

LONG TERM PLAN YEAR 4

SUBJECT		AUTUMN		SPRING		SUMMER	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	CORE TEXTS	The Tin Forest by Helen Ward (PoR) Oliver and the Seawigs by Philip Reeve (PoR) Remembrance Day Poetry		Until I Met Dudley By Roger McGough	The Lighthouse Keeper Escape from Pompeii By Christina Balit	The Boy at the Back of the Classroom by Onjali Q. Raúf For the Birds (Video Unit)	
	WRITING OUTCOMES:	To Entertain: Setting description To Persuade: Informal letter To Inform: Recounts (diary entries)	To Entertain: Story Writing (Narrative) Writing in role To Persuade: Persuasive letter To Inform: Information Leaflet	To Inform: Explanation Text	To Entertain: Setting description To Inform: Non-chronological report Diary Entry	To Entertain: Narrative To Persuade: Persuasive letter To Inform: Newspaper report	
MATHS		Place Value (rounding) Addition & Subtraction (up to 4 digits)	Addition & Subtraction contd. Length and Perimeter (Measure perimeter of rectilinear shapes) Multiplication and Division (All x tables to 12)	Multiplication and Division contd. Area (Rectilinear shapes – counting squares) Fractions (hundredths)	Fractions contd. Decimals (one decimal place)	Decimals contd. (rounding decimals) Money and Time Estimate , compare and calculate money; convert units of time) Position and Direction (co-ordinates)	Statistics (interpret and present discrete and continuous data) Properties of shape, (quadrilaterals)
SCIENCE		Living things and their habitats How are living things grouped?	Animals including humans What do animals eat and how do they digest food healthily?	Electricity How does electricity flow?	States of Matter What makes a puddle disappear?	Sound Is all noise the same?	
HUMANITIES		<u>Who were the Ancient Greeks?</u> Building on knowledge of world maps/climates and Europe topography (Y3) and chronology to make links with features of society , including diet, clothing, houses, travel	<u>Is all of Europe the same?</u> Compare topography in Europe with UK , Topography of Greece Region in a European Country	<u>Who were the Romans?</u> Building on knowledge of chronology and discussing value of sources to describe Empire in relation to Greeks (Y4) and Egyptians (Y3) Using knowledge of topography to make links with features	<u>How did the Romans change life in the UK?</u> Develop understanding of UK + land use (Yr3) to map and appreciate purpose and impact of Roman settlement (H wall, Londinium etc) and benefits of	<u>What is the difference between mountains and volcanoes?</u> Use of Roman sources e.g. Pliny and other data to explain process, location and impact of earthquakes and volcanoes due to tectonic plates .	<u>How did it get to my plate?</u> Build on knowledge of world maps to identify where foods are from, making links with climate and culture. Describe journeys to plate from around the world,

LONG TERM PLAN YEAR 4

	<p>etc. and make comparisons with previous periods (Y2, Y3) Consider habitat, travel, homes, food, clothes and equipment.</p> <p>(Building on research skills and knowledge about other ancient civilizations) ***</p>	<p>and other Biomes making links with climate zones etc. Developing map skills to provide context for next units. Build on location and travel to/from UK from South UK.</p> <p>(Locate the world's countries using maps to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key human and physical characteristic, countries and major cities.)</p>	<p>of society. Consider habitat, travel, homes, food, clothes and equipment.</p> <p>(To find out about the Roman Empire and its Impact on Britain)</p>	<p>settlement/capitalisation of London by Thames (see Y3). Include investigation of Boudicca in comparison to other female Queens</p> <p>(To find out about the Roman Empire and its Impact on Britain)</p>	<p>Use 2 figure grid references .</p> <p>Building on knowledge of rain cycle (Year 4 Science)</p> <p>(To describe and understand key aspects of mountains, volcanoes and earthquakes and the water cycle).</p>	<p>including use of Docklands in UK (ready for Y5).</p> <p>(Describe and understand key aspects of the distribution of natural resources including, food, and water.)</p>
COMPUTING	<p>Unit 4.8 – Hardware Investigators – Purple Mash</p> <p>understand the different parts that make up a desktop computer. create a leaflet to show the function of computer parts.</p>	<p>2Email – Unit 3.5 Purple Mash – Unit 3.5 (6 lessons)</p> <p>To think about the different methods of communication. To open and respond to an email. To write an email from an address book and attach an attachment. To learn how to use email safely. To explore a simulated email scenario.</p>	<p>Coding crash course – Purple Mash</p> <p>- Following the 2 code programs in the correct order Objects, action, event blocks, specifying the number of steps, random block, speed, controlling the object by clicking on it or pressing keyboard keys, collision detection, change direction, sound selection, timer (every and after), rotation angles, scales, changing the background using a timer, increasing the size of an object using timer, print to screen, draggable objects, repeat, repeat over, function, creating a 'button', alert.</p> <p>If they have finished all 'gibbon' programs, then they can move onto 'gibbon' programs Changing shapes on a program, changing an image according to the word command, if statements, create a variable, if/else, increase the value using a timer</p>			
D T	<p><u>Textiles Project 2</u> Wallets</p> <p>Create a felt wallet with pockets using backstitch.</p>	<p><u>Cooking</u> Apple Scones Tu Bishvat</p> <p>Peeling and slicing fruit. Mixing ingredients accurately, mix, bake and shape. Discuss seasonality of food.</p>	<p><u>Electronic Project 1</u> Light up card</p> <p>Use a circuit to create a light up card</p>			
ART	Storytelling through Drawing		Exploring Still Life		Jewellery Design	
PSHE	<p>How do I get into healthier eating habits? <u>Managing hurtful behaviour and bullying.</u> I understand the impact of bullying and the consequences of hurtful behaviour. I can learn strategies to respond to hurtful behaviour experienced or witnessed and how to report concerns and get support.</p>		<p>How do we develop our community? How do we work collaboratively? How can we express ourselves and manage friendships?</p>		<p>How do we get active get active? How to have a balanced lifestyle?</p>	

LONG TERM PLAN YEAR 4

	I understand about discrimination: what it means and how to challenge it				
MUSIC	<p>Body and Tuned Percussion: (Rainforest Theme)</p> <p>Children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p>	<p>Samba and carnival sounds and instruments (Theme: South America)</p> <p>Children learn to explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. They learn to play a syncopated rhythm, playing their rhythm in time with the rest of their group. They begin to play their break in time with the rest of their group and play in the correct place in the piece.</p>	<p>Adapting and transposing motifs- (Roman Theme)</p> <p>Pupils experiment and get creative with their music making. Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. They will develop their skills further by adapting and transposing motifs before performing them to their peers</p>		
PE	Football	Gymnastics	Tennis	Athletics	Rounders
FOREIGN LANGUAGES BIBLICAL HEBREW	<p style="text-align: center;">Continue to build vocabulary Learn a more extensive range of prefixes and suffixes. (Summer 1) Understand the feminine and masculine form (Summer 2) Write phrases from memory Focus on different tenses – past, present and future (Summer 1) Consolidate ability to read and understand ancient texts with confidence. (Genesis chapters 28-36) To apply their understanding of the text to the culture surrounding Biblical Hebrew.</p>				