Year 4 Long Term Plan 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question:	**1. <u>Why were the Romans so powerful and what did we learn from them?</u>** **2. <u>How could we cope without electricity for a day?</u>** **3. <u>Why is the sound we make enjoyed by so many?</u>**		**<u>1. Where would you choose to build a city?</u>** **<u>2.How would we survive without water?</u>**		**1. <u>How can we rediscover the wonder of Ancient Egypt?</u>** **2. <u>What happens to the food we eat?</u>** **3. <u>Which wild animals and plants thrive in your locality?</u>**	
Babcock English Text	1. Arthur and the Golden Rope 2. Beatrices dream life in an African Slum 3. How to Invent (Lynn Huggins-Cooper)	Character description- A Roman soldier going on a journey. Recount- living life without electricity. Explanation Text- How the ear works.	1. The Paper Bag Prince 2. A walk in London	Setting description- a new world without water. Persuasive advert	1. Chalk 2. Beachcomber 3. Ask Dr Fisher	Short story- draw an Egyptian object/character Narrative Poetry Letter- write from the perspective of a bug in trouble.

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White Rose Maths	Place Value (4 weeks) Addition and Subtraction (3 weeks) Length and Perimeter (1 week) Multiplication and Division (3 weeks)- How many Jelly Beans? Maths Investigation: Autumn 2 (week 1) How many Jelly Beans? By Andrea Menotti	• Multiplication and Division (3 weeks) • Area (1 week) • Fractions (4 weeks)- Bean thirteen • Decimals (3 weeks) Maths Investigation: Spring 2 (week 1) Bean Thirteen by Matthew McEllicott	• Decimals (3 weeks) - rolling 1 week over from the Spring unit • Money (2 weeks) • Time (1 week) • Statistics (2 weeks) One is a snail, ten is a crab • Property of Shape (3 weeks) • Position and Direction (1 week) Maths Investigation: Summer (week 1) One is a snail Ten is a crab By April Pulley Sayre and Jeff Sayre
Science	**1.Electricity** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors **2.Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it	**1. States of matter** • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**1.Animals, including humans** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. **2.Living things and their habitats** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.

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	• recognise that sounds get fainter as the distance from the sound source increases		
	During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.		
Geography		<u>Human geography</u> • including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • describe and understand key aspects of the water cycle	<u>Geographical skills and fieldwork</u> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)
	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
History	1. The Roman Empire and its impact on Britain		1. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Computing From Purple Mash	**1. <u>Coding (6 weeks)</u>** To use selection in coding with the 'if/ else' command. To understand and use variables in 2Code. To use flowcharts for design of algorithms including selection.	**1. <u>Writing for different audiences (5 weeks)</u>** To explore how font size and style can affect the impact of a text. To use a simulated scenario to produce a news report. To use a simulated scenario to write for a community campaign. **2. <u>Logo (coding language) (4 weeks)</u>**	**1. <u>Effective searching (3 weeks)</u>** To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable.

	To use the 'repeat until' with variables to determine the repeat. To learn about and use computational thinking terms; decomposition and abstraction **2. <u>Online safety (4 weeks)</u>** To understand how children can protect themselves from online identity theft. Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To Identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives. **3. <u>Spreadsheets (5 weeks) (fractions and decimals link)</u>** Formatting cells as currency, percentage, decimal to different decimal places or fraction. Using the formula wizard to calculate averages. Combining tools to make spreadsheet activities such as timed times tables tests. Using a spreadsheet to model a real life situation. To add a formula to a cell to automatically make a calculation in that cell.	To learn the structure of the coding language of Logo. To input simple instructions in Logo. Using 2Logo to create letter shapes. To use the Repeat function in Logo to create shapes. To use and build procedures in Logo. **3. <u>Animation (3 weeks)</u>** To discuss what makes a good animated film or cartoon. To learn how animations are created by hand. To find out how 2Animate can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations. To be introduced to 'stop motion' animation. To share animation on the class display board and by blogging	**2. <u>Hardware investigators (2 weeks)</u>** To understand the different parts that make up a computer. To recall the different parts that make up a computer. **3. <u>Making music (4 weeks)</u>** To identify and discuss the main elements of music: pulse, rhythm, tempo, pitch, texture To understand and experiment with rhythm and tempo To create a melodic phrase To compose a piece of music .
In Key Stage 2 - Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information			

