



Date: 2021/2022

Long Term Plan

Year: 4



Subject	Autumn	Spring	Summer
<b>English</b>	Literacy Shed - short texts and films Greek Myths and Legends – Orchard and Literacy Shed Varjak Paw by SF Said - Fiction	Iliad Project Toro Toro by Michael Morpurgo – Fiction Literacy Shed music clip - Chris Malinchak - So Good To Me (Official Music Video)	Journey to Jo’burg by Beverley Naidoo Agent Zaiba Investigates: the missing Diamonds by Annabelle Sami
<b>Maths</b>	White Rose scheme of work: Number – Place Value Number – Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division	White Rose scheme of work: Number: Multiplication and Division Measurement: Area Fractions Decimals	White Rose scheme of work: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of shape Geometry: Position and direction
<b>Art</b>	<b>Painting: artists that have drawn nature (Impressionists/abstract artists):</b> Choose from a range of brush sizes and use appropriately depending on the technique. Confidently mix colours to make a range of tones. Use more specific colour language e.g. tint, tone, shade, hue. Mindful trees.  <b>Sculpture: Greek Vases: coil pots–</b> Use coil techniques to create Greek pots Basic coil pots Adding handles to coil pots Plan, design, make and evaluate pots.	<b>Printing:</b> 2 colour press-print  <b>Roman Mosaics/printing project</b> - Make patterns with interlocking shapes. Match the tool to the material. Combine skills more readily. Refine and alter ideas and explain choices using an art vocabulary.	<b>Drawing - Illuminated lettering - Medieval manuscript – Book of Kells.</b> Experiment with different grades of pencil and other implements Confidently use a range of different media [e.g. pastels, chalks, felt tips, watercolour pencils] to explore line, tone and texture. Plan, refine and alter their drawings and describe changes using art vocabulary.
<b>DT</b>	<b>Catapults and levers – Archimedes Skills:</b> -Cut materials accurately and safely by selecting appropriate tools. -Measure and mark out to the nearest millimetre. -Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). -Select appropriate joining techniques/ resources. -Cross-curricular links with outdoor environment	<b>Pizza Making Skills:</b> -Prepare ingredients hygienically using appropriate utensils. -Measure ingredients to the nearest gram accurately. -Follow a recipe. -Assemble or cook healthy ingredients (controlling the temperature of the oven or hob, if cooking). -Cross-curricular links with LOtC – using a pizza oven	<b>Designing a reusable bag/purse– Textiles.</b> Use plaiting, pinning, stitching and sewing techniques.  <b>Skills:</b> - Generate ideas, considering the purposes for which they are designing -Select appropriate tools and techniques for making their product

	<p>Choose suitable techniques to construct products or to repair items.</p> <ul style="list-style-type: none"> <li>-Strengthen materials using suitable techniques.</li> <li>-Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears.)</li> </ul>		<ul style="list-style-type: none"> <li>-Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>-Join and combine materials and components accurately in temporary and permanent ways.</li> <li>- Evaluate products and identify criteria that can be used for their own designs</li> </ul>
<b>French</b>	<p><b>Rigolo 1 Units 7 &amp; 8</b>  <b>Encore</b> Revision of Year 3 learning (l’alphabet, basic exchanges, and colours) Numbers to 31/days of the week/months of the year/forming dates.          Describing people  <b>Quelle heure est-il?</b> Telling the time to o’clock/verbs to describe activities.          Christmas/special celebrations          Fiction text: <b>Grandmère Denise</b></p>	<p><b>Rigolo 1 Units 9 &amp; 10</b>  <b>Les fêtes</b> Festivals and dates (le Nouvel An, la fête des Rois) Numbers 30-60/imperative verbs/give and understand instructions/Plural forms  <b>Où vas-tu?</b> Name and place French cities/give and understand basic directions/weather descriptions.           Fiction text: <b>Les Trois Petits Cochons</b></p>	<p><b>Rigolo 1 Units 11 &amp; 12</b>  <b>On mange</b> Talk about food using partitive article. To ask how much something costs. Activities at a party (On boit, on mange, on danse, on chante et on s’amuse).  <b>Le cirque</b> Languages we speak. Identify items of clothing and create sentences using 1<sup>st</sup> person verbs Je mets/je porte. Languages we speak.           Fiction text: <b>Quel temps fait-il Berthe?</b></p>
<b>Geography</b>	<p><b>Human Geography:</b>  <b>Has Greece always been in the news?</b></p>	<p><b>Settlements:</b>  <b>Why would you choose to build a city?</b></p>	<p><b>Location knowledge/place knowledge</b>  <b>Why is London such a cool place to live?</b></p>
<b>History</b>	<p>Ancient Greeks (The Groovy Greeks)  <b>Why has Greece always been in the news?</b></p>	<p>The Romans (The Ruthless Romans)  <b>Why were the Romans so powerful and what did we learn from them?</b></p>	<p>Anglo-Saxons (The Smashing Saxons)  <b>Were the Anglo Saxons really smashing?</b></p>
<b>ICT</b>	<p>1<sup>st</sup> Half – E-Safety – Anti-Bullying/Social Networking          2<sup>nd</sup> Half – Writing for audiences – Publisher – create play tickets and programmes to sell – <b>Enterprise project</b></p>	<p>1<sup>st</sup> Half – Instruction and Procedures – traffic sequencing.          2<sup>nd</sup> Half – Graphical Modelling – Blackcat Designer</p>	<p>Programming – intro algorithms in Scratch</p>
<b>Music</b>	<p><b>Judaism</b>          Explore a range of Jewish music          Compare to other religions/cultures music          Know the history and basis of Klezmer music</p>	<p><b>Romans</b>          Know what instruments and type of music was played in Roman times          Spectate a live Klezmer performance          Identify and discuss a musical mood</p>	<p><b>Anglo-Saxons</b>          Understand the significance of a motif as a compositional technique and recognise it and compose their own.          Know what instruments were used and what</p>

