

Y4 Long Term Plan

Year Group	Literacy	TOPIC History/Geography	SCIENCE	RE	Art / DT	Computing	Modern Foreign Languages KS2 Only / MUSIC
<p>Y4 Autumn Term</p> <p>Book Study 'Kensuke's Kingdom' literacy based / The Roman Empire (History based)</p> <p>'Escape from Pompeii'</p> <p>Big Question – What did the Romans do for us?</p>	<p>Purpose – Writing to entertain Writing to inform Writing to persuade Text type/outcomes-</p> <ol style="list-style-type: none"> instructions- how to make...linked to survival balanced argument- should the family travel around the world for a year letter writing – to Eddie/Gran blog style of writing non-chronological report- non-fiction Roman army fiction a story with a historical setting- entering arena/ escaping Pompeii Riddles- link to Romans entertainment (non fiction- recount from trip) <p>Objectives to be covered - Plan writing Discuss and record ideas Organise paragraphs Create settings and characters Organisational devices – headings/subheadings Fronted adverbials Grammar for Year ¾:</p> <ul style="list-style-type: none"> Present perfect forms of verbs to contrast past tense Using nouns and pronouns appropriately to avoid repetition 	<p>Romans</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain <p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion Roman Empire & successful invasion British resistance e.g. Boudicca Romanisation of Britain <p>Geography</p> <ul style="list-style-type: none"> Human and Physical geography – describe and understand key aspects of: volcanos and earthquakes (possible link to Pompeii? Vesuvius?) 	<p>STATES OF MATTER i 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</p> <p>SOUND ii Identify how sounds are made, associating some of them with something vibrating</p> <p>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 Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Christian values: what matters most to Christians and what matters most to me?</p>	<p>Use sketchbooks to collect, record, review, revisit and evaluate ideas Improve mastery of art and design techniques – including drawing, painting and sculpture with a range of materials(eg pencil, charcoal, paint, clay) Learn about great artists, architects and designers in history i/ repeating pattern-based on Roman designs ii/ creating own repeating patterns in print Iii/ mosaic /sketching/ink pens/painting / clay work Artist -Cultural Study of Roman art Artist studied - Anwar Jalal Shemza (July 1928 – 18 January 1985) - printmaker .</p> <p>DT – pavilions KAPOW focus – 4 progressive lessons-linked to Roman pavilions</p>	<p>Autumn 1 - Communication and collaboration. - Use technology responsibly, securely and safely.</p> <p>Target skills: Text creation, collaborative editing and research.</p> <p>Autumn 2 - select, use and combine software (including internet services) on a range of digital devices to design and create a range of programmes to accomplish given goals.</p> <p>Target skills: Data logging, data analysis, presentation</p>	<p>French –Wakefield Scheme 1 and 2 2nd half term</p> <ul style="list-style-type: none"> Listen and engage Speak in simple language and be understood Engage in conversations, expressing opinions Develop appropriate pronunciation Present ideas and information orally Show understanding in simple reading Adapt known language to create new ideas Describe people, places and things Understand basic grammar eg gender <p>MUSIC – following Charanga Weekly sessions with Rotherham Music service learning to play the violin.</p>

	<ul style="list-style-type: none"> • Commas after fronted adverbials • Possessive apostrophe with plural nouns • Using and punctuating direct speech • Using adverbs to explain time and place <p>Book/Novel to be used Kensuke's Kingdom' Ii Roman Invasion Iii Jim Eldrige Escape from Pompeii from Pompeii – Iii Christina Balit</p>					and video recording.	
<p>Y4 Spring Term Novel to be studied 'Lion, Witch and the Wardrobe' The Blitz (Science/ history based) Big Question - How was life different during the war?</p>	<p>Purpose – Writing to entertain Writing to inform Writing to persuade Text type/outcomes-</p> <p>1.-imaginary worlds- story settings- writing a section of story 2. advert to come to imaginary world 3. fiction- diary extract / letter writing- linked to evacuees 4 . Poetry- narrative / blackout poetry linked to Blitz 5. writing from differing viewpoints – witch/ Edmund 6. persuasive writing - Film review of novel</p> <p>Objectives to be covered - Plan writing Discuss and record ideas Organise paragraphs</p>	<p>Local Study of World War 2 A study of an aspect of history or a site dating from a period beyond 1006 that is significant in the locality. For example:</p> <ul style="list-style-type: none"> • An in depth study linked to World War 2 in Rotherham/Sheffield <p>Geography</p> <ul style="list-style-type: none"> • Locate the world's countries using maps to focus on Europe (inc location on Russia) and North and South America – concentrate on the environmental regions, key physical and human characteristics, countries and major cities of Europe. • Use maps, atlases, globes and digital /computer 	<p>ELECTRICITY</p> <ul style="list-style-type: none"> • 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 buzzes • 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 	<p>Christian and Hindu answers to questions: what is God like? What matters most in life? What happens when we die?</p>	<p>DESIGN TECHNOLOGY DESIGN, MAKE, EVALUATE Torches KAPOW based – 4 progressive lessons Focus on a product that uses an electrical system – eg buzzers, bulbs, switches and motors</p> <p>Art- drawing/ pen and ink studies based on class book illustrations. leading onto Sculpture based on</p>	<p>Spring 1</p> <p>-Be discerning in evaluating digital content.</p> <p>- select, use and combine software (including internet services) on a range of digital devices to design and create a range of programmes to accomplish given goals.</p> <p>Target skills: Producing digital music, audio recording, music</p>	<p>French – Wakefield Scheme</p> <ul style="list-style-type: none"> • Listen and engage • Speak in simple language and be understood • Engage in conversations, expressing opinions • Develop appropriate pronunciation • Present ideas and information orally • Show understanding in simple reading • Adapt known language to

