

## Year 4 – Long Term Plan

Year 4	School Global theme	Healthy Mind, Healthy Body		Relationships		Living in the Wider World	
	Significant Person	Greta Thunberg, Homer		Boudica		Jacques Cousteau	
	Anchor Point (Locality Study)	Kent Renewable Energies Biomass Plant, Sandwich		Roman painted house, Dover		River Dour, Dover	
	National & whole school events	9 <sup>th</sup> September World Read a Book Day 11 <sup>th</sup> September Roald Dahl Day 21 <sup>st</sup> September Art Week 28 <sup>th</sup> September Healthy Eating Week 28 <sup>th</sup> September Maths Audit 7 <sup>th</sup> October Harvest 9 <sup>th</sup> October Pupil Progress Meetings 12 <sup>th</sup> October Assessment Week 15 <sup>th</sup> October Provisional Kent Test	4 <sup>th</sup> -11 <sup>th</sup> Book Fair 3 <sup>rd</sup> - 4 <sup>th</sup> November Parent Partnership Evening 9 <sup>th</sup> November English Audit week 11 <sup>th</sup> November Remembrance Day 13 <sup>th</sup> November Children in Need 16 <sup>th</sup> November Anti Bullying & Road Safety Week 25 <sup>th</sup> November no pens Wednesday 27 <sup>th</sup> November Christmas Craft Day 2 <sup>nd</sup> December PJ Day 3 <sup>rd</sup> - 9 <sup>th</sup> December Nativity 7 <sup>th</sup> December Assessment Week 11 <sup>th</sup> December Christmas Fayre 14 <sup>th</sup> December Christmas Dinner 16 <sup>th</sup> December – Trust Christmas Concert 18 <sup>th</sup> December – Christmas Jumper Day & Christmas Assembly	25 <sup>th</sup> January Maths Audit Week 1 <sup>st</sup> February Mental Health Week 1 <sup>st</sup> February Assessment Week 9 <sup>th</sup> February Safer Internet Day 12 <sup>th</sup> February Chinese New Year Shrove Tuesday	4 <sup>th</sup> March World Book Day – Dress Up 8 <sup>th</sup> March Science Week 9 <sup>th</sup> & 10 <sup>th</sup> Primary Dance Festival 15 <sup>th</sup> March Shakespeare Week 17 <sup>th</sup> March St Patricks Day 19 <sup>th</sup> March Comic Relief 22 <sup>nd</sup> March Assessment Week 30 <sup>th</sup> - 31 <sup>st</sup> March Parent Partnership meetings Easter	SATS TERM 19 <sup>th</sup> April Inset day Staff in 6 <sup>th</sup> April Mock SATs 3 <sup>rd</sup> – 31 <sup>st</sup> May Key Stage 1 SATs 10 <sup>th</sup> -14 <sup>th</sup> May Key Stage 2 SATs World Earth Day Book Week	7 <sup>th</sup> June Multiplication Screening 7 <sup>th</sup> June Year 1 Phonics 14 <sup>th</sup> June Assessment Week 21 <sup>st</sup> June Sports Week 28 <sup>th</sup> June Enterprise Wee 1 <sup>st</sup> July Common Transfer day 2 <sup>nd</sup> July Summer Fayre 7 <sup>th</sup> – 8 <sup>th</sup> July Parent Partnership meeting 14 <sup>th</sup> July Graduation 15 <sup>th</sup> July Prom 16 <sup>th</sup> July Leavers Service
	Assemblies	Harvest	Anti-Bullying Week Remembrance Day Children in Need Nativities	Safer Internet Day Shrove Tuesday	Science Week Comic Relief Easter	World Earth Day Book Week	Sports Week Enterprise Week
	Theme	Can Electricity save the world?		What have the Romans ever done for us?		The River Dour Project	
	Term	Term 1 (8 weeks) 1.9.20 - 23.10.20	Term 2 (7 weeks) 2.11.20 - 18.12.20	Term 3 (6 weeks) 4.1.20 - 12.2.20	Term 4 (6 weeks) 22.2.20 - 1.4.20	Term 5 (5 weeks) 19.4.20 - 28.5.20	Term 6 (5 weeks) 7.6.20 - 16.7.20
	English	Non-chronological report – Journey of Electricity, Scientific Reports Persuasion – Buying Electric Cars Narrative – Myth recount, alternate endings		Recount – Roman diary entry Non-chronological report – Volcanoes Newspaper Report Biography – Boudicca		Discussion text – for and against exploring rivers/seas Persuasion – Environmental impact on rivers	Instructions – insect observation Recount – River Dour Experience