	<p>Learn a klezmer song          Compose a piece using Klezmer style          Understand the structure of a song          Understand what and where an upbeat is in a piece          Recognise 3/4 and 4/4 timing in a song          Compose and play a piece with a meter of 3          Listen to and analyse/express opinion and knowledge of Classical music          Be with familiar with Edward Elgar and 'Enigma'          Compose a variation of a piece          Sing a song in a round          Play instruments in a round          Understand and produce a chord          Dance and sing a folk song          Know who Pete Seeger is and his Contribution/influence in Folk music</p> <p><b>Christmas performance</b> –To sing and perform with attention to phrasing/articulation/projection.</p>	<p>Create a musical mood          Notate music using symbols          Work as part of a group to compose a piece of music to accompany film          Perform a piece of music to accompany film          Establish clear diction and articulation when singing/          Learn about 'cha cha cha'          Develop a sense of beat and rhythm through Roman soldier marching music          Compose and perform a Roman soldier marching piece          Understand and sing arpeggios          Analyse 2 pieces of orchestral music</p>	<p>purpose they had for Anglo Saxons          Compose a piece using the scale used for Sutton Hoo Harp with pentatonic scale and play this on the ukulele          Compose poem/song based on hero to sing with ukulele piece.          Reacquaint with the recorder and use pentatonic scale notes to create phrases CDEGA          Sing a traditional folk lullaby 'Baloo Baleerie with expression          Play alongside Baloo Baleerie with percussion and recorder          Actively listen to and analyse/compare Celtic music</p>
<b>PE Indoor</b>	<p>Boot Camp -Fitness Unit 1– 1<sup>st</sup> half          Dances for Christmas performance.</p>	Swimming	<p>Invasion dance (not Rising Stars – see separate plans) – 1<sup>st</sup> half          Cool Core – Fitness Unit 5 – 2<sup>nd</sup> half</p>
<b>PE Outdoor</b>	<p>Young Olympians – Sports Unit 6 - 1<sup>st</sup> half  <del>Fitness Frenzy – Unit 6 – 2<sup>nd</sup> half.</del> Coach James          Invasion – Football skills</p>	<p>Invaders – Sports Unit 1 – 1<sup>st</sup> half          Nimble Nets- Sports Unit 5 – 2<sup>nd</sup> half</p>	<p>Striking and Fielding – Sports Unit 4 – 1<sup>st</sup> half          OAA day at Hargreaves</p>

PSHE+ RSE

**R1.** That characteristics of a healthy family include commitment, care, protection and being there for each other in times of difficulty.

**R2.** That all family units have the capacity to provide love and care (including single parents, same sex families, step-families, blended families, foster families, adoptive families, unmarried families and guardianships).

**R3.** The characteristics of friendship include: mutual respect; truthfulness; loyalty; kindness; generosity; trust; sharing interests and experiences.

**R4.** That friendships have ups and downs and to be aware of how to work through repair and even strengthen without the need for violence.

**R5.** How to judge who to trust and not to trust.

**R6.** How to respond to peer pressure or being encouraged to do something that makes them feel worried or unsafe.

**R7.** That stereotypes can be unfair, negative and destructive.

**Ss1.** How others may be very different from themselves (including physically, in character, personality and backgrounds).

**Ss2.** Define discrimination and how it affects others.

**Ss3.** How to treat others politely.

**Ss4.** That they and others have the right to be treated with respect.

**Ss5.** What people are in positions of authority and how to treat them.

**Ss6.** The responsibility of bystanders.

**Ss7.** Be aware and have strategies to respond safely to adults they may encounter that are strangers (including online).

**Ss8.** Why they apply knowledge of appropriate boundaries with peers and within their family.

**Ss9.** That their body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact (e.g. pushing, hitting, touching, hurting).

