



Year 4 Long Term Plan

Year 4	Autumn		Spring		Summer	
Topic	The Romans		Invaders - Anglo Saxons vs Vikings		The Blue Planet	
Visits/visitors	Google Expeditions	Rewind to Christmas: Moortown Baptist Church	Jorvik Viking centre	Pizza Express: Pizza making workshop (Enterprise)	The Blah Blah Blah theatre company	Chester Zoo
English	Novel as a theme Recount	Non- Chronological report	Myths and legends	Explanation texts Stories with issues and dilemmas	Poetry on a theme Information booklet	Persuasive writing- sales/pitch/article Non Chronological reports
Hook with a book	Boudicca - Emma Fischel Romans on the Rampage - Jeremy Strong		There's a Viking in my Bed - Jeremy Strong			
Maths	Maths No Problem					
	Numbers to 10 000 Addition and Subtraction within 10 000	Addition and subtraction within 10 000 Multiplication and division	Graphs Fractions Time	Decimals Money	Mass, volume and length Area of figures	Geometry Position and movement Roman numerals

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<p>Science</p>	<p>States of matter What is a solid, a liquid and a gas? How does the water cycle work?</p> <p>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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Electricity What is electricity? How can we use electricity?</p>	<p>Sound How do we hear sounds? How are sounds made? How is our hearing different to other species?</p>	<p>Animals (including humans) What happens to food when we eat it? Why do we have different types of teeth?</p>	<p>Living things (and their habitats) Why do different animals need different sorts of homes? How can we group different animals? How can we organise information about different types of animals? How can we make the environment safe for animals?</p>	
<p>National Curriculum links</p>		<p>Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and</p>	<p>Identify how sounds are made, associating them with something vibrating.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p>Recognise that living things can be grouped in a variety of ways Explore and use</p>	

		<p>naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>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> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Recognise that vibrations from sounds travel through the medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Identify different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>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.</p>	
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RE	<p>Beliefs and practices of religions and other world views</p> <p>How are important events remembered in ceremonies? What words of wisdom can guide us?</p>	<p>Christianity – Advent and Christmas</p>	<p>Questions of meaning, purpose and value</p> <p>What do creation stories tell us about our world?</p>	<p>Christianity – Easter and Pentecost</p>	<p>Questions of morality, identity and diversity</p> <p>What faiths make up our community?</p>	
Values	<p>Belonging Kindness Joy</p>	<p>Love Peace Hope</p>	<p>Thankfulness Democracy Forgiveness</p>	<p>Self-Control Faithfulness</p>	<p>Service Forbearance Gentleness</p>	<p>Humility Endurance Change</p>

<p>History</p>	<p>The Roman Empire and its impact on Britain What was life like in the Roman Britain? Why were the Romans so powerful? How have the Romans influenced Britain?</p>	<p>Britain's settlement by Anglo-Saxons and Scots Why did the Anglo-Saxons invade Britain? What was life like as an Anglo Saxon living in Britain? What can place names tell us about Anglo Saxon settlement</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Where did the Vikings come from? Why did the Vikings invade Britain? What can place names tell us about Viking settlement?</p>
<p>National Curriculum links</p>	<p>The Roman Empire by AD 42 and the power of its army "Romanisation" of Britain: sites such as Deva and York and the impact of technology, culture and beliefs, including early Christianity</p>	<p>invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture</p>	<p>Viking raids and invasion Anglo-Saxon laws and justice</p>

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Geography	<p>Name and locate the seven continents and five oceans. Locate countries using maps - Europe, Russia, North and South America.</p> <p>Examining environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK. Geographical regions and their human and physical characteristics.</p> <p>Key topographical features (hills, mountains, coasts and rivers) and land-use patterns and how these have changed over time.</p> <p>Understand geographical similarities and differences of a region of the UK, a European country and North or South America. Human geography including types of settlement, land use, economic activity, trade links, the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (science topic).</p>	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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.</p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>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 UK and the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>

Art	Portraits: Paint/ pastels/ collage	Collage: Roman Mosaics	3D/ Painting: Viking shields-papier mache/ paint	Painting: Longboat seascape using a range of different materials.	Printing/ Drawing Leaf printing Observational / still life drawings	Overlap from Previous term	
Technology Evaluating processes and products ongoing throughout the year	Food: Making Roman soup Using the Pizza oven to bake authentic Roman bread 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 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Textiles: Making a Viking purse 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		materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Food: Making Viking Bread 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	Stru A fu attr bug for e Year clas ©us

		<p>Investigate and analyse a range of existing products</p> <p>☺ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>☺ select from and use a wider range of</p>			<p>☺ ge</p> <p>☺ a und of h stre stiff rein</p>
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Computing Music	E Safety and Google accounts Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Google Classroom, email and Romans Wiki 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. iPads – iMovie and Pic Collage					E Safety day Use technology safely, responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Using Scratch to program

	<p>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.</p>	<p>Science page Design, write and debug programs to accomplish specific goals; control or simulate physical systems; solve problems by decomposing them into smaller parts.</p>		
	<p>Charanga Music Scheme</p>			
<p>MFL</p>	<p>Romans Gladiator Theme Listening <i>FOCUS: LISTENING</i> Comparison of different themes in song in tempo Planets – Holst with Gods/Goddess Theme Assorted percussion <i>FOCUS: COMPOSITION/PITCH</i> Using range of instruments to make a theme to a God/Goddess</p>	<p>Anglo Saxons Vs Vikings Viking Saga Soundtrack <i>FOCUS: DURATION / SPEED</i> Manipulation of sound effects BBC Viking Saga soundtrack tempo/pitch Viking Saga Soundtrack FOCUS: DYNAMICS/TIMBRE Use children’s story/drama to make a soundtrack to</p>		

MFL	Spanish – La Jolie Ronde scheme of work						Money Matters 1. Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting 5. Charity work 6. Fund-raising for charity
PSCHE	It's our world 1. Devising a class charter 2. Understanding rules and laws 3. Saving energy (1) 4. Saving energy (2) 5. Climate change (1) 6. Climate change (2)						People around us 1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes 6. Contributing to society – jobs people do
Enterprise	ACE Pizza Co.						Athletics
PE	Invasion games		Multi-sports		Dance		Invasion games

<p>Outdoor provision – possible focus links</p>	<p>Looking for Roman treasure</p>	<p>Oral storytelling of Viking myths</p> <p>Create a Viking camp</p>	<p>Nature trail</p> <p>Outdoor collage</p> <p>Develop area behind Y4 classroom to encourage mini beast habitats (Link to D.T.)</p>
<p>British Values</p>	<p>Class charter – Rule of Law Democracy- blind manifesto of school council nominees</p>	<p>Individual liberty –themes of differences and similarities in gender. PSHE links. Mutual respect and tolerance – Speakers from different religions in school exploring heritage and different cultures and faiths. Links to RE work on creation stories. Debate: Is it right or wrong that fair and unfair trade still exists? PHSCE links.</p>	<p>Debate: should animals be held captive?– Democracy Individual liberty -PSHE links.</p>

