



Date: 2020/2021

## Year Group Long Term Plan

Year: 4



Subject	Autumn	Spring	Summer
English	Literacy Shed - short texts Varjak Paw by SF Said - Fiction Greek Myths and Legends – Orchard and Literacy Shed	Toro Toro by Michael Morpurgo – Fiction Romans – A Roman soldiers handbook – Non-fiction Poetry – Little Dog Lost by Marion Dane Bauer	The Miraculous Journey of Edward Tulane -Kate DiCamillo – Fiction Sidewalk Flower by JonArno Lawson– Picture book Beowulf by Michael Morpurgo– Fiction linked to Anglo Saxons
Maths	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
Art	<b>Greek Vases: Papier Mache – Sculpture</b> Use papier-mâché. Use a variety of materials. Plan, design, make and adapt models.  <b>Printing:</b> 2 colour press-print.	<b>Shields (D+T link) – Making and Painting pattern on.</b> Choose from a range of brush sizes and use appropriately. Confidently mix colours to make a range of tones. Use more specific colour language e.g. tint, tone, shade, hue.  <b>Roman Mosaics</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.
DT	<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).	<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	<b>Anglo-Saxon purses for Kentwell Hall – Textiles.</b> Use plaiting, pinning, stitching and sewing techniques.  <b>Skills:</b> - Generate ideas, considering the purposes for which they are designing

	<ul style="list-style-type: none"> <li>-Select appropriate joining techniques/ resources.</li> <li>-Cross-curricular links with outdoor environment</li> </ul> <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>	<p>(controlling the temperature of the oven or hob, if cooking).</p> <ul style="list-style-type: none"> <li>-Cross-curricular links with forest school.</li> </ul>	<ul style="list-style-type: none"> <li>-Select appropriate tools and techniques for making their product</li> <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>Christmas performance</b> –To sing and perform with attention to phrasing/articulation/projection.   <b>Judaism</b>           Explore a range of Jewish 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>Compare to other religions/cultures music          Know the history and basis of Klezmer music          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>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>	<p>Mighty Movers - Fitness Unit 2 – 1<sup>st</sup> half          Gymfit Circuits – Fitness Unit 4 – 2<sup>nd</sup> half</p>	<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>Swimming (4M)          Young Olympians – Sports Unit 6 - 1<sup>st</sup> half          Fitness Frenzy – Unit 6 – 2<sup>nd</sup> half.</p>	<p>Swimming (4A)          Invaders – Sports Unit 1 – 1<sup>st</sup> half          Nimble Nets- Sports Unit 5 – 2<sup>nd</sup> half          OAA day at Hargreaves</p>	<p>Striking and Fielding – Sports Unit 4 – 1<sup>st</sup> half          OAA – 2<sup>nd</sup> half</p>
<b>PSHE&amp;C</b>	<ul style="list-style-type: none"> <li>Jigsaw scheme of work</li> <li>Being me in my world</li> <li>Celebrating Difference</li> <li>Class Charter x 2 lessons</li> <li>Most children to know relevant UNCRC articles and understand the words dignity, democracy and equity.</li> <li>Anti-bullying week in November</li> <li>Road safety in November</li> <li>NSPCC/Mental health</li> <li>Watch Newsround to discuss current topics(Article 17)</li> <li>Circle Time x2 (at least) each half term to</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw scheme of work</li> <li>Dreams and Goals</li> <li>Healthy Me</li> <li>Global goal 7: Affordable and clean energy</li> <li>Most children to know relevant UNCRC articles and be able to explain the words dignity, democracy and equity.</li> <li>Watch Newsround to discuss current topics(Article 17)</li> <li>Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw scheme of work</li> <li>Relationships</li> <li>Changing Me</li> <li>Refugee Week in June</li> <li>Global goal 3: Good health and well-being for all: investigate other countries</li> <li>Most children to know relevant UNCRC articles and be able to explain the words dignity, democracy and equity.</li> <li>Watch Newsround to discuss current topics(Article 17)</li> <li>Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.</li> </ul>

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<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 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>1<sup>st</sup> Half – States of matter 2<sup>nd</sup> Half – Water cycle</p>	<p>1<sup>st</sup> Half - Sound 2<sup>nd</sup> Half – Electricity</p>	<p>1<sup>st</sup> Half – Life processes, classification 2<sup>nd</sup> Half – Animals and humans – teeth, digestive system, food chains</p>
<b>School visits</b>	<p>Greek workshop – History through the ages</p>	<p>Claybury Forest – Geocaching Pantomime – Rapunzel at Hawkey Hall Hargreaves – Outdoor and Adventurous activities</p>	<p>Kentwell Hall – History through the ages</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>Visit a mansion</p>