



Date: 2023/2024

Long Term Plan

Year: 4



Subject	Autumn	Spring	Summer
English	<p>Harry Potter and Fantastic Beasts – Extracts (6 weeks) – JK Rowling</p> <p>Cross curricular writing Humanities Informative (2 weeks)</p> <p>Iliad Project – J. Walker Otherwise Education</p> <p>Greek Myths and Legends – Orchard and Literacy Shed (cross curricular writing - history)</p> <p>*Pantomime</p>	<p>Varjak Paw by SF Said – Fiction</p> <p>Empire’s End – Leila Rashid</p> <p>Roman Invasion (extracts) – J. Eldridge</p> <p>Persuasive Writing (Link to DT)</p>	<p>Midsummer Night’s Dream First half</p> <p>Lost Words (2weeks)</p> <p>Toro Toro - Michael Morpurgo</p> <p>Informative writing (link to Science)</p>
Maths	<p>White Rose scheme of work:</p> <p>Number – Place Value</p> <p>Number – Addition and Subtraction</p> <p>Measurement: Area</p> <p>Number: Multiplication and Division</p> <p>Roman numerals</p>	<p>White Rose scheme of work:</p> <p>Number: Multiplication and Division</p> <p>Measurement: Length and Perimeter</p> <p>Fractions</p> <p>Decimals</p>	<p>White Rose scheme of work:</p> <p>Decimals</p> <p>Measurement: Money</p> <p>Measurement: Time</p> <p>Statistics</p> <p>Geometry: Properties of shape</p> <p>Geometry: Position and direction</p>
Art	<p>Painting: artists that have drawn nature (Impressionists/abstract artists):</p> <p>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.</p> <p>Give reasons why a colour is liked or disliked. Recognise and use neutral colours [black, white and grey].</p> <p>Identify and work with ‘earthy’ colours. Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Mindful trees.</p> <p>Sculpture</p> <p>Build sculptures using rolled or scrunched up newspaper and masking/parcel tape. Use papier-mâché.</p>	<p>Drawing</p> <p>Experiment with different grades of pencil and other implements</p> <p>Confidently use a range of different media [e.g. pastels, chalks, felt tips, watercolour pencils] to explore line, tone and texture.</p> <p>Compare drawings for different purposes e.g. Cartoons advertisements etc.</p> <p>Use drawing as a means of designing. Plan, refine and alter their drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination.</p> <p>Use their sketchbook to collect and record visual information from different sources independently.</p> <p>Collage</p> <p>Make patterns with interlocking shapes. Explore positive and negative shapes e.g. making a symmetrical counter change on both horizontal and vertical axes.</p> <p>Plan and work from a plan to produce a collage. Match the tool to the material.</p>	<p>Printing</p> <p>Recognise what makes a good print. Research, create and refine a print using a variety of techniques</p> <p>Develop a design from a drawing. Make a 2 colour press-print</p> <p>Experiment with overlapping and overprinting, contrasting shapes and colours. Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Combine skills more readily. Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile nature.</p> <p>Saxon stoneware</p> <p>Use coil techniques to create Saxon pots</p> <p>Basic coil pots</p> <p>Adding handles to coil pots</p> <p>Plan, design, make and evaluate pots.</p>

