

Year 4 Long Term Plan

Theme	<b>A Village in Brazil The Rainforest</b>  <b>53° North</b> Where would you like to go along the 53° North latitude and why?	<b>The Mayans</b> Why were the Mayans so successful	<b>The Roman Empire</b> What did the Romans do for us?	<b>The Roman Empire</b> What did the Romans do for us?	<b>Earthquakes</b>	<b>Vikings and Anglo-Saxons</b> Why did the Vikings invade Britain?
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Genre and Key Texts	<p><b>Narrative Pourquoi Tales</b> to entertain and explain</p> <p><b>Non-Chron</b> – Rainforests and deforestation</p> <p><b>Kennings</b> (Vocab and grammar) – Rainforest animal descriptions</p> <p><b>Independent write – narrative</b> writing in role of animal during rainforest deforestation</p> <p><b>Pourquoi tales</b></p> <ul style="list-style-type: none"> <li>Write to entertain and explain an animal's physical appearance or attribute</li> <li>Develop cohesion, expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for</li> </ul>	<p><b>Narrative Environmental stories</b> Varmints/Tin Forest/Dinosaurs and all that rubbish</p> <p><b>Explanation</b> - Why were the Mayans so successful?</p> <p><b>Independent write</b> – Non-chron report about the Mayan religion</p> <p><b>Narrative Environmental stories</b></p> <ul style="list-style-type: none"> <li>Write to entertain and explain changes in a setting</li> <li>Develop cohesion, expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for</li> </ul>	<p><b>Narrative creation stories</b> and Roman myths</p> <p><b>Formal recount</b> – News report about the battles between the Romans and the Celts</p> <p><b>Rhythm and sounds</b> – Alliteration, onomatopoeia and syllables – poems about sounds in different settings.</p> <p><b>Independent write – Narrative</b> in the role of a character from core texts read during reading unit</p>	<p><b>Historical setting narrative</b> – Roman adventure</p> <p><b>Persuasion text</b> - What did the Romans do for us?</p> <p><b>Independent write – chronological report</b> about the rise and fall of the Roman Empire</p>	<p><b>Fiction</b> –Writing a sequel using quality texts from UL book spine</p> <p><b>Non-chron and explanation</b> - Japan</p> <p><b>Poetry</b> – Haiku</p> <p><b>Independent write - Narrative</b> of the willow pattern</p>	<p><b>Traditional epic narrative</b> – Beowulf</p> <p><b>Report</b> linked to Viking invasion</p> <p><b>Independent Write Explanation</b> Scientific recount about electricity investigations</p>

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	<p>next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> <li>• Use a wide range of conjunctions and range of sentences structures to develop detail and interest</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to add detail and interest</li> <li>• Write in paragraphs to group related material</li> <li>• Write consistently in the past tense making some use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> </ul> <p>This will be part of characters' dialogue reporting action of another character</p> <ul style="list-style-type: none"> <li>• Write consistently in the third person using a narrator's tone</li> </ul>	<p>example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> <li>• Use a wide range of conjunctions and range of sentences structures to develop detail and interest</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to add detail and interest</li> <li>• Write in paragraphs to group related material</li> <li>• Write consistently in the past tense making some use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>• Write consistently in the third person using a narrator's tone</li> <li>• Include direct speech and punctuate correctly</li> <li>• Punctuate using an apostrophe for singular and plural possession</li> </ul> <p><b><u>Texts</u></b>          The Tin Forest          Varmints          The Flower          Dinosaurs and All That Rubbish          Pandora          Fenn Haflin and the Fear Zero</p>				
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	<ul style="list-style-type: none"> <li>• Include direct speech and punctuate correctly</li> <li>• Punctate using an apostrophe for singular and plural possession</li> </ul> <p><b>Texts</b>            Just So Stories- Rudyard Kipling            Billabong- James Vance Marshall            How the Whale Became and other stories Ted Hughes            Mouse, Birds, Snake, Wolf – David Almond            Stone Circle stories            Culture and Folk tales-            How the Birds got their Colours- Nelson Chapman</p> <p><b>Short online stories</b>  <a href="http://worldstories.org.uk/">http://worldstories.org.uk/</a> <b>or</b>  <a href="http://www.native-languages.org/legends-pourquoi.htm">http://www.native-languages.org/legends-pourquoi.htm</a>  <a href="http://www.native-languages.org/legends-pourquoi.htm">http://www.native-languages.org/legends-pourquoi.htm</a></p> <p><b>Tinga Tinga Tales for less able readers</b>  <b>Link to United Learning Book Spine (Rainforest and Animals including humans)</b></p>	<p>The Vanishing Rainforest            Floodland            Wall.e Film</p> <p><b>Varmints animation</b>  <a href="https://www.youtube.com/watch?v=YxD02c2pIsI">https://www.youtube.com/watch?v=YxD02c2pIsI</a></p> <p><b>Why were the Mayans so successful?</b>            Explanation/Non-Chronological Report</p> <ul style="list-style-type: none"> <li>• Write to inform</li> <li>• Use expanded noun phrases to add detail and information</li> <li>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>• Use fronted adverbials (prepositional) to</li> </ul>				
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	<p><b>Rainforests and deforestation</b></p> <ul style="list-style-type: none"> <li>• Write to inform</li> <li>• Use expanded noun phrases to add detail and information</li> <li>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>• Use fronted adverbials (prepositional) to inform and state facts e.g. High in the canopy,</li> <li>• Use subordination to add additional information</li> <li>• Write in paragraphs to group related material Use simple organisational devices; headings, sub-headings, bullet points</li> <li>• Write consistently in the present tense</li> <li>• Include technical vocabulary</li> <li>• Use the apostrophe for</li> </ul>	<p>inform and state facts e.g. Within the city, In observatories, At the top,</p> <ul style="list-style-type: none"> <li>• Use fronted adverbials (time) to inform and sequence events e.g. In 1150, During the 18th Century,</li> <li>• Subordination to show cause and effect using causal connectives e.g. as a result, because, therefore, so, thus, consequently</li> <li>• Write in paragraphs to group related material Use simple organisational devices; headings, sub-headings, bullet points</li> <li>• Write consistently in the past tense</li> <li>• Include technical vocabulary</li> <li>• Use the apostrophe for singular and plural possession</li> <li>• Use the pronouns 'she', 'he' and 'they' to avoid repetition</li> </ul>				
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	<p>singular and plural possession</p> <ul style="list-style-type: none"> <li>• Use the pronouns 'it' and 'they' to avoid repetition</li> </ul> <p><b><u>Texts</u></b> Range of Non-fiction texts linked to the Rainforest (see plan)</p> <p><b><u> kennings</u></b></p> <ul style="list-style-type: none"> <li>• Write to entertain</li> <li>• Write riddles by describing animals' characteristics</li> <li>• Use figurative language</li> <li>• Compose some compound words using a hyphen</li> <li>• To create nouns from verbs</li> <li>• Use alliteration</li> <li>• Group related material</li> <li>• Create rhythm paying attention to syllables</li> </ul> <p><b><u>Texts</u></b> Classic poetry Michael Rosen The Works Paul Cookson Zim, Zam, Zoom James Carter A First book of Animals Nicola Davies</p>	<p>Independent Explanation/Scientific recount about electricity investigations</p> <p><b><u>Texts</u></b></p> <p>A range of Non-fiction texts about the Mayans see plan</p>				
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<b>Maths</b>	Number and place value – numbers to 10000 Calculations – addition and subtraction within 10000	Calculations – multiplication and division	Calculations – multiplication and division Statistics – graphs Fractions	Time Decimals	Money Measurement – mass, volume and length Measurement –area	Properties of shape: geometry Position and movement Roman numerals Revision
<b>Science</b>	Living things and their habitats] Biology <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>	Animals including humans Biology <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>	States of matter Chemistry <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</li> </ul>	Sound Physics <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 distance from the sound source</li> </ul>	Electricity Physics <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> </ul>	Electricity <ul style="list-style-type: none"> <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>

