Year Group: Year 4

Life in all its fullness - through learning and love.



Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Geography	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective
	Locate the	Physical geography,	Physical geography,	Human	Human	Human geography,	Human
Topic Focus	worlds	including: climate zones,	including: climate zones,	geography,	geography,	including: types of	geography,
	countries, using	biomes and vegetation	biomes and vegetation	including: types	including: types	settlement and land	including:
Study of	maps to focus	belts, rivers, mountains,	belts, rivers, mountains,	of settlement	of settlement	use, economic	types of
European	on Europe	volcanoes and	volcanoes and	and land use,	and land use,	activity including	settlement
Country -	(including the	earthquakes, and the	earthquakes, and the	economic	economic	trade links, and the	and land use,
Spain	location of	water cycle.	water cycle.	activity	activity	distribution of	economic
	Russia) and		Children use both	including trade	including trade	natural resources	activity
	North and		cardinal (N,E,S,W) and	links, and the	links, and the	including energy,	including
	South America,		ordinal (NE, SE, SW,	distribution of	distribution of	food, minerals and	trade links,
	concentrating		NW) points of the	natural	natural	water.	and the
	on their		compass to locate cities	resources	resources		distribution of
	environmental		in Spain.	including	including		natural
	regions, key			energy, food,	energy, food,		resources
	physical and			minerals and	minerals and		including
	human			water.	water.		energy, food,
	characteristics						minerals and
	and major						water.
	cities.						
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge

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	Explore where	To understand that	To understand where	To understand	To build	To understand that	To understand
	Spain is located	where Spain is located in	the mountains are in	that life in	knowledge	tourism brings	that Spain is
	on a map in	the world influences the	Spain.	Spain is	about the	positives and	different and
	comparison to	climate and weather.		different to	products that	negatives to a	similar to the
	the equator.			the life in	Spain produces.	country.	UK.
				Prescott.	To build	To explore the	
					knowledge on	landmarks of	
					Spanish	Madrid.	
					transport.		
	Vocabulary -						
		Nountains, Climate, Tropical,		•	•		.
	3	mpass, Compass Points, Nor	th, East, South, West, N	lorth-East, South-Eo	ast, North-West, S	outh-West, Temperat	ure, Climate,
	Tour Guide, Landı	mark, Sightseeing					
	New Vocabulary						
	Settlements, Veg	etation, Terrain, Balearic Is	•	-	Ordinal Points, Ario	d, Frigid, Palacio Real,	Cathedral de la
	Settlements, Veg		•	-	Ordinal Points, Ario	d, Frigid, Palacio Real,	Cathedral de la
Madaan	Settlements, Veg Almudena, Puerta	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe	•)S.		d, Frigid, Palacio Real,	
	Settlements, Veg	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe	•	-		d, Frigid, Palacio Real,	NC Objective
Foreign	Settlements, Veg Almudena, Puerta NC Objectives - S	jetation, Terrain, Balearic I: 1 del Sol, Santiago Bernhabe Summer 1	eu Stadium, Plaza de Torc	NC Objectives -	Summer 2	-	
Foreign Language	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe	eu Stadium, Plaza de Torc	os. NC Objectives - I can name a sel	Summer 2 ection of animals ir	d, Frigid, Palacio Real,	NC Objective
Foreign Language	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 hths of the year in Spanish u	eu Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc	Summer 2 ection of animals ir iation.	n Spanish using the	NC Objective
Modern Foreign Language Spanish	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation I can read the mor	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 hths of the year in Spanish u	u Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc I can read the n	Summer 2 ection of animals ir iation. ames of animals is	n Spanish using the Spanish.	NC Objective
Foreign Language Spanish Topic Focus -	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation I can read the mor	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 hths of the year in Spanish u	u Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc I can read the n I can write the l	Summer 2 ection of animals ir iation. ames of animals is names of animals in	Spanish using the Spanish. Spanish.	NC Objective
Foreign Language Spanish	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation I can read the mor	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 hths of the year in Spanish u	u Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc I can read the n I can write the l	Summer 2 ection of animals ir iation. ames of animals is	Spanish using the Spanish. Spanish.	NC Objective
Foreign Language Spanish Topic Focus - Months of the Year	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation I can read the mor	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 hths of the year in Spanish u	u Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc I can read the n I can write the l	Summer 2 ection of animals ir iation. ames of animals is names of animals in	Spanish using the Spanish. Spanish.	NC Objective Assessment Key
Foreign Language Spanish Topic Focus - Months of the Year Topic Focus -	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation I can read the mo I can write the m	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 hths of the year in Spanish u	u Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc I can read the n I can write the I can say what p	Summer 2 ection of animals ir iation. ames of animals is names of animals in	Spanish using the Spanish. Spanish.	NC Objective Assessment
Foreign Language Spanish Topic Focus - Months of the Year Topic Focus -	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation I can read the mo I can write the m	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 oths of the year in Spanish u onths of the year in Spanish onths of the year in Spanish	u Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc I can read the n I can write the I can say what p	Summer 2 ection of animals ir iation. ames of animals is names of animals in	Spanish using the Spanish. Spanish.	NC Objective Assessment Key
Foreign Language Spanish Topic Focus - Months of the Year Topic Focus -	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation I can read the mo I can write the m Key Knowledge	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 oths of the year in Spanish u onths of the year in Spanish onths of the year in Spanish	u Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc I can read the n I can write the I can say what p Key Knowledge Tengo - I have	Summer 2 ection of animals ir iation. ames of animals is names of animals in	a Spanish using the Spanish. Spanish. Someone else	NC Objective Assessment Key Knowledge
Foreign Language Spanish Topic Focus - Months of the Year	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation I can read the mo I can write the m Key Knowledge enero — January.	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 oths of the year in Spanish u onths of the year in Spanish onths of the year in Spanish	u Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc I can read the n I can write the I can say what p Key Knowledge Tengo - I have	Summer 2 ection of animals ir iation. ames of animals is names of animals in et I have and ask s	a Spanish using the Spanish. Spanish. Someone else	NC Objective Assessment Key Knowledge
Foreign Language Spanish Topic Focus - Months of the Year Topic Focus -	Settlements, Veg Almudena, Puerta NC Objectives - S I can say the mor pronunciation I can read the mo I can write the m Key Knowledge enero — January. febrero — Februa	etation, Terrain, Balearic I: del Sol, Santiago Bernhabe Summer 1 oths of the year in Spanish u onths of the year in Spanish onths of the year in Spanish	u Stadium, Plaza de Torc	NC Objectives - I can name a sel correct pronunc I can read the n I can write the n I can say what p Key Knowledge Tengo - I have Tiene mascotas	Summer 2 ection of animals ir iation. ames of animals is names of animals in et I have and ask s - do you have any p	a Spanish using the Spanish. Spanish. Someone else	NC Objective Assessment Key Knowledge

			rinoceronte - Rr hipopótamo - Hi		
			rinoceronte - Rł	ninoceros	
			•		
			elefante - Eleph	ant	
				- m+	
			ratón - Mouse		
			•		
			burro - Donkey		
			cabra - Goat	1.19	
			cerdo/ puerco -	Pig	
			caballo - Horse		
			oveja - Sheep		
			toro - Bull		
			vaca - Cow		
			gallo - Rooster		
			2		
			gallina - Hen		
	es - it is (e.g. It	is May = es mayo)	pollito/El pollo -	Chick/Chicken	
	diciembre - Dece	ember	conejo - Rabbit		
	noviembre – Nov	ember	serpiente - Snal	ke	
	octubre - Octob		tortuga - Turtle		
	septiembre – Se	•			
			pájaro - Bird		
	agosto — August	t	pez - Fish	Jean S	
	julio — July.		La cobaya - Guir	nea Pia	
1	junio — June.				1