	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form. Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p> <p>Fantastic Beasts/ Mindful trees Link</p>	<p>Combine skills more readily. Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile nature.</p>	<p>tile elements.</p> <p>Match the tool to the material.</p> <p>Textiles</p> <p>Use plaiting, pinning, stitching and sewing techniques.</p> <p>Design tie-dyes, batik and prints for a specific purpose Using natural objects.</p> <p>Embellish using stitching and appliqué techniques.</p>
<p>DT</p>	<p>Catapults and levers – Archimedes</p> <p>Skills:</p> <ul style="list-style-type: none"> -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 <p>Choose suitable techniques to construct products or to repair items.</p> <ul style="list-style-type: none"> -Strengthen materials using suitable techniques. -Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). <p>Electrical game - Link to Science and ICT</p> <p>Skills:</p> <p>Design and make an electrical game based on circuits – Link to science</p> <p>Select from and use materials and components, Use and construction of electrical components according to their function and properties.</p> <p>Investigate and evaluate a range of products including materials, components and techniques that are used.</p>	<p>Pizza Making (Food)</p> <ul style="list-style-type: none"> -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 - Link to English – Adverts and instructions <p>Pizza Box (structures)</p> <p>Skills:</p> <ul style="list-style-type: none"> -Develop and use knowledge of how to construct strong, stiff shell structures. -Develop and use knowledge of nets of cubes and cuboids and, where appropriate more complex 3D shapes. -Know and use technical vocabulary relevant to the project. 	<p>Designing a reusable bag/purse– Link to art</p> <p>Textiles.</p> <p>Use plaiting, pinning, stitching and sewing techniques.</p> <p>Textiles</p> <p>Use plaiting, pinning, stitching and sewing techniques.</p> <p>Design tie-dyes, batik and prints for a specific purpose Using natural objects.</p> <p>Embellish using stitching and appliqué techniques.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Generate ideas, considering the purposes for which they are designing -Select appropriate tools and techniques for making their product -Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques -Join and combine materials and components accurately in temporary and permanent ways. - Evaluate products and identify criteria that can be used for their own designs

<p>French</p>	<p>Rigolo 1 Units 7 & 8 Encore Revision of Year 3 learning (l'alphabet, basic exchange, describing people) Quelle heure est-il? Telling the time to o'clock/verbs to describe activities. Christmas/special celebrations (Eid, Easter). Fiction text: Famille Monstre</p>	<p>Rigolo 1 Units 9 & 10 Où vas-tu? Name and place French cities/give and understand instructions/imperative verbs/give and understand basic directions Les temps weather descriptions/talk about the weather. Fiction text: Les Trois Petits Cochons</p>	<p>Rigolo 1 Units 11 & 12 On mange Talk about food using partitive article. To ask how much something costs. Give opinions. Les vêtements Identify items of clothing and describe clothing + colour adjective (noun/adjective agreement).</p>
<p>Geography</p>	<p>Human Geography: Has Greece always been in the news?</p> <ul style="list-style-type: none"> • 4-digit grid reference • Topographical mapping. • Arial mapping • Describe and understand types of settlement and land use using ancient maps 	<p>Settlements: old and new! Where would you choose to build a city?</p> <ul style="list-style-type: none"> • North America- Looking at major cities and locational features. Ordnance survey digital maps • Understand a number of geographical similarities and differences between region of the UK and a region within North America. • Describe and understand types of settlement and land use looking at local settlement 	<p>Location knowledge/place knowledge Why is London such a cool place to live?</p> <ul style="list-style-type: none"> • Name and locate a number of the rivers in the UK and land-use patterns associated with them over time • Google maps
<p>History</p>	<p>Ancient Greeks (The Groovy Greeks)</p> <p>Why has Greece always been in the news?</p> <ul style="list-style-type: none"> • Where was the Ancient Greece Empire? • Timeline of civilisation vs now • Lives led by different people • Ancient Greek religion • Ancient Greek government • Key Sites and how they were constructed • The role of archaeologists and writers • Understanding types of evidence to discover Ancient Greek life – artefacts 	<p>The Romans</p> <p>Why were the Romans so powerful and what did we learn from them?</p> <ul style="list-style-type: none"> • How far did the Roman Empire spread? • Lives led by different people • Romano Britain • Diverse leaders – Lucius Septimus Severus, Boudicca, Tyrant leaders? • Castle and home construction • Understanding types of evidence to discover Roman life – artefacts and Pompeii • Mapping 	<p>Anglo-Saxons (The Smashing Saxons)</p> <p>Were the Anglo Saxons really smashing?</p> <ul style="list-style-type: none"> • Traders and invaders • Lives led by different people • Changes in religion • Homes and how they were constructed • Fortified castles • Understanding types of evidence to discover Anglo Saxon life – artefacts and the written word
<p>ICT</p>	<p>Computing systems and networks – The Internet</p> <p>Creating media - Audio production</p>	<p>Programming A – Repetition in shapes</p> <p>Data and information – Data logging</p>	<p>Creating media – Photo editing</p> <p>Programming B – Repetition in games</p>

