
9	Geography	Rivers			What is classification? How do I use a key?	
	DT	Food and Nutrition				
16	ENRICHMENT Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. Geography- Rivers: make model and name own river					What happens if the environment in a habitat changes?	
23	Half Term					
30	History	Britain's settlement by Anglo-Saxons and Scots		Cycle 2	What is matter? What does 'state' mean?	States of matter
	DT	Food and Nutrition				
Nov 6	History	Britain's settlement by Anglo-Saxons and Scots			What are solids, liquids and gases?	
	Art	Painting Block B				
13	History	Britain's settlement by Anglo-Saxons and Scots			Melting: how do materials change state?	
	Art	Painting				
20	History	Britain's settlement by Anglo-Saxons and Scots			Evaporating: how do materials change state?	
	Art	Painting				
27	History	Britain's settlement by Anglo-Saxons and Scots			Condensing: how do materials change state?	
	DT	Mechanisms Block B				
Dec 4	History	Britain's settlement by Anglo-Saxons and Scots			Summary: how do materials change their state of matter?	
	DT	Mechanisms				
11	History	Britain's settlement by Anglo-Saxons and Scots	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.			
	DT	Mechanisms Block B				
18	Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visit					

Computing:

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives
4	1	Computing systems and networks – The Internet	1	–To describe how networks physically connect to other networks
4	1	Computing systems and networks – The Internet	2	–To recognise how networked devices make up the internet
4	1	Computing systems and networks – The Internet	3	–To outline how websites can be shared via the World Wide Web (WWW)
4	1	Computing systems and networks – The Internet	4	–To describe how content can be added and accessed on the World Wide Web (WWW)
4	1	Computing systems and networks – The Internet	5	–To recognise how the content of the WWW is created by people
4	1	Computing systems and networks – The Internet	6	–To evaluate the consequences of unreliable content

Creating media – Photo editing	1	–To explain that the composition of digital images can be changed
Creating media – Photo editing	2	–To explain that colours can be changed in digital images
Creating media – Photo editing	3	–To explain how cloning can be used in photo editing
Creating media – Photo editing	4	–To explain that images can be combined
Creating media – Photo editing	5	–To combine images for a purpose
Creating media – Photo editing	6	–To evaluate how changes can improve an image

PE:

YEAR 4 Spring 2024				Weekly Science	
Jan 1 (start Wed 3/1)	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Cycle 3	STRONG START	Animals, including humans
	Art	Printmaking and textiles Block C			
8	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		What teeth do humans have? What do they do?	
	Art	Printmaking and textiles			
15	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		How does our mouth and teeth help digestion? What's the process?	
	Art	Printmaking and textiles			
22	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Can teeth tell us what animals eat?	
	DT	Textiles Block C			
29	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **Viking and Anglo-Saxon day (1st February)**		What are the parts of the digestive system? What do they do?	
	DT	Textiles			
Feb 5	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		How does digestion work? What's the process?	
	DT	Textiles			
12	History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Cycle 4	How does digestion work? What's the process?	
	Art	3D and collage Block D			
19	Half term				
26	History	Ancient civilisation – Egypt / Shang Dynasty	Cycle 4	What are food chains How do they work?	Animals, including humans
	Art	3D and collage			
Mar 4	History	Ancient civilisation – Egypt / Shang Dynasty **London Egypt Exhibit (7uth March)**		How do I construct and interpret a food chain?	
	Art	3D and collage			
11	History	Ancient civilisation – Egypt / Shang Dynasty		SUMMARY How are teeth, digestion and food chains connected?	
	DT	Structures Block D			
18	History	Ancient civilisation – Egypt / Shang Dynasty			
	DT	Structures			
25	History	Ancient civilisation – Egypt / Shang Dynasty			
	DT	Structures			

		Easter break	

Computing:

Programming A – Repetition in shapes	1	–To identify that accuracy in programming is important	–I can create a code snippet for a given purpose – I can explain the effect of changing a value of a command – I can program a computer by typing commands
Programming A – Repetition in shapes	2	–To create a program in a text-based language	–I can test my algorithm in a text-based language – I can use a template to create a design for my program – I can write an algorithm to produce a given outcome
Programming A – Repetition in shapes	3	–To explain what 'repeat' means	–I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves – I can identify patterns in a sequence – I can use a count-controlled loop to produce a given outcome
Programming A – Repetition in shapes	4	–To modify a count-controlled loop to produce a given outcome	–I can choose which values to change in a loop – I can identify the effect of changing the number of times a task is repeated – I can predict the outcome of a program containing a count-controlled loop
Programming A – Repetition in shapes	5	–To decompose a task into small steps	–I can explain that a computer can repeatedly call a procedure – I can identify 'chunks' of actions in the real world – I can use a procedure in a program
Programming A – Repetition in shapes	6	–To create a program that uses count-controlled loops to produce a given outcome	–I can design a program that includes count-controlled loops – I can develop my program by debugging it – I can make use of my design to write a program