	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider
Topic FocusPlan, desTopic Focusmake mafromfromSculpture -observatDay WorkimaginatI can exthe artisAnthonyGormleyexplore	NC Objective Plan, design and make models from observation or imagination. I can explore the artist Anthony Gormley and explore his sculptor work.	NC Objective Plan, design and make models from observation or imagination.	NC Objective Join clay adequately and construct a simple base for extending and modelling other shapes. I can use clay to create a model.	NC Objective Join clay adequately and construct a simple base for extending and modelling other shapes. I can add texture to my model using tools.	NC Objective Review what they and others' have done and say what they think and feel about it.	NC Objective Review what they and others' have done and say what they may change or improve in the future.	NC Objective Assessment
	Key Knowledge The children will learn and gather information about the artist Anthony Gormley.	Key Knowledge The children will learn about the clay men that Anthony Gormley creates. The children will design their own clay man using Anthony Gormley as an inspiration. Give opinions on artists work.	Key Knowledge The children will prepare their clay for sculpting. The children will create their clay man design using different tools.	Key Knowledge The children will complete their sculpture from last week and begin to finish their pieces off to a high standard, using different tools to create texture.	Key Knowledge The children will learn how to evaluate another child's sculpture.	Key Knowledge The children will learn how to evaluate their own sculpture using their original plan. Reviewing and evaluating their art work and writing positive/constrictive feedback.	Key Knowledge Assessment

	tool, needle tool, New Vocabulary	ing, modelling, creating, rop fettling knife, loop tool, cle - ure, Needle Tool, Fettling k	an-up tool, evaluation.	texture, knead, m	alleable, slip, smoot	th, mould, sculpture, rib	o, smoothing
PSHE Topic Focus Sex and Relationships	NC Objective To Explore the Human Lifecycle. To Identify Some Basic Facts about Puberty.	NC Objective To Explore the Human Lifecycle. To Identify Some Basic Facts about Puberty.	NC Objective To explore how puberty is linked to reproduction.	NC Objective To explore how puberty is linked to reproduction.	NC Objective To explore respect in range of relationships. To discuss the characteristic of healthy relationship.	NC Objective To explore respect in range of relationships. To discuss the characteristic of healthy relationship.	NC Objective Assessment
	Key Knowledge Understand that puberty is an important stage in the human lifecycle. Know some changes that happen during puberty.	Key Knowledge Understand that puberty is an important stage in the human lifecycle. Know some changes that happen during puberty.	Key Knowledge Know about the physical and emotional changes that happen in puberty. Understand that children change into adults to be able to reproduce if they chose to.	Key Knowledge Know about the physical and emotional changes that happen in puberty. Understand that children change into adults to be able to reproduce if they chose to.	Key Knowledge Know that respect is important in all relationship including online. Explain how friendships can make people feel unhappy or uncomfortable.	Key Knowledge Know that respect is important in all relationship including online. Explain how friendships can make people feel unhappy or uncomfortable.	Key Knowledge Assessment
	New Vocabulary	-	·				

Computing	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective
j	Children are	Devise character, plot	The children will use	The children	The children	The children will	I can apply
Topic Focus	able to identify	and create a storyboard.	their storyboard to	will use their	will import and	edit and enhance	the finishing
•	what makes	, ,	produce a script for the	storyboard to	organise film	their footage onto a	touches
Hurray for	good footage.	Design, write and debug	movie.	produce a	clips.	project timeline	before
Hollywood		programs that	Children to record their	' script for the	•	using iMovie.	sharing the
,	Use sequence,	accomplish specific	movie.	movie.			movie.
	selection, and	goals, including		Children to	Select, use and	Select, use and	
	repetition in	controlling or simulating	Design, write and debug	record their	combine a	combine a variety of	Select, use
	programs; work	physical systems; solve	programs that	movie.	variety of	software (including	and combine a
	with variables	problems by	accomplish specific		software	internet services) on	variety of
	and various	decomposing them into	goals, including	Design, write	(including	a range of digital	software
	forms of input	smaller parts.	controlling or simulating	and debug	internet	devices to design	(including
	and output.		physical systems; solve	programs that	services) on a	and create a range	internet
		Use technology safely,	problems by	accomplish	range of digital	of programs,	services) on (
		respectfully and	decomposing them into	specific goals,	devices to	systems and content	range of
		responsibly; recognise	smaller parts.	including	design and	that accomplish	digital device
		acceptable/unacceptable		controlling or	create a range	given goals, including	to design and
		behaviour; identify a	Use technology safely,	simulating	of programs,	collecting, analysing,	create a rang
		range of ways to report	respectfully and	physical	systems and	evaluating and	of programs,
		concerns about content	responsibly; recognise	systems; solve	content that	presenting data and	systems and
		and contact.	acceptable/unacceptable	problems by	accomplish	information.	content that
			behaviour; identify a	decomposing	given goals,		accomplish
			range of ways to report	them into	including		given goals,
			concerns about content	smaller parts.	collecting,		including
			and contact.		analysing,		collecting,
					evaluating and		analysing,
					presenting data		evaluating an
					and information.		presenting
							data and
							information.

Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key
Children are	The children will plan	The children can	The children	The children	The children will	Knowledge
able to record	their production,	identify the most	can identify	are going to	timeline clips from	The children
video footage.	thinking about what	appropriate way to	the most	import footage	the gallery.	will add titles,
Children are	happens in the scene,	record their movie.	appropriate	they have	The children are	music and
able to evaluate	who the main	The children can	way to record	recorded into	able to edit clips on	sound effects.
the footage	characters are.	produce a movie script.	their movie.	video editing	the timeline.	What sound
they have		What camera angles	The children	software.	How did you edit	effects have
captured.		are you going to use?	can produce a	The children	the footage?	you added?
How could you		How are you going to	movie script.	can review their	Why have you put	Why?
improve that		record your film?	What camera	footage and	the clips in that	Why have you
clip?			angles are you	select relevant	order?	chosen that
Why did you			going to use?	clips.	How did you split	particular
choose to			How are you	Why have you	those clips?	piece of
record from			going to	chosen that		music?
that angle?			record your	clip?		What would
_			film?			you do
						differently
						next time?
New Vocabulary	-				1	
•		red, Clips, Rectified, Script				

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
History	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective
	To develop pre-	I understand	I know the	Trip to Prescot Town	I can use maps and	I can use a map to	Assessment
Topic Focus	existing map	the history of	history of my	Hall.	my fieldtrip	look at landscape and	
	skills and	Prescot and how	school and how it		knowledge to study	consider different	
A Local History	become familiar	this relates to	has changed		the history of	settlements and	
Study - Prescot	with digital	the Anglo-	through time.		landmarks and places	habitats in Prescot.	
	maps and the	Saxons.	A depth study		in Prescot.	A depth study linked	
			linked to one of			to one of the British	

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idea of layering maps. A depth study linked to one of the British areas of study listed above. time tracing how several aspects of national history are reflected in the locality.	A depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality.	the British areas of study listed above. time tracing how several aspects of national history are reflected in the locality.		A depth study linked to one of the British areas of study listed above. time tracing how several aspects of national history are reflected in the locality.	areas of study listed above. time tracing how several aspects of national history are reflected in the locality.	
Key Knowledge The children will have used paper maps and digit maps to understand the concept of scale and map layering. The children should be able to recognise features on a digital map at different scales.	Key Knowledge The children will find out the key history of Prescot.	Key Knowledge The children should be more aware of what's around their school and in their local area. The children will use maps to explore the local area.	Key Knowledge Trip to Prescot Town Hall.	Key Knowledge The children will recognise landmarks and sites of interest. The children should understand how to record information about a site. The children will use their fieldtrip knowledge to support their understanding of landmarks.	Key Knowledge The children should be able to think constructively, consider and present arguments from different perspectives and adapt accordingly. The children should be able to recognise suitable habitats and settlement based on the needs of a community and specific people.	Key Knowledge Assessment

Core Vocab

Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, evaluate, research, theories.

	New Vocab						
	Prescot, Town Ho	all, maps, layering, f	features, scales, loco	al area, fieldtrip, landma	rks, settlements, commu	nity, time, habitats, per	spective.
Music	NC Objective Brass	NC Objective Brass	NC Objective Brass	NC Objective Brass	NC Objective Brass	NC Objective Brass	NC Objective Brass
Topic Focus Brass	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider	External Provider
	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider
Design	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective	NC Objective
Technology	Use research and develop	Generate, develop, model	Select from and use a wider	Select from and use a wider range of tools	Select from and use a wider range of tools	Investigate and analyse a range of	Assessment
Topic Focus	design criteria to inform the	and communicate	range of tools and equipment to	and equipment to perform practical	and equipment to perform practical	existing products. Evaluate their ideas	
Storybooks	design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.	perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	and products against their own design critiera and consider the views of others to improve their work.	