	Poetry – Greek God’s/Goddesses	Narrative	Poetry – animals		
Quality Text	Greek Myths by Marcia Williams (History) The Orchard Book of Greek Myths by Geraldine McCaughrean (History) Greta Thunberg speech transcript – 23.09.19 (English/Science) ‘Everything you need to know about electric cars’ – motors.co.uk (English/Science) Funny poems by Jan Dean (Poetry) The Miraculous Journey of Edward Tulane by Kate DiCamillo (Class Read)	Julius Zebra: Rumble with the Romans! By Gary Northfield (History) Boudica's Army (I Was There...) by Hilary McKay (History) Empire's End - A Roman Story by Leila Rasheed (History) Ruby’s Worry by Tom Percival (Mental Health) The Land of Neverendings by Kate Saunders (Class read)	Why Water's Worth It by Lori Harrison (Rivers) Song of the Dolphin Boy by Elizabeth Laird (Rivers) Malala's Magic Pencil by Malala Yousafzai (Diversity) Where Zebras Go by Sue Hardy Dawson (Poetry) The House with Chicken Legs by Sophie Anderson (Class read/ Art)		
Mathematics	<b>Collins: Busy Ant Units 1 to 4</b> Place value Addition and subtraction Properties of shape Multiplication and division Fractions Position and direction Addition and subtraction Decimals Measurement (mass) Multiplication and division Measurement (time)	<b>Collins: Busy Ant Units 5 to 8</b> Number and place value Addition and subtraction Properties of shape Multiplication and division Fractions Measurement – length (topic link?) Addition and subtraction Statistics Multiplication and division Decimals Area and perimeter	<b>Collins: Busy Ant Units 9 to 12</b> Number & place value Addition & subtraction including Measurement (money) Properties of shape Number Measurement - volume & capacity (topic link?) Multiplication & division Fractions Addition & subtraction including Measurement (money) Decimals Position & direction Multiplication & division Bar charts and time graphs	<b>Catch Up, Consolidation and Gap Analysis</b>	
Science	<b>Electricity</b> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <i>using straightforward scientific evidence to answer questions or to support their findings.</i>	<b>States of matter</b> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<b>Sound</b> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the</li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <i>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables – tables/ graphs/ bar charts</i>	<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>

			<p><i>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i></p> <p><i>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i></p>	<p>distance from the sound source increases</p> <p><i>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i></p>		
			<p><i>asking relevant questions and using different types of scientific enquiries to answer them</i></p>			
Geography	<p><b>Human Geography: Settlements/Land uses</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><i>human geography</i></p>	<p><b>Geographical study: Rome/Volcanoes</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> <li>describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p><i>location knowledge, physical geography, focus study</i></p>	<p><b>Physical Geography: Rivers/Water Cycle</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region within South America- Amazon River</li> </ul> <p><i>physical geography, River Dour Project</i></p>	<p><b>Rivers/Map Skills/ Fieldwork</b></p> <ul style="list-style-type: none"> <li>use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>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 and satellite images</li> </ul> <p><i>map skills, scale, direction, River Dour Project</i></p>		
History	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<p><b>Roman Empire</b></p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul> <p>This could include:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall &amp; British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p><b>Richborough</b></p> <ul style="list-style-type: none"> <li>a local history study</li> </ul>			
Art	<p><b>3D Form</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations</li> </ul>	<p><b>Textiles/Collage and Printing</b></p> <ul style="list-style-type: none"> <li>to use sketch books to review and revisit ideas</li> </ul>	<p><b>Painting</b></p>	<p><b>Drawing</b></p>		

