

Year 4-Long Term Plan 2020-2021

Term Length (Whole School Focus)	Autumn 1 (Respect)	Autumn 2 (Tolerance)	Spring 1 (Law)	Spring 2 (Democracy)	Summer 1 (Liberty)	Summer 2 (My Values)
Learning challenge	River deep, Mountain high. -Geography based		The Romans -the Roman Empire and its impact on Britain	Fun in the sun Geography	The Anglo-Saxons & Vikings Who Ruled After the Romans?	
English	Lion, the Witch and the Wardrobe -text based unit Outcome: Quest story set in an imaginary world Letter- Informal letter written from Narnia Poetry – competition writing poems about monsters.	Non-chronological report on Ingleborough The Water Tower -Narrative, writing a new chapter Life doesn't frighten me - Meya Angelou	Fatal Fire text based unit – writing an alternate ending to the story Newspaper article Write an article about the fire at the arena. Poetry -Haikus	Nim's Island -Diary entries The Med -Persuasive leaflet	Beowulf -Character description -Battle scene Perform all poems learnt this year and recap on those learnt in Year 3	Viking Boy -Narrative, story writing
Maths	Place value, addition, subtraction, multiplication, fractions, measurements (inc. time), <i>Roman numerals (link to Learning Challenge)</i>	Negative numbers, decimals, 4 operations, time, shape, data, <i>Roman numerals (link to Learning Challenge)</i>	Time, measurements (inc. perimeter), add and subtract 4 digit numbers using column method, multiply 2/3 digit numbers by a 1 digit number, place value, fractions (inc. equivalent fractions), decimals	Decimals (inc. money), Geometry, rounding, translation of shape, problem solving, presenting data, area and perimeter	Money, convert measures, estimate and compare measures, negative numbers, add and subtract, divide, multiply, fractions, decimals	Time, Geometry, Translations, Angles, Data, Multiplication, Place Value

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<p align="center">Science</p>	<p>Sound Sources, Vibration, Loud and faint, Pitch, Volume</p>	<p>States of matter - Solids, liquids and gases - Heating and cooling (no baking, etc) - Evaporation and condensation</p>	<p>Electricity Circuits Conductors insulators</p>	<p>Animals (including humans) Digestive system Teeth</p>	<p>All living things Identify and name a variety of living things (plants and animals) in the local and wider environment Recognise that environments can change and pose dangers</p>
<p align="center">History</p>	<p>To understand native American cultures and traditions including; dream catchers, totem poles and teepees.</p>		<p>To understand why the Romans invaded Britain and the impact it had on Britain then and now.</p> <p>To summarise and explain how events from the past have helped to shape our lives today</p> <p>To recall the motives of Emperor Claudius for invading and occupying Britain in AD 43 looking at different evidence suggesting his reasons.</p>		<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</p> <p>Can they explain why the River Nile was so important to Egyptian life?</p> <p>Can they explain why Pharaohs had pyramids built and what they symbolised?</p>
<p align="center">Geography</p>	<p>-to identify the position and significance of Equator, the Tropics of Cancer and Capricorn, Arctic Circle</p> <p>-to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America</p> <p>-to describe and understand key aspects of physical geography, including: climate zones and mountains (the Rockies)</p> <p>-to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>		<p>-locate the world's countries, using maps to focus on Europe (UK) and North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>-to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>-locate the world's countries, using maps to focus on Europe (UK) and North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>-to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

