

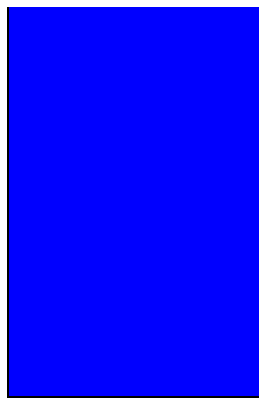


Year Four Long Term Plan

	Autumn Roman Invasions of Britain	Spring The Viking Invasions of Britain	Summer South America & The Ancient Mayas
English	<p><u>Empire's End: A Roman Story</u></p> <ul style="list-style-type: none"> • Character and setting description • Non-chronological report • Diary entry • Poetry <p><u>Escape from Pompeii</u></p> <ul style="list-style-type: none"> • Newspaper report • Dilemma story • Discussion text <p>Links to Roald Dahl day Poet focus for the term: Judith Nicholls</p>	<p><u>She Wolf</u></p> <ul style="list-style-type: none"> • Story writing: Myth • Non-chronological report • Newspaper report <p><u>Arthur and the Golden Rope</u></p> <ul style="list-style-type: none"> • Story opening • Character description • Playscript <p>Poetry focus: Viking Saga songs (BBC School Radio)</p>	<p><u>Rain Player</u></p> <ul style="list-style-type: none"> • Recount • Advert • Poetry <p><u>The Great Kapok Tree</u></p> <ul style="list-style-type: none"> • Short story: focus on setting descriptions • Instructions • Biography <p>Poet focus for the term: Benjamin Abate</p>
Mathematics	<ul style="list-style-type: none"> • Place value • Roman Numerals • Four Operations • Geometry • Number and times tables 	<ul style="list-style-type: none"> • Place value • Four Operations • Negative numbers • Shape and space • Statistics • Fractions • Number and times tables 	<ul style="list-style-type: none"> • Place value and calculations • Geometry - properties of shape • Geometry - position and direction • Statistics • Fractions • Measuring - money and time • Number and times tables
Science	<p><u>Humans and Animals:</u></p> <ul style="list-style-type: none"> • Digestive System • Teeth • Food Chains <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&T- Light up Christmas cards)</p> <p>'The Tooth About Dentists' 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>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. COMMANDO JOE MISSION</p>	<p>STEM Week</p> <p><u>Living Things & 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>Scientific Inventors</p>

History	<u>The Roman Invasions of Britain</u> Local Study of the effect of Roman Invasions on the North East. Hadrians Wall Visit to Housesteads Roman Fort	<u>The Vikings Invasions of Britain</u> 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	<u>The Ancient Mayas</u> A non-European society that provides contrasts with British history.
Geography	Locational knowledge 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	Locational knowledge Spread of invasion Human Geography including land use and different types of settlements. Physical Geography Rivers and their changing landscapes.	Place knowledge : South America and Inca civilisations Map work: Maps, atlases and digital software Physical Geography: Biomes, climates, rivers, mountains Fieldwork
Art	<u>Mosaics- Art</u> Focus on Antoni Gaudi Roman mosaic borders Colour mixing and matching	<u>Longship Dragons Drawings</u> Create marks and lines to create texture. Using sketching pencils.	<u>Relief Sculptures- Art</u> Focus on Chakalte Sculpture Relief sculptures Class totem pole for Class Assembly
DT	<u>Roman Sandals</u> Evaluate materials and fastenings Focus on Structural Engineering Select appropriate tools. Cutting and shaping techniques. Strengthen materials using appropriate techniques.	<u>Viking Shields- DT</u> Communicate ideas in a variety of ways. Know which tools to use for a particular task. Evaluate a design to improve. Evaluate products for purpose and appearance.	<u>Weaving- DT</u> Focus on Frida Kahlo Focus on Diego Rivera Use techniques of artists studied Sewing and weaving techniques
FL	<u>Les animaux</u> Speaking and listening- asking and answering questions. Grammar- Masculine, feminine and plural nouns. Writing- describing pets.	<u>Mon Anniversaire</u> Reading- Daily Routine Speaking- Perform a song or poem Writing- Daily Routine and Weather	<u>Le Monde</u> Speaking- Name countries and towns Reading- postcard or email from a friend. Writing- Describing towns and weather..
Music	<u>Ukulele</u> Charanga Flexible Pathway Recap notes and chords learning in Y3. <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts. Play a musical instrument with increasing accuracy. Use and understand staff and other musical notations. <u>Christmas Songs</u> <ul style="list-style-type: none"> Perform in ensemble contexts using voices with control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of live music 	<u>Musical Notation:</u> <ul style="list-style-type: none"> Use and understand staff and other musical notations. Use Glockenspiels to look at musical notes <u>Viking Saga Songs</u> 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"> Performing skills and controlling sounds Composing skills, creating and developing ideas Appraising skills, responding and reviewing Listening and applying knowledge and understanding 	<u>Ukulele</u> Charanga Flexible Pathway Recap notes and chords learning in Y3. <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts. Play a musical instrument with increasing accuracy. Use and understand staff and other musical notations. <u>Composer for 10 Pieces focus:</u> Heiter Villa-Lobos

Computing	<u>Safe Searching</u> <ul style="list-style-type: none"> I can describe how others can find out information about me by looking online. I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). 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). I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). 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. 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. <p>I can give some simple examples.</p> <u>Digital Imagery (D&T Link)</u> Generate, develop, model and communicate their ideas through computer aided design.		<u>Animation with Scratch</u> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output <u>Computational Thinking: Alien Contact</u> <ul style="list-style-type: none"> I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. 		<u>Kodu- Introduction/ Creating Games</u> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <u>Sketch Up- Furniture and Viking Longships</u> <ul style="list-style-type: none"> I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. 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. I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online. 	
PE	Gymnastics Hockey Basketball Badminton		Skipping Commando Joe: Vikings Rugby Swimming (Spring 2)		Running, jumping, catching and throwing: Athletics Striking and Fielding: Rounders Practise skills in isolation and combination: Tennis Swimming (Summer 1)	
RE	Christianity Knowledge and Understanding: What do we know about the Bible and why is it important to Christians? Christianity Critical Thinking: Why do Christians call Jesus the light of the world?		Judaism What is the Torah and why is it so important to Jewish people? Christianity Critical Thinking: Empathy Why is Lent such an important period for Christians?		Thematic Unit Empathy: How and why do people show care for others? Christianity Critical Thinking: Why do people visit a Cathedral today?	
PHSE & SEAL	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
RSE	Making Emergency Calls	Healthy friendships	Stable, caring relationships Mental Health and wellbeing		Sun Safety Recognising Physical illness	

	Keeping Safe Online Privacy How to ask for help Keeping Secrets	Anti-bullying education Where to go for help Respect, self- respect and manners	Benefits of Physical Exercise and Community Participation	Importance of keeping healthy with diet and a healthy lifestyle.
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