	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including sculpture with a range of materials</li> <li>to learn about great architects and designers in history</li> </ul> <p><i>mastery of techniques: 3D Form, explore and develop ideas: sketchbooks, explore and develop ideas, use of ICT</i></p>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques with a range of materials</li> <li>to learn about great designers in history</li> </ul> <p><i>mastery of techniques: Textiles/Collage, mastery of techniques: Printing, evaluate and build on ideas, explore and develop ideas: sketchbooks</i></p>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>to learn about great artists and designers in history.</li> </ul> <p><i>mastery of techniques: Painting, evaluate and build on ideas</i></p>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal]</li> <li>to learn about great artists in history</li> </ul> <p><i>mastery of techniques: Drawing, evaluate and build on ideas: sketchbooks</i></p>		
D&T	<p><b>3D Form</b></p> <ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><i>working with tools, equipment, materials and components to make quality products</i> <i>linked to Science and Computing</i></p>	<p><b>Food Tech and Textiles</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><i>working with tools, equipment, materials and components to make quality products: Food Tech, working with tools, equipment, materials and components to make quality products: Textiles</i></p>	<p><b>3D Form</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><i>working with tools, equipment, materials and components to make quality products, evaluating processes and products</i> <i>linked to geography</i></p>	<p><b>Enterprise Week</b></p> <ul style="list-style-type: none"> <li>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</li> <li>investigate and analyse a range of existing products</li> </ul> <p><i>developing, planning and communicating ideas, evaluating processes and products</i></p>		
MFL	<ul style="list-style-type: none"> <li>Holidays and Hobbies</li> <li>All Around Town</li> </ul>	<ul style="list-style-type: none"> <li>On the Move</li> <li>Where in the World?</li> </ul>	<ul style="list-style-type: none"> <li>Going Shopping</li> </ul>	<ul style="list-style-type: none"> <li>What's the time?</li> </ul>		
PE	<p><b>Squash</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>Agility, Balance, Coordination/Multi-Skills (Sportshall Athletics Activities)</b></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<p><b>Outdoor Adventure Activities</b></p>	<p><b>Games- Cricket Focus</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Games- Dribbling, Passing and Receiving (Football Focus)</b></p>
Computing	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p><i>data handling, coding and algorithms</i> <i>databases, linked to DT and Science</i></p>	<ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><i>online safety</i> <i>linked to Safer Internet Day</i></p>	<ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>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</li> </ul>			

				<p>accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><i>sound and music, digital images, research</i></p> <p><i>podcast around geography, research linked to history or geography</i></p>
Music	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul> <p><i>performing skills: singing, cultural development, personal development</i></p> <p><i>linked to Carol Service</i></p>	<ul style="list-style-type: none"> <li>use and understand staff and other musical notations</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p><i>aural and theoretical knowledge, composing, cultural development</i></p>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul> <p><i>performing skills: instruments, personal development, composing, evaluation, music ICT</i></p>	
RE	<ul style="list-style-type: none"> <li>Christianity – Jesus as an inspiration</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism – stories, beliefs, traditions, way of life, festivals</li> </ul>	<ul style="list-style-type: none"> <li>Christianity and Hinduism – life as a journey, milestones (comparison)</li> <li>Christianity and Hinduism – right and wrong (comparison)</li> </ul>	
RSE	<p>Families and Friendships</p> <p>Safe Relationships</p> <p>Respecting Ourselves and Others</p>	<p>Belonging to a Community</p> <p>Media Literacy and Digital Resilience</p> <p>Money and Work</p>	<p>Physical Health and Mental Wellbeing</p> <p>Growing and Changing</p> <p>Keeping Safe</p>	