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Computing	We are programmers: programming an animation	Programming: We are toy designers	Visual media: We are musicians	Visual media: Photo stories	Multimedia: we are co-authors	Multimedia: animation
E Safety	Discuss the importance of passwords and keeping them private	Know what to do when inappropriate material appears on the screen and think about the implications at home	Be aware of risks of using online images and the issues of copyright		Know that personal data is stored on systems; understand the need to be accurate and keep it private	-Keeping safe when using online communications at home and at school -Reflect on the digital footprint made after online activity.
PE	Games- invasion Tag Rugby	Gymnastics- bridges	Dance	Outdoor and Adventurous Orienteering	Athletics- competitions	Games- striking/ fielding Rounders
	Swimming Athletics- running	Swimming Games- invasion Basketball	Swimming Games- net/wall Tennis	Swimming Games – invasion Netball	Swimming Games- striking/ fielding Cricket	Swimming Games – invasion Handball
Art/ DT	1. ICT art (mountain geography) 2. DT electrical components circuits 3. DT textiles	1.DT Cooking 2. ICT art (mountain geography) 3.DT electrical components circuits	1. Art sketchbook focus 2. DT cooking 3. Art ICT mosaic design	1. Art printing 2. Art sketch book skills 3. DT cooking	1. DT construction 2. Art printing 3. Art sketchbook focus	1. DT electrical components 2. DT textiles 3. Art printing
Music	Perform a simple part on tuned/untuned percussion, and keyboards.	<u>Music and Fairytales</u> Compose a piece of music on keyboards inspired by a well-known traditional tale.	Use graphic scores to record and interpret sequences of rhythm and pitches, both individually and as part of a group. Listen to music by George Gershwin and		Describe and identify the different purposes and styles of music, developing an	Class band using Charanga well known unit songs. Children to play

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	<p>Sing a selection of well-known songs with control and expression.</p> <p>Identify with accuracy different orchestral instruments and their families.</p>	<p>Sings songs from memory with accurate pitch, control and expression.</p> <p>Listen to famous ballet music (e.g. Swan Lake, Nutcracker by Tchaikovsky) and appraise using elements of music.</p>	<p>begin to improvise own pieces around the pentatonic scale.</p> <p>Learn to play simple songs/chord sequences using keyboards.</p>	<p>understanding of how popular music has changed over time.</p>	<p>keyboards and tuned/untuned percussion to put together a class performance.</p>
French	<p>Revise greetings (can do this for register regularly)</p> <p>Revise numbers 1-19 (play "lotto" regularly)</p> <p>CLASSROOM OBJECTS</p> <p>Grammar/language focus: Begin to learn about masc and fem forms of nouns</p>	<p>NUMBERS 20-39 (only need to learn 20 and 30!)</p> <p>Revise colours</p> <p>BODY PARTS</p> <p>Grammar/language focus: adjectives after nouns eg "nez vert"</p>	<p>ALPHABET</p> <p>CAFE - ordering drinks and simple snacks in France using a menu.</p> <p>Grammar/language focus: Similarities between languages</p>	<p>SPORTS</p> <p>TELLING THE TIME</p> <p>Grammar/language focus: Continuing to explore links between languages e.g. "equitation" = "equine" etc</p>	<p>JACQUES ET LE HARICOT MAGIQUE</p> <p>(Learn and retell the well know story in French)</p> <p>Intercultural awareness: What type of holiday can you have in France e.g. Skiing in Alps, French Riviera, Normandy beaches</p> <p>(Make a tourist leaflet for a region/destination)</p>
RE (Christianity, Sikhism, Judaism)	<p>What do people believe about God?</p>	<p>What do people believe about God?</p>	<p>How do faith communities demonstrate what is sacred about god?</p>	<p>How do faith communities demonstrate what is sacred about god?</p>	<p>How do believers use symbolism to show their beliefs?</p>

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<p align="center">PSHCE</p>	<p>Keeping safe/ playing safe.</p>	<p>Physical health and wellbeing What is important to me?</p>	<p>Identity, society and equality Democracy</p>	<p>Drug, alcohol and tobacco education Making choices</p>	<p>Sex and relationship education Growing up and changing</p>	<p>Sex and relationship education Growing up and changing</p>
<p>Garden/ outdoors</p>	<p>Ingleborough trip focussed on the mountains. -mapping skills</p>	<p>Outdoor day. - making teepees using designs that would have originally been used. - make your own dreamcatcher using natural equipment. -cooking a meal that would have traditionally been eaten by the native Americans.</p>	<p>Roman dig in the garden, artefacts to be hidden in the garden and children to go into the garden and uncover them.</p>	<p>Trip linked to the Romans</p>	<p>Outdoor day linked to the ancient Egyptians. -make a working shaduf and look at irrigation -make some Egyptian food - design and create an Egyptian death mask using natural resources</p>	<p>Nell Bank residential</p>