

New York Primary School  
Year 4 Long Term Planning (2020 - 2021)



	Autumn Roman Invasions of Britain	Spring South America & The Ancient Mayas	Summer The Viking Invasions of Britain
<b>English</b>	<p><u>The Thieves of Ostia</u></p> <ul style="list-style-type: none"> <li>• Character and setting description</li> <li>• Non-chronological report</li> <li>• Newspaper reports</li> <li>• Poetry</li> </ul> <p><u>Escape from Pompeii</u></p> <ul style="list-style-type: none"> <li>• Diary entry</li> <li>• Dilemma story</li> <li>• Discussion text</li> </ul> <p>Links to Roald Dahl day Poet focus for the term: Judith Nicholls</p>	<p><u>The Explorer</u></p> <ul style="list-style-type: none"> <li>• Informal Letter</li> <li>• Recount</li> <li>• Advert</li> <li>• Poetry</li> </ul> <p><u>The Boy Who Biked the World: Riding the Americas</u></p> <ul style="list-style-type: none"> <li>• Short story: focus on setting descriptions</li> <li>• Instructions</li> <li>• Biography</li> </ul> <p>Poet focus for the term: Benjamin Abate</p>	<p><u>Odin Creates the World</u></p> <ul style="list-style-type: none"> <li>• Playscript</li> <li>• Story writing: Myth</li> <li>• Non-chronological report</li> </ul> <p><u>Arthur and the Golden Rope</u></p> <ul style="list-style-type: none"> <li>• Story opening</li> <li>• Character description</li> </ul> <p>Poetry focus: Viking Saga songs (BBC School Radio)</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Roman Numerals</li> <li>• Four Operations</li> <li>• Shape and space</li> </ul>	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Four Operations</li> <li>• Negative numbers</li> <li>• Shape and space</li> <li>• Statistics</li> <li>• Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Place value and calculations</li> <li>• Roman Numerals</li> <li>• Negative numbers</li> <li>• Shape and space</li> <li>• Statistics</li> <li>• Fractions</li> <li>• Measuring</li> </ul>
<b>Science</b>	<p><u>Humans and Animals:</u></p> <ul style="list-style-type: none"> <li>• Digestive System</li> <li>• Teeth</li> <li>• Food Chains</li> </ul> <p>Pupils to study how food travels through the digestive system. They will learn about different types of teeth and their purpose for different eaters e.g. carnivores vs herbivores</p> <p><u>Electricity - Circuits</u></p> <p>Links to Christmas: lights switch on Pupils will learn how to create, check and trouble-shoot simple circuits. They will learn the symbols within an electrical circuit. Scientist study: Thomas Eddison and Joseph Swan (Link to D&amp;T- Light up Christmas cards)</p> <p>Visit to Great North Museum Links to Teeth topic (Skeletons workshop)</p>	<p><u>States of Matter: Solids, Liquids and Gases</u></p> <p>Pupils will be introduced to the meaning and properties of solids, liquids and gases. They will understand the make up of particles in the 3 states. They will be able to identify and categories solids, liquids and gases.</p> <p><u>What's that sound?</u></p> <p>Pupils will understand how sound travels and the vibrations made by sounds. Links to Music: Can we create some noise cancelling headphones by testing different materials for soundproofing. Links to Commando Joe: Understanding that sound becomes fainter as it moves further and further away. <b>COMMANDO JOE MISSION</b></p>	<p>STEM Week</p> <p><u>Living Things &amp; Habitats</u></p> <p>Revision of the digestive system and teeth. Links to teeth for food chains and pupils able to understand the difference between predators and prey.</p> <p><u>Study of famous North East Scientists</u></p> <p>Pupils will choose a scientist or engineer that has impacted the North East. They will link back to their Spring English learning on biographies to write a biography about their chosen research project.</p>

