Leominster Year 4 planning yearly overview

Term 1 : Climate	Term 2: Egyptians	Term 3: Energy
Human/Physical Geography Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts	History **The achievements of the earliest civilizations** An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	Human/Physical Geography Describe and understand key aspects of the distribution of natural resources to focus upon **energy**. Whole school day of activities.
Locational Knowledge • On a world map, locate areas of similar environmental regions –either desert, rainforest or temperate regions. • Locate the main countries of Europe, incl. Russia. • Identify capital cities of Europe. Identify the longest rivers in Europe, largest deserts and highest mountains, *including UK*	**Geography** Skills and Fieldwork • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Learn the 8 points of a compass and four figure grid references.	Human/Physical Geography Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.
Science • (LT & H) identify and name plants/keys • **Animals including humans** • **Living things and their habitats** • (LT & H) environmental change	**Geography** Skills and Fieldwork 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 (linked to Redridge trip)	Science • **Electricity**
	Science • (LT & H) environmental change **States of matter**	**Science** • **Sound**

To be covered through out the year:

Computing	**Art and Design**	**Design and Technology**	**Physical Education**
• Design and write programs to achieve specific goals, including solving problems • Use logical reasoning • Understand computer networks • Use internet safely and appropriately • Collect and present data appropriately	• Use sketchbooks to collect, record, and evaluate ideas • Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects and designers	• Use research & criteria to develop products which are fit for purpose. • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work. • Use mechanical systems in own work. • Understand seasonality, prepare and cook mainly savoury dishes.	• Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, modified as appropriate • Develop flexibility and control in gym, dance and athletics • Compare performances to achieve personal bests Swimming proficiency at 25m (KS1 or KS2)
Religious Education *Continue to follow locally agreed syllabus for RE.*	**Modern Languages** • Listen and engage • Ask and answer questions • Speak in sentences using familiar vocabulary • Develop appropriate pronunciation • Show understanding of words and phrases • Appreciate stories, songs, poems and rhymes Broaden vocabulary	**Music** • Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music • Listen with attention to detail • Appreciate wide range of live and recorded music • Begin to develop understanding of history.	**History** **Separate unit to be covered:** **A non-European society – one study chosen from:** • Early Islamic civilization, c.AD 900)Non statutory guidance • Mayan civilization c.AD 900) Non statutory guidance Benin c.AD 900 -1300) Non statutory guidance

Science statutory requirements:

Term 1:	Term 2:	Term 3:
Pupils should be taught to: • describe the simple functions of the basic parts of the digetstive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey.	**States of matter** **Pupils should be taught 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, and measure or research the temperature at which this happens in degrees Celsius. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Sound** **Pupils should be taught to:** • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases**.**
Living Things and their habitats **Pupils should be taught 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. • Recognise that environments can change and that this can sometimes pose dangers to living things.		**Electricity** **Pupils should be taught to:** • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its parts, including cells, wires, bulbs, switches and buzzers. • 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. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.