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• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.						
PSHE from Jigsaw	**Being me in my world (Article 12)** Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	**Celebrating difference** Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	**Dreams and goals** Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	**Healthy Me** Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	**Relationships** Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	**Changing ME** Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Art (LCC)	Paint: Can I paint based on a dream or my imagination–link to LCC “Why is the sound we make enjoyed by so many.” The children paint what they feel whilst listening to a piece		Print: Can I print using the collagraph technique? LCC “Where would you choose to build a city?” Create the outline of a city scape on a square using string, bumpy cardboard etc. paint over (be generous) and then place a blank sheet of paper on top to print. Press/rub with a spoon or fingers. Extend higher ability by creating layers of colour on top of the original print. Use square prints to create a tile display.		Critical study: Can I create an image inspired by an artist. Suggestions: Edgar Degas (children to explore movement through dancing) Seurat (Looking at the technique of pointillism) Vincent Van Gogh (Looking at his use of colour hot/cold?)	

	of classical music albeit pictorial images or lines and shapes (doesn't matter).		
In Key Stage 2 -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.			
DT (LCC)	**1. Romans** Plan, design and make a model of a Roman weapon. A Lollipop Trebuchet for a roman emperor. **2. Electricity** Design a burglar alarm. Technical knowledge (possibly!) understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	**1. Build a city** Design, make and evaluate a skyscraper to appreciate issues in building sky scrapers. Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**1. Food** Design, make and evaluate savoury design a pizza kit and healthy eating. Healthy eating to meet DT objectives. Cooking and Nutrition • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

<table>
<tr><td></td><td></td><td></td><td colspan="3">• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

2. How can we recreate the wonder of the Pyramids?
Design a pyramid and link to art 3D object.</td></tr>
<tr><td></td><td colspan="5">Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:
<u>Design</u>
• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
<u>Make</u>
• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
<u>Evaluate</u>
• investigate and analyse a range of existing products
• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
• understand how key events and individuals in design and technology have helped shape the world Technical knowledge
• apply their understanding of how to strengthen, stiffen and reinforce more complex structures
• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
• apply their understanding of computing to program, monitor and control their products.</td></tr>
<tr><td rowspan="2">MFL
FRENCH
(Twinkl)</td><td>1.Holidays and Hobbies
(Twinkl Year 4 French)</td><td>2.Going Shopping
(Twinkl Year 4 French)</td><td>1.All Around Town
(Twinkl Year 4 French)</td><td>2.What’s the time?
(Twinkl Year 4 French)</td><td>3.On the Move
(Twinkl Year 4 French)</td><td>4.Where in the World?
(Twinkl Year 4 French)</td></tr>
<tr><td colspan="5">In Key Stage 2 - Pupils should be taught to:
• listen attentively to spoken language and show understanding by joining in and responding
• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
• speak in sentences, using familiar vocabulary, phrases and basic language structures
• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
• present ideas and information orally to a range of audiences
• read carefully and show understanding of words, phrases and simple writing
• appreciate stories, songs, poems and rhymes in the language
• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</td></tr>
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	• write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing Languages – key stage 2 3 • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.					
Music (Charanga)	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect rewind and replay
In Key Stage 2 - Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.						
RE	1.What is the 'Trinity' and why is it important to Christians?	2.What do Hindus believe god is like?	3.What does it mean to be a Hindu in Britain today?	4.Why do Christians call the day Jesus died 'Good Friday'?	5.For Christians, when Jesus left, what was the impact of Pentecost?	6.How and why do people mark the significant events of life.
PE	Games (Football) Gymnastics	Games (Basketball) Dance	Gymnastics Dance	Games (tag rugby) Gymnastics	Athletics (Sports day) Health and fitness	Games (Kwik Cricket) Athletics
In Key Stage 2 - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best						
<u>Swimming:</u> In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]						

- perform safe self-rescue in different water-based situations