	<p>Create settings and characters Organisational devices – headings/subheadings Fronted adverbials Grammar for Year ¾:</p> <ul style="list-style-type: none"> • Present perfect forms of verbs to contrast past tense • Using nouns and pronouns appropriately to avoid repetition • Commas after fronted adverbials • Possessive apostrophe with plural nouns • Using and punctuating direct speech • Using adverbs to explain time and place <p>Book/Novel to be used – Lion the witch and the wardrobe</p>	<p>mapping to locate countries and describe features studied.</p>	<p>battery</p> <ul style="list-style-type: none"> • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. <p>Recognise some common conductors and insulators, and associate metals with being good conductors ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic digestive system in humans • Identify the different types of teeth in humans and their simple functions. 		<p>studies Artist focus- Henry Moore drawings and sculpture</p>	<p>composition, sequencing.</p> <p>Spring 2</p> <p>- Use search technologies effectively.</p> <p>-Collecting, analysing, evaluating and presenting data information.</p> <p>Target skills: Survey creation, databases, presentation.</p>	<p>create new ideas</p> <ul style="list-style-type: none"> • Describe people, places and things <p>Understand basic grammar eg gender</p> <p>MUSIC – following Charanga Weekly sessions with Rotherham Music service learning to play the violin.</p>
<p>Y4 Summer Term</p> <p>Novel to be studied ‘The Explorer’</p> <p>Our Endangered World</p>	<p>Purpose – Writing to entertain Writing to inform Writing to persuade Text type/outcomes-</p> <ol style="list-style-type: none"> 1- Writing to build drama-based on crash of the plane from the book 2- fiction- compare stories from other cultures 3- poetry- performance 4- Non fiction- explanation 	<p>Geography: The Environment</p> <ul style="list-style-type: none"> • Locate the world’s countries using maps to focus on Europe (inc location on Russia) and North and South America – concentrate on the environmental regions, key physical and human characteristics, countries 	<p>LIVING THINGS AND THEIR HABITATS</p> <p>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</p>	<p>Christians and Hindus: how do Christians and Hindus use art, buildings and music in worship and community? Hindu patterning</p>	<p>Use sketchbooks to collect, record, review , revisit and evaluate ideas Improve mastery of art and design techniques – including drawing, painting and sculpture with a range of materials(eg pencil, charcoal,</p>	<p>Summer 1</p> <p>-Be discerning in evaluating digital content.</p> <p>- select, use and combine software (including internet services) on a range of</p>	<p>French – Wakefield Scheme</p> <ul style="list-style-type: none"> • Listen and engage • Speak in simple language and be understood • Engage in conversations, expressing opinions

<p>(Geography/ Science based)</p> <p>Big Question – How can we protect our world?</p>	<p>based on endangered animal/ Amazon forest argument/discussion on a current event based on our world</p> <p>5- persuasion advert for environment linked item</p> <p>3. Play script – using story text as a focus</p> <p>4. Objectives to be covered - Plan writing Discuss and record ideas Organise paragraphs Create settings and characters Organisational devices – headings/subheadings Fronted adverbials Grammar for Year 3/4:</p> <ul style="list-style-type: none"> • Present perfect forms of verbs to contrast past tense • Using nouns and pronouns appropriately to avoid repetition • Commas after fronted adverbials • Possessive apostrophe with plural nouns • Using and punctuating direct speech • Using adverbs to explain time and place <p>Book/Novel to be used The Explorer- Katherine Rundell Wind in the Willows extracts</p>	<p>and major cities of Europe.</p> <ul style="list-style-type: none"> • Water cycle/Evaporation/Condensation • Use 8 points of compass and 4 figure grid references, symbols and keys (including use of OS maps) to build knowledge of the world • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Physical geography – climate zones, biomes and vegetation belts. 	<p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>		<p>paint, clay)</p> <p>Learn about great artists, architects and designers in history</p> <p>Themes: Focus on skills – li/ colour shading/ tone perspective sea landscapes/ paint/ collage- Artist – Hokusai</p> <p>DT – designing a recipe KAPOW – 4 progressive lessons on seasonal food recipes</p>	<p>digital devices to design and create a range of programmes to accomplish given goals.</p> <p>Summer 2 -Use technology responsibly, securely and safely. -Be discerning in evaluating digital content. - select, use and combine software (including internet services) on a range of digital devices to design and create a range of programmes to accomplish given goals.</p> <p>Target skills: Research, digital photography, video recording and editing to create a slideshow.</p>	<ul style="list-style-type: none"> • Develop appropriate pronunciation • Present ideas and information orally • Show understanding in simple reading • Adapt known language to create new ideas • Describe people, places and things <p>Understand basic grammar eg gender</p> <p>MUSIC – following Charanga Weekly sessions with Rotherham Music service learning to play the violin.</p>
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