<p>Music</p>	<p>Recorders (missed summer term) How to play new notes, more complicated rhythms Notation on stave 2 part pieces singing</p> <p>Christmas performance To sing and perform with attention to phrasing/articulation/projection. Assembly performance – recorders and singing</p>	<p>Play percussion – Ripples</p> <p>Musical focus: tuned percussion techniques: ascending and descending (with two beaters), stepping in thirds, playing two-note chords, making connections between music played and how it is written down, listening to music representative of water, creating sound pictures. Pieces: <i>Ripples</i> by Lily May, 'Japura River' and 'Xingu river' from <i>Águas da Amazônia</i> by Philip Glass, <i>H2drop</i> by Nuno Brito, 'Vtlava' from <i>Má vlast</i> by Bedřich Smetana, <i>Orinoco flow</i> by Enya and Roma Ryan.</p>	<p>Anglo-Saxons Ukulele Compose a piece using pentatonic scale Learn to play on the ukulele (single notes) 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>
<p>PE Indoor</p>	<p>Boot Camp -Fitness Unit 1 Dances for Christmas performance. Swimming</p>	<p>Mighty Movers – Unit 2 1st Half Fit for Fun</p>	<p>Gym Sequences – Unit 3 1st half Step to the Beat – Unit 3 2nd Half</p>
<p>PE Outdoor</p>	<p>Young Olympians – Sports Unit 6 - 1st half Swimming</p>	<p>Invaders – Sports Unit 1 – 1st half Nimble Nets- Sports Unit 5 – 2nd half</p>	<p>Striking and Fielding – Sports Unit 4 – 1st half Fitness Frenzy – Fitness Unit 6 2nd half</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.

Ss6. The responsibility of bystanders.

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.

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.

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.

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.

<p>RE</p>	<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>Who should inspire us? Jewish beliefs and festivals - Pesach (Passover) Easter</p>	<p>Commitments to religion on religious journeys.</p> <p>What matters most to Humanists and Christians?</p>
<p>Science</p>	<p>States of Matter States of Matter Scientists</p> <ul style="list-style-type: none"> • Solid or liquid? • It's a bit gassy • Particle party – temperature taker – digital thermometers • Evaporation and condensation • Make it rain (inc water cycle) • Science fair – PowerPoint/ Presentation of states of Matter 	<p>Sound Listen Up</p> <ul style="list-style-type: none"> • Sound walk – data loggers • Good vibrations • Pitch and Volume - Investigation • Pardon? – Muffling sound investigation • SSSHHHHhhhh! – Sound travelling investigation – creating circuits • Rock Star challenge – designing ear defenders 	<p>Living Things and their habitats Help Our Habitats</p> <ul style="list-style-type: none"> • Our environment • Other changes – Natural and man-made changes • Climate change • Impact of change • Help Our habitat • Positive impacts
	<p>Electricity It's Electric</p> <ul style="list-style-type: none"> • Electrical fun • Understanding electrical safety • Building a circuit • Good conductor, Bad conductor • Explain what you know • It's electric – Designing a car with a motor (Day assessment) 	<p>Living Things and their habitats Name that Living Thing</p> <ul style="list-style-type: none"> • What is that? – Life processes poster • Local living things – what are they? • How are living things classified • Closer inspection – branching database • Enormous insects – Model of insect • I'm thinking of a living thing – Knowledge quiz 	<p>Animals including humans Are these your teeth?</p> <ul style="list-style-type: none"> • Excuse me are these your teeth? – Animal teeth • What happens to my food? • What does the small intestine do? • What did this poo? • Who's the predator? <p>How did you know? - Presentation</p>
<p>School visits</p>	<p>Greek workshop – in house Pantomime Synagogue Trip</p>	<p>Colchester museum visit Lighting an open fire – preparation for cooking</p>	<p>Anglo Saxon Day – in house Claybury Forest Walk around London/Globe Theatre</p>
<p>Learning experiences</p>	<p>Perform in a play Watch a play or dance productions</p>	<p>Geocaching Go hiking/ Walking to the viewing point (measuring using variety of equipment and exploring contour lines)</p>	<p>Go hiking/ Walking to the viewing point. (view of London) Cooking on an open fire – popcorn and salmon/fish First aid Day</p>