

Year 4 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Bright Sparks</i>	<i>Titanic</i>	<i>Italy - Rome</i>	<i>Ancient Rome</i>	<i>Egyptians</i>	<i>Egyptians</i>
<i>English</i>	<p>Novel: The Iron Man</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Biography of Thomas Edison - Newspaper of lightbulb discovery - Descriptive writing of own invention and persuasive writing - Iron Man descriptive writing - Reading Journal activities 	<p>Novel: Titanic...I was there</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Newspapers - Diary entry - Persuasive writing (advert for Titanic and own ship design) - Poetry - Titanic...I was there postcard - Reading Journal activities 	<p>Non-fiction text:</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Information texts - Travel brochure - Descriptive writing- Diary entry - Instructions – making pizza - Biography on Leonardo Da Vinci - Persuasive writing adverts about Roman villas 	<p>Novel Roman Invasion in Britain Escape from Pompeii by Christine Ballit</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Stories with historical settings - Diary entry of a Roman child's life - Gladiator poem - Pompeii description - Newspaper eruption - An Ancient Roman Menu - Boudicca WANTED description poster - Diary entry of a roman soldier - Letter from a gladiator - Reading Journal activities - Roman soldier recruit poster - Roman army description 	<p>Novel: The Egyptian Cinderella by Shirley Climo</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Adverts of Egyptian inventions - Persuasive writing Egypt Travel Brochure - Egypt description - Cleopatra biography - Poetry 	<p>Novel: Tutankhamun's Tomb I was there...</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Newspaper reports (discovery of tomb) - Description of an Egyptian mummification workshop - Diary entry discovery of Howard Carter - Adventure story writing - Reading Journal activities - Telegram about Tutankhamun's discovery - Instructions to mummify.

Year 4 Long Term Plan

Mathematics	<p>Number – place value Number – addition and subtraction</p>	<p>Number – multiplication and division Measurement</p> <p>White Rose Assessment</p>	<p>Multiplication and Division Fractions Area</p>	<p>Decimals Measurement – money White Rose Assessment</p> <p>White Rose Assessment</p>	<p>Measures: perimeter and length Geometry – position and direction</p>	<p>Statistics Measurement – area and perimeter. White Rose assessment</p> <p>White Rose Assessment</p>
Science	<p>Electricity <u>Learning Objectives</u></p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells (batteries), wires, bulbs, switches and buzzers Identify whether or not a lamp (bulb) will light in a simple series circuit, based on whether or not the lamp (bulb) 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 (bulb) lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Materials: States of matter <u>Learning Objectives</u></p> <ul style="list-style-type: none"> 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 (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Science Week Animals, including humans <u>Learning Objectives</u></p> <ul style="list-style-type: none"> Describe the simple functions of the parts of the digestive 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. <p>Making food chain mobiles</p> <ul style="list-style-type: none"> . 	<p>Living things and their habitats <u>Learning Objectives</u></p> <ul style="list-style-type: none"> 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 	<p>Sound <u>Learning Objectives</u></p> <ul style="list-style-type: none"> 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 travel away from their source Recognise that sounds get fainter as the distance from the sound source increases. . 	
Art and Design	<p>Famous architects Drawing light Using a variety of fluorescent paint Andy Warhol <u>Learning Objectives</u></p>	<p>Pointillism Using materials, create the Titanic in this style <u>Learning Objectives</u> Replicate some of the techniques used by notable</p>	<p>Roman Mosaics <u>Learning Objectives</u> To use coiling, overlapping, tessellation, mosaic and montage. Using water colours for</p>	<p>Famous Italian artists/architects. <u>Learning Objectives</u> Replicate some of the techniques used by notable</p>	<p>Art Week Drawing pyramids – Water Colour and black paper. <u>Learning Objectives</u> Use layers of two or more colours.</p>	<p>Egyptians – creating clay Cartouches <u>Learning Objectives</u> To create and combine shapes to create</p>

Year 4 Long Term Plan

	<p>To experiment with creating mood with colour. Include texture that conveys feelings, expression or movement. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>artists, artisans and designers. To experiment with creating mood with colour.</p>	<p>poems linked to Italy. To experiment with creating mood with colour. To sketch lightly Mona Lisa Portrait Italian watercolour landscape of Cinque Terre</p>	<p>artists, artisans and designers. Making and designing Roman shields/helmets. Textile Project Linked to Romans <u>Learning Objectives</u> Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.</p>	<p>3D shape drawing. Hieroglyphics <u>Learning Objectives</u> Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. Replicate patterns observed in natural or built environments.</p>	<p>recognisable forms (e.g. shapes made from nets or solid materials). Making Pharaoh masks Learning log – make an Egyptian artefact.</p>
<p>Learning Objectives ongoing throughout the year</p> <p>To develop ideas from starting points throughout the curriculum. To collect information, sketches and resources. To adapt and refine ideas as they progress. To explore ideas in a variety of ways. To comment on artworks using visual language Create images, video and sound recordings and explain why they were created.</p>						
<p>Computing</p>	<p>To communicate</p> <ul style="list-style-type: none"> - Using publisher and word <p>Literacy links – typing skills. Creating posters.</p> <p>Objective: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p>	<p>To collect</p> <p>Microsoft excel – creating graphs. Collecting data – maths and science links.</p> <p>Objective: Devise and construct databases using applications designed for this purpose in areas across the curriculum.</p>	<p>E-Safety/To connect Emails</p> <p>Objectives: Contribute to blogs that are moderated by teachers. Understand the term ‘copyright’ Understand how online services work. Give examples of the risks posed online.</p>	<p>To code – Scratch</p> <p>Milestone 2. Maths links</p> <p>Objectives: Use specified screen co-ordinates and create sequences of change. Create conditions for actions by sensing proximity or by waiting for a user input. Use variables to store a value Use the functions define, set, change, show and hide to control the variables. Use the reporter operators.</p>	<p>To communicate –</p> <p>animations using powerpoint. (literacy links – linking to stories being taught in literacy lessons)</p> <p>Objective: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. (Will also cover objectives in To code unit).</p>	<p>Overview (Check milestone 2 has been completed)</p>

Year 4 Long Term Plan

<p><i>Design and Technology</i></p>	<p><u>Electricity board game</u> <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Create series and parallel circuits • Choose suitable techniques to construct products or to repair items. • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. 	<p><u>Titanic Pop Up Design</u></p> <p>Make products by working efficiently (such as by carefully selecting materials)</p> <p>Design with purpose by identifying opportunities to design</p>	<p><u>Making Pizzas</u> <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Use software to design and represent product designs. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<p><u>Roman textile project</u> <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Disassemble products to understand how they work. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles 	<p><u>Baking Egyptian bread</u> <u>Learning Objectives</u> <u>(Continued in Summer 2)</u></p> <ul style="list-style-type: none"> • Follow a recipe. • Measure ingredients to the nearest gram accurately. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<p>Health Week – Food project</p>
<p><i>Geography</i></p>	<p><u>Geography Core Skills Lessons</u> <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 	<p><u>Italy</u> <u>Learning Objectives</u></p> <p>To locate the world's countries, using maps to focus on Europe.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region a region in a European country (Italy).</p>	<p><u>Roman Invasion /Volcanoes</u></p> <p>To locate the world's countries, using maps to focus on Europe.</p> <p>Saltdough topography of Italy</p> <p>Compare Italy and the UK maps (satellite, topography, world, political)</p>	<p><u>Year 3 and 4 Local Area Project</u> <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Describe how the locality of the school has changed over time. 	<p><u>Map work</u></p> <p>Links to numeracy (position and direction)</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the U.K. and the wider world. • Describe some of the characteristics of the geographical areas
<p><i>History</i></p>	<p><u>Bright Sparks</u></p> <p><i>LO. to investigate and interpret the past</i></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. <p><i>L.O. to understand chronology</i></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time 	<p><u>Titanic</u></p> <ul style="list-style-type: none"> • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Suggest suitable sources of evidence for historical enquiries. • Describe the characteristic features of the 	<p><u>Romans (Spring 2)</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes in history. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. 	<p><u>Egyptians</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes in history. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and 		

Year 4 Long Term Plan

	<p>line using dates.</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>children.</p>		
	<p>Continuous teaching of historical skills taught in LKS2:</p> <p>To understand chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 					
Music	Wednesday PPA (Ian)	Wednesday PPA (Ian)	Wednesday PPA (Ian)	Wednesday PPA (Ian)	Wednesday PPA (Ian)	Wednesday PPA (Ian)
PE	Sport - Basketball Real PE - Coordination Floor patterns (Teacher)	Sport - Real PE - Cardio - Dynamic Balance to Agility	Sport - Dance Real PE - Cardio - Dynamic Balance (Teacher)	Real PE - Coordination with equipment (Teacher)	Sport - Athletics Real PE - Cardio - Agility - Reaction/ Response (Teacher)	Sport - Rugby/ Cricket Real PE - Cardio - Agility - Ball Chasing (Teacher)
PHSCE	<p>Democracy</p> <p>Pupils learn about Britain as a democratic society</p> <p>Pupils</p> <ul style="list-style-type: none"> understand that Britain is a democratic society and what this means know that there are 	<p>Drug, alcohol and tobacco education: Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them about the effects and risks of drinking alcohol 	<p>Physical health and wellbeing: What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> why people may eat or avoid certain foods (religious, moral, cultural or health reasons) about other factors that contribute to 	<p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> how to be safe in their computer gaming habits about keeping safe near roads, rail, water, building sites and around fireworks 	<p>Sex and relationship education: Growing up and changing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the way we grow and change throughout the human lifecycle about the physical changes associated with puberty about menstruation and wet dreams about the impact of puberty in physical hygiene and strategies for managing this 	

Year 4 Long Term Plan

	<p><i>different political parties who differ in their views understand that people have opportunities to influence decisions by voting in elections</i></p>	<ul style="list-style-type: none"> <i>about different patterns of behaviour that are related to drug use</i> Asthma lesson for Year 2, 3 or 4 <i>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</i> 	<p><i>people's food choices (such as ethical farming, fair trade and seasonality)</i></p> <ul style="list-style-type: none"> <i>about the importance of getting enough sleep</i> 	<ul style="list-style-type: none"> <i>about what to do in an emergency and basic emergency first aid procedures</i> 	<ul style="list-style-type: none"> <i>how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</i> <i>strategies to deal with feelings in the context of relationships</i> <i>to answer each other's questions about puberty with confidence, to seek support and advice when they need it</i> 	
<i>RE/Christian Value</i>	<p>Christian Value – Year A Respect Year B Thankfulness People of God What is it like to follow God?</p>	<p>Christian Value – Year A Service Year B Friendship Incarnation What is the Trinity?</p>	<p>Christian value – Year A Perseverance Year B Trust Gospel What kind of world did Jesus want?</p>	<p>Christian value – Year A Hope Year B Forgiveness Salvation Why do Christians call the Day Jesus died, “Good Friday”</p>	<p>Christian Value – Year A Compassion Year B Peace Commitments How and why do believers show their commitments during the journey of life?</p>	<p>Christian value – Year A Truthfulness Year B Courage Church ways of life Sikhism What does it mean to be a Sikh in Britain today?</p>
<i>French</i>	<p>Revision of Days of the Week and Months of the Year Parts of the Body – Adjectives Autumn/Harvest</p> <p>Phonetics Fruit</p>	<p>Parts of the Body Christmas Traditions of St Nicholas and Sabots</p> <p>Vegetables</p>	<p>Zoo Items Introduction of vowels, verbs, quantifiers and adjectives</p> <p>Presenting myself</p>	<p>Comparing nursery rhymes/poems Easter- Decorating Eggs</p> <p>Les Romains</p>	<p>Members of the family Pronouns</p> <p>Classroom</p>	<p>Comparing traditional stories – recognising nouns and verbs. Food tasting</p> <p>Family</p>