	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
	The children are	The children	The children will	The children will	The children will	The children will	Assessment
	The children are to create 2 designs.	The children will identify strengths and weaknesses of their design ideas. The children will decide which design idea to develop.	The children will develop skills on using cut slot, cutting internal shapes, use lolly sticks/card to make levers and linkages, use and explore complex pop ups, create nets.	The children will develop skills on using cut slot, cutting internal shapes, use lolly sticks/card to make levers and linkages, use and explore complex pop ups, create nets.	The children will develop skills on using cut slot, cutting internal shapes, use lolly sticks/card to make levers and linkages, use and explore complex pop ups, create nets.	The children will identify strengths and weaknesses of their design ideas. The children will explain how the finished product could be improved. The children will discuss how well the finished product meets the design criteria and how well it meets the needs and the needs of the	Assessment
						user.	
	Vocabulary – Linkages, Levers,	Pivots, Sliding Par [.]	ts, Pop Ups, Nets, Ev	valuate, Positive, Constru	uctive, Aesthetic, High S	user. itandard, Development, (Changes.
	Linkages, Levers, New Vocabulary	– Design Brief, Sp	ecifications, Criterio	a.		itandard, Development, (-
PSHE	Linkages, Levers, New Vocabulary NC Objective	- Design Brief, Sp NC Objective	ecifications, Criterio	a. NC Objective	NC Objective	itandard, Development, (NC Objective	NC Objective
PSHE Topic Focus Half term 1 - Relationship and Sex education (see separate	Linkages, Levers, New Vocabulary	– Design Brief, Sp	ecifications, Criteria NC Objective I know how to recognise and respond appropriately to a wider range of feelings in	a.		itandard, Development, (-
Topic Focus Half term 1 - Relationship and Sex education (see separate	Linkages, Levers, New Vocabulary NC Objective To understand good and not so good feelings.	- Design Brief, Sp NC Objective I know strategies for keeping physically and emotionally safe.	ecifications, Criterio NC Objective I know how to recognise and respond appropriately to a wider range of feelings in others.	a. NC Objective I know how to recognise and care about other people's feelings.	NC Objective I know how to recognise that I may experience conflicting emotions and how to overcome them.	itandard, Development, C NC Objective I know how to recognise that I may experience conflicting emotions and how to overcome them.	NC Objective Assessment
Topic Focus Half term 1 - Relationship and Sex education	Linkages, Levers, New Vocabulary NC Objective To understand good and not so	- Design Brief, Sp NC Objective I know strategies for keeping physically and emotionally	ecifications, Criteria NC Objective I know how to recognise and respond appropriately to a wider range of feelings in	a. NC Objective I know how to recognise and care about other people's	NC Objective I know how to recognise that I may experience conflicting emotions and how to overcome	itandard, Development, (NC Objective I know how to recognise that I may experience conflicting emotions and how to overcome	NC Objective

erm: Summer 1		T ann uga manda	ala any lata of	autore different	T any degenites the	Year Group: Year 4	
Aental Health nd Wellbeing	I can talk about the feelings people experiences in different situations. I know who, how and when to ask for help with my feelings.	I can use words to describe a bigger range of feelings. I know who I can ask for help with big feelings.	show lots of feelings. I am beginning to recognise how other people are feeling. I can ask for help with big feelings.	express different feelings. I can use some simple strategies for making myself and others feeling better.	I can describe the different feelings related to different situations. I can explain how to experiences and express and increasing range of feelings. I can identify who and what can help me manage and express my feelings.	positive or negative feelings. I can explain how things we may say, see, read or write outline can have the same effect on our and others' feelings as when we are face to face with someone. I can explain the intensity of different feelings using an emotional thermometer. I know when, who and how to ask for help	
	-					with strong feelings. body language, emotions, online, socio persevere, listen, body language, exp	