**Ss10.** To understand the concept of privacy as children and whether this changes for adults.

**Ss11.** That they should tell a trusted adult if someone's physical contact makes them feel uncomfortable or unsafe.

**Ss12.** That they should tell a trusted adult if they have a bad feeling about any adult.

**Ss13.** Who to ask for help and advice for themselves or others about things they have heard.

**Hw1.** That children have a right to play/exercise and explore the risks associated with an inactive lifestyle (including obesity).

**Hw2.** What an active lifestyle looks like for a Year 4 child and the mental and physical benefits of this.

**Hw3.** That rationing time spent online can have a positive impact on their mental and physical wellbeing.

**Hw4.** The internet is an integral part of life and has many benefits and opportunities.

**Hw5.** The negative elements of the internet can include trolling, online abuse and bullying and this can impact negatively on mental wellbeing.

**Hw6.** That some computer/online games/apps have age restrictions for their protection.

**Hw7.** Recognise the facts and risks associated with smoking.

**Hw8.** Recognise the facts and risks associated with legal (e.g. Medicine) and illegal harmful substances, including alcohol and drugs. (How does this align with their faith or belief?)

**Hw9.** Describe and demonstrate concepts of basic first aid e.g. common injuries and head injuries.

**Hw10.** Know when to call emergency services if necessary (including how they would make this clear and efficient).

**Hw11.** Know their personal contact details.

**Hw12.** Explore the facts relating to allergies, immunisation and vaccines.

**Hw13.** That good quality sleep routines can affect mood, weight and ability to learn.

**Hw14.** That personal hygiene routines can prevent bacteria, germs and viruses spreading.

**Hw15.** How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

**Hw15.** That isolation and loneliness can affect children.

<b>RE</b>	<p>What does it mean to be Jewish? Jewish beliefs and festivals - Rosh Hashanah (Jewish New Year), Yom Kippur (Day of Atonement), Sukkot (Harvest Festival), Chanukkah – Festival of Lights.</p> <p>Where, how and why do people worship?</p>	<p>Jewish beliefs and festivals - Pesach (Passover) Easter</p> <p>Who should inspire us?</p>	<p>Commitments to religion on religious journeys. What matters most to Humanists, Buddhists and Christians?</p>
<b>Science</b>	<p><b>States of Matter</b> <b>States of Matter Scientists</b></p> <ul style="list-style-type: none"> <li>• Solid or liquid?</li> <li>• It's a bit gassy</li> <li>• Particle party – temperature taker</li> <li>• Evaporation and condensation</li> <li>• Make it rain ( inc water cycle)</li> <li>• Science fair – PowerPoint/ Presentation of states of Matter</li> </ul>	<p><b>Sound</b> <b>Listen Up</b></p> <ul style="list-style-type: none"> <li>• Sound walk</li> <li>• Good vibrations</li> <li>• Pitch and Volume - Investigation</li> <li>• Pardon? – Muffling sound investigation</li> <li>• SSSHHHHhhhh! – Sound travelling investigation</li> <li>• Rock Star challenge – designing ear defenders</li> </ul>	<p><b>Living Things and their habitats</b> <b>Help Our Habitats</b></p> <ul style="list-style-type: none"> <li>• Our environment</li> <li>• Other changes – Natural and man-made changes</li> <li>• Climate change</li> <li>• Impact of change</li> <li>• Help Our habitat</li> <li>• Positive impacts</li> </ul>
	<p><b>Electricity</b> <b>It's Electric</b></p> <ul style="list-style-type: none"> <li>• Electrical fun</li> <li>• Understanding electrical safety</li> <li>• Building a circuit</li> <li>• Good conductor, Bad conductor</li> <li>• Explain what you know</li> <li>• It's electric – Designing a car with a motor (Day assessment)</li> </ul>	<p><b>Living Things and their habitats</b> <b>Name that Living Thing</b></p> <ul style="list-style-type: none"> <li>• What is that? – Life processes poster</li> <li>• Local living things – what are they?</li> <li>• How are living things classified</li> <li>• Closer inspection – branching database</li> <li>• Enormous insects – Model of insect</li> <li>• I'm thinking of a living thing – Knowledge quiz</li> </ul>	<p><b>Animals including humans</b> <b>Are these your teeth?</b></p> <ul style="list-style-type: none"> <li>• Excuse me are these your teeth? – Animal teeth</li> <li>• What happens to my food?</li> <li>• What does the small intestine do?</li> <li>• What did this poo?</li> <li>• Who's the predator? How did you know? - Presentation</li> </ul>
<b>School visits</b>	<p>Greek workshop – History off the page Pantomime</p>	<p>Roman Day – Colchester museum visit Claybury Forest – Geocaching</p>	<p>Anglo Saxon Day Hargreaves – Outdoor and Adventurous activities</p>
<b>Learning experiences</b>	<p>Perform in a play Watch a play or dance productions</p>	<p>Go hiking Make a sculpture</p>	<p>Cooking on an open fire Walking to the viewing point. (view of London)</p>