Creating media – Audio production	1	–To identify that sound can be recorded	–I can explain that the person who records the sound can say who is allowed to use it – I can identify the input and output devices used to record and play sound – I can use a computer to record audio
Creating media – Audio production	2	–To explain that audio recordings can be edited	–I can discuss what sounds can be added to a podcast – I can inspect the soundwave view to know where to trim my recording – I can re-record my voice to improve my recording
Creating media – Audio production	3	–To recognise the different parts of creating a podcast project	–I can explain how sounds can be combined to make a podcast more engaging – I can plan appropriate content for a podcast – I can save my project so the different parts remain editable
Creating media – Audio production	4	–To apply audio editing skills independently	–I can improve my voice recordings – I can record content following my plan – I can review the quality of my recordings
Creating media – Audio production	5	–To combine audio to enhance my podcast project	–I can arrange multiple sounds to create the effect I want – I can explain the difference between saving a project and exporting an audio file – I can open my project to continue working on it
Creating media – Audio production	6	–To evaluate the effective use of audio	–I can choose appropriate edits to improve my podcast – I can listen to an audio recording to identify its strengths – I can suggest improvements to an audio recording

PE:

YEAR 4 Summer 2024				Weekly Science	
Apr 15	Geography	Latitude and longitude	Cycle 5	STRONG START	Electricity
	Art	Painting Block E			
22	Geography	Latitude and longitude		What appliances use electricity? What sort of power makes them work?	
	Art	Painting			
29	Geography	Latitude and longitude		What are the components in a simple series circuit?	
	Art	Painting			
May 6	Geography	Latitude and longitude		What are the effects of changing circuit components and batteries?	
	DT	Electrical systems Block E			
13	Geography	Fieldwork and mapping – environmental regions			
	DT	Electrical systems			
20	Geography	Fieldwork and mapping – environmental regions			
	DT	Electrical systems			
27	Half Term				
Jun 3	Geography	Water cycle	Cycle 6	What is sound?	Sound
	Art	Creative Response Block F			
10	Geography	Water cycle		How does sound travel?	
	Art	Creative Response			
17	Geography	Water cycle		What is the pitch and loudness of sound?	
	Art	Creative Response			
24	Geography	Y4 Map skills and Environmental regions (Y4)			
	DT	Food and Nutrition Block F			
Jul 1	Geography	Y4 Map skills and Environmental regions (Y4)			
	DT	Food and Nutrition			
8	Geography	Y4 Map skills and Environmental regions (Y4)			
	DT	Food and Nutrition			
15	ENRICHMENT - Use these flexible blocks to enrich the curriculum - 19th July term ends. **Brixworth country park and workshops**				

Computing:

1	-To explain that data gathered over time can be used to answer questions	- I can choose a data set to answer a given question - I can identify data that can be gathered over time - I can suggest questions that can be answered using a given data set
2	-To use a digital device to collect data automatically	- I can explain what data can be collected using sensors - I can identify that data from sensors can be recorded - I can use data from a sensor to answer a given question
3	-To explain that a data logger collects 'data points' from sensors over time	- I can identify the intervals used to collect data - I can recognise that a data logger collects data at given points - I can talk about the data that I have captured
4	-To recognise how a computer can help us analyse data	- I can explain that there are different ways to view data - I can sort data to find information - I can view data at different levels of detail
5	-To identify the data needed to answer questions	- I can plan how to collect data using a data logger - I can propose a question that can be answered using logged data - I can use a data logger to collect data
6	-To use data from sensors to answer questions	- I can draw conclusions from the data that I have collected - I can explain the benefits of using a data logger - I can interpret data that has been collected using a data logger

Programming B – Repetition in games	1	-To develop the use of count-controlled loops in a different programming environment	- I can list an everyday task as a set of instructions including repetition - I can modify a snippet of code to create a given outcome - I can predict the outcome of a snippet of code
Programming B – Repetition in games	2	-To explain that in programming there are infinite loops and count controlled loops	- I can choose when to use a count-controlled and an infinite loop - I can modify loops to produce a given outcome - I can recognise that some programming languages enable more than one process to be run at once
Programming B – Repetition in games	3	-To develop a design that includes two or more loops which run at the same time	- I can choose which action will be repeated for each object - I can evaluate the effectiveness of the repeated sequences used in my program - I can explain what the outcome of the repeated action should be
Programming B – Repetition in games	4	-To modify an infinite loop in a given program	- I can explain the effect of my changes - I can identify which parts of a loop can be changed - I can re-use existing code snippets on new sprites
Programming B – Repetition in games	5	-To design a project that includes repetition	- I can develop my own design explaining what my project will do - I can evaluate the use of repetition in a project - I can select key parts of a given project to use in my own design
Programming B – Repetition in games	6	-To create a project that includes repetition	- I can build a program that follows my design - I can evaluate the steps I followed when building my project - I can refine the algorithm in my design

PE: