



Year 4 Long Term Planning

	Autumn Roman Invasions of Britain	Spring The Viking Invasions of Britain	Summer South America & The Ancient Mayas
English	<u>Escape from Pompeii</u> - Tale of Fear - character focus - Discussion text – Oracy <u>The Barnabus Project</u> - Wishing tale - plot focus - Non-chronological report	<u>Arthur and the Golden Rope</u> - Journey Tale - setting focus - Newspaper Report <u>Music on the moon? Sheila Kanani</u> - Explanation text	<u>Rain Player</u> - Instructional writing - Conquering the Monster <u>The Explorer</u> - Warning tale - Persuasive letter
Mathematics	- Place value - Roman Numerals - Four Operations - Geometry - Number and Times Table - Mastering Number	- Place value - Four Operations - Negative numbers - Shape and space - Statistics - Fractions - Number and Times Table - Mastering Number	- Place value and calculations - Geometry - properties of shape - Geometry - position and direction - Statistics - Fractions - Measuring - money and time - Number and Times Table
Science	<u>Humans and Animals:</u> - Digestive System - Teeth 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. <u>Electricity – Circuits</u> 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	<u>States of Matter: Solids, Liquids and Gases</u> 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. <u>Sound</u> 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.	<u>Living Things & Habitats</u> Revision of the digestive system and teeth. Links to teeth for food chains and pupils able to understand the difference between predators and prey. Food Chain Scientific Inventors STEM Week
History	<u>What did the Romans do for Britain?</u> Local Study of the effect of Roman Invasions on the North East. Hadrian's Wall	<u>Were the Vikings raiders or traders?</u> Comparing two ancient civilisations. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<u>Why did the Mayas abandon their temples?</u> A non-European society that provides contrasts with British history.
Geography	<u>Locational knowledge</u> UK focus Map work for Counties of Britain and Roman Roads. Human Geography including different types of settlement. Trade links between countries.	<u>Locational knowledge</u> Spread of invasion Human Geography including different types of settlement. <u>Physical Geography</u> Rivers and their changing landscapes.	<u>Place knowledge:</u> South America and Inca civilisations <u>Map work:</u> Maps, atlases and digital software <u>Physical Geography:</u> Biomes, climates, rivers, mountains Fieldwork
Art	<u>Jewellery- Art</u> Create a Roman-inspired piece of jewellery by applying sketching, sculpture and painting techniques.	<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
DT	<u>Roman Sandals</u> Evaluate materials and fastenings Focus on Structural Engineering Select appropriate tools. Cutting and shaping techniques. Strengthen materials using appropriate	<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	<u>Electricity</u>

	techniques.	appearance.	
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>Chattanooga Choo Choo - Glenn Miller</u> Recap notes and chords learning in Y3. - Play and perform in solo and ensemble contexts. - Play a musical instrument with increasing accuracy. Use and understand staff and other musical notations. <u>Christingle Performance</u> - 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>Ukulele</u> Hawaiian Rollercoaster Ride - Recap chords and learn new chords - Play and perform and ensemble contexts - To use and understand musical notation <u>Composer for 10 Pieces focus:</u> Heiter Villa-Lobos - To listen and reflect on pieces of orchestral music - To improvise and compose music for a range of different purposes - To listen with attention to detail and recall sounds with increasing aural memory.	<u>Ukulele</u> BBC Ten Pieces: Holst Planets Suite: Mars - To use a 3 line stave to create (compose) a piece of music. - To use a hand stave to read 5 pitches. - To use a dotted minim (3 beats) - To use 4 beats in a bar (metre) <u>Ukulele - Musical Notation:</u> - Ukulele - Sweet Caroline - Learn to play a G7 chord - Perform as an ensemble - Consolidate correct posture and hovering - Use a strumming pattern - Consider the importance of dynamics
Computing	<u>Safe Searching</u> - 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. I can give some simple examples. <u>Searching The Web</u>	<u>Getting started with Micro:bits</u> - Introduce students to physical computing with a BBC micro:bit. - Control the LED matrix and find out how screens work, learn about inputs and outputs - Turn your micro:bit into games while learning about variables <u>Computational Thinking</u> - Develop your students into strong computational thinkers by solving a wide range of exciting unplugged problems. - Solve the problems, with mathematical thinking and step by step problem solving - To recognise and apply computational thinking To understand that encryption is a way to keep data private. - To encode and decode Morse code messages - To give precise, unambiguous instructions in an algorithm	<u>Programming Scratch Maze Games</u> - design, write and debug programs including controlling or simulating physical systems - use sequence, selection and repetition in programs - use logical reasoning to explain how simple algorithms work <u>Sketch Up- Furniture and Viking Longships</u> - 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 Invasion Game: Hockey Invasion Game: Netball Badminton	Skippping Swimming Basketball Invasion Game: Rugby	Running, jumping, catching and throwing: Athletics Striking and Fielding: Rounders Practise skills in isolation and combination: Tennis
RE	Christianity	Judaism	Thematic Unit

	Critical Thinking: Does visiting a cathedral help Christian pilgrims to deepen their faith? Christianity Critical Thinking: What is the most significant part of the Nativity story?		Knowledge and Understanding: How do Jewish beliefs about food impact on daily life? Christianity Critical Thinking: Empathy Does Lent provide Christians with the opportunity to turn back to God?		Empathy: How and why do people pray? Christianity Knowledge and Understanding: Why are there four gospels and how are they relevant to Christians 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 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.	