<p><b>History</b></p>	<p><b><u>The Roman Invasions of Britain</u></b>  Local Study of the effect of Roman Invasions on the North East.  Hadrians Wall  Visit to Housesteads Roman Fort</p>	<p><b><u>The Ancient Mayas</u></b>  A non-European society that provides contrasts with British history.</p>	<p><b><u>The Vikings Invasions of Britain</u></b>  Local study of the effect of the Viking Invasions on the North East and Scotland.  Comparing two ancient civilisations.  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
<p><b>Geography</b></p>	<p><b>Locational knowledge</b>  UK focus  Map work for Counties of Britain and Roman Roads.  Human Geography including different types of settlement.  Trade links between countries.   Visit to Housesteads Roman Fort</p>	<p><b>Place knowledge :</b>  South America and Inca civilisations  <b>Map work:</b>  maps, atlases and digital software  Physical and Human Geography  Climate zones  Rivers  Mountains  <b>Physical Geography:</b>  Biomes, climates, rivers, mountains</p>	<p><b>Locational knowledge</b>  Spread of invasion  Human Geography including different types of settlement.  <b>Place Knowledge</b>  Trade links between countries.</p>
<p><b>Art/DT</b></p>	<p><b><u>Mosaics- Art</u></b>  Focus on Antoni Gaudi  Roman mosaic borders  Colour mixing and matching   <b><u>Self Portraits- Art</u></b>  Focus on Iaiia (Famous Roman painter)  Link to Mosaic work Aut I  Accurate drawings of people  Using sketching pencils  Scale and proportion</p>	<p><b><u>Relief Sculptures- Art</u></b>  Focus on Chakalte Sculpture  Relief sculptures  Class totem pole for Class Assembly   <b><u>Weaving- DT</u></b>  Focus on Frida Kahlo  Focus on Diego Rivera  Use techniques of artists studied  Sewing and weaving techniques</p>	<p><b><u>Viking Shields- DT</u></b>  Focus on Structural Engineering  Select appropriate tools.  Cutting and shaping techniques.  Strengthen materials using appropriate techniques.   <b><u>Longship Dragons Drawings</u></b>  Create marks and lines to create texture.  Using sketching pencils.</p>
<p><b>MFL</b></p>	<p><b><u>Les animaux</u></b>  Speaking and listening- asking and answering questions.  Grammar- Masculine, feminine and plural nouns.  Writing- describing pets.</p>	<p><b><u>Mon Anniversaire</u></b>  Reading- Daily Routine  Speaking- Perform a song or poem  Writing- Daily Routine and Weather</p>	<p><b><u>Le Monde</u></b>  Speaking- Name countries and towns  Reading- postcard or email from a friend.  Writing- Describing towns and weather..</p>
<p><b>Music</b></p>	<p><b><u>Ukelele</u></b>  Charanga Flexible Pathway  Recap notes and chords learning in Y3.  <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts.</li> <li>Play a musical instrument with increasing accuracy.</li> <li>Use and understand staff and other musical notations.</li> </ul> <b><u>Christmas Songs</u></b>  <ul style="list-style-type: none"> <li>Perform in ensemble contexts using voices</li> </ul> </p>	<p><b><u>Boomwackers: Listen and Repeat Beats- Composing Samba Songs</u></b>  in the style of Joao Gilberto   <b><u>Composer for 10 Pieces</u></b>  <b>focus:</b> Heiter Villa-Lobos</p>	<p><b><u>Viking Saga Songs</u></b>  Singing, composing, listening and appraising Songs, stories and music-making inspired by the gods and goddesses of Viking mythology  <ul style="list-style-type: none"> <li>Performing skills and controlling sounds</li> <li>Composing skills, creating and developing ideas</li> <li>Appraising skills, responding and reviewing</li> <li>Listening and applying knowledge and understanding</li> </ul> </p>

	<p>with control and expression.</p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of live music</li> </ul>		
Computing	<p><u>Safe Searching</u></p> <ul style="list-style-type: none"> <li>• I can describe how others can find out information about me by looking online.</li> <li>• I can identify some online technologies where bullying might take place.</li> <li>• I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>• I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</li> <li>• I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.</li> <li>• I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</li> <li>• I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</li> <li>• When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</li> </ul> <p>I can give some simple examples.</p> <p><u>Digital Imagery (D&amp;T Link)</u></p>	<p><u>Animation with Scratch</u></p> <p><u>Computational Thinking: Alien Contact</u></p> <ul style="list-style-type: none"> <li>• I can explain how using technology can distract me from other things I might do or should be doing.</li> <li>• I can identify times or situations when I might need to limit the amount of time I use technology.</li> <li>• I can suggest strategies to help me limit this time.</li> </ul>	<p><u>Kodu- Introduction/ Creating Games</u></p> <p><u>Sketch Up- Furniture and Viking Longships</u></p> <ul style="list-style-type: none"> <li>• I can describe how others can find out information about me by looking online.</li> <li>• I can explain ways that some of the information about me online could have been created, copied or shared by others.</li> <li>• I can explain how my online identity can be different to the identity I present in 'real life' and can describe the right decisions about how I interact with others and how others perceive me.</li> <li>• I can describe strategies for safe and fun experiences in a range of online social environments.</li> <li>• I can give examples of how to be respectful to others online.</li> </ul>

<b>PE</b>	Gymnastics Hockey Hi-5 Netball Skipping		Skipping (Skipping Festival) Swimming Badminton Basketball		Running, jumping, catching and throwing: Athletics Striking and Fielding: Rounders	
<b>RE</b>	<b>Christianity</b> Knowledge and Understanding: What do we know about the Bible and why is it important to Christians?  <b>Christianity</b> Critical Thinking: Why do Christians call Jesus the light of the world?		<b>Christianity</b> Knowledge and Understanding: What do Christians believe about Jesus?  <b>Christianity</b> Critical Thinking: Empathy Why is Lent such an important period for Christians?		<b>Thematic Unit</b> Empathy: How and why do people show care for others?  <b>Christianity</b> Critical Thinking: Why do people visit a Cathedral today?	
<b>PHSE &amp; SEAL</b>	Safety education Road safety Water safety Rail safety Keeping safe Taking responsibility for my own safety	Diversity Personal Identity Prejudice and racism	Drugs education Peer pressure	Emotional health and wellbeing Relationships Feelings and emotions Resilience Healthy eating	Growing and changing Human life cycle Basic puberty	Exercise Keeping healthy Healthy schools—physical and social environment
<b>RSE</b>	Making Emergency Calls Keeping Safe Online Privacy How to ask for help Keeping Secrets	Healthy friendships Anti-bullying education Where to go for help Respect, self-respect and manners	Stable, caring relationships Mental Health and wellbeing Benefits of Physical Exercise and Community Participation		Sun Safety Recognising Physical illness Importance of keeping healthy with diet and a healthy lifestyle.	