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			temperature.	<ul style="list-style-type: none"> <li>increases.</li> </ul>		
<b>Computing</b>	<p>We are Year 4 rule writers Reviewing and editing our online safety rules. We are software developers Developing a simple educational game.</p>	<p>We are standing up to peer pressure Dealing positively with peer pressure. We are toy designers Prototyping an interactive toy</p>	<p>We are aware that our online content lasts forever Getting the message: pre and post-internet. We are musicians Producing digital music</p>	<p>We are online risk managers Understanding risk and prevention of information loss. We are HTML editors Editing and writing HTML</p>	<p>We are respectful of digital rights and responsibilities Understanding and respecting digital rights and responsibilities. We are co-authors Producing a wiki</p>	<p>We are careful when talking to virtual friends Virtual friendship vs real friendship; who we can trust. We are meteorologists Presenting the weather</p>
<b>Geography</b>	<p>A Village in Brazil</p> <ul style="list-style-type: none"> <li>Locate the world's countries using maps to focus on South America concentrating on their environmental regions, key human characteristics, countries and major cities.</li> </ul>				<p>Earthquakes</p> <ul style="list-style-type: none"> <li>Locate Japan using maps concentrating on the key physical characteristics and major cities.</li> <li>Use maps, atlases, globes to locate countries and describe features studied.</li> <li>Use digital data, graphs and technology.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Identify land-use patterns and understand how some of these aspects have changed over time.</li> <li>Understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals (mining) and water.</li> </ul> <p>Why would a tourist visit Manchester and 53° North?</p> <p>Rainforests</p> <ul style="list-style-type: none"> <li>Understand key aspects of climate zones, biomes and vegetation belts.</li> <li>Use digital data, graphs and technology.</li> </ul>					
<p><b>History</b></p>		<p>Mayans Why were the Mayans so Successful?</p> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts</li> </ul>	<p>Roman Empire What did the Romans do for us?</p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul>	<p>Roman Empire What did the Romans do for us?</p> <ul style="list-style-type: none"> <li>Explain similarities and differences between time</li> </ul>		<p>Vikings and Anglo Saxons. Why did the Vikings invade Britain?</p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to</li> </ul>

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		<p>with British history: Mayan civilization c. AD 900</p> <ul style="list-style-type: none"> <li>• Explain similarities and differences between objects from then and now</li> <li>• Explain differences between people, places and things from given information</li> </ul>	<ul style="list-style-type: none"> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p>periods and explain how things have evolved.</p> <ul style="list-style-type: none"> <li>• Explain why a significant person/people are still remembered today.</li> </ul>		<p>the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>• Discuss given causes for an event and explain which is the most important.</li> </ul>
<b>Art</b>	<p><b>Brazil Box</b></p> <ul style="list-style-type: none"> <li>• Use line, tone, shape and colour to represent figure and forms in movement.</li> <li>• Use marks and lines to show texture in my art.</li> <li>• Print onto different materials using at least 4 colours.</li> </ul> <p><b>Journey of a rainforest umbrella</b></p> <ul style="list-style-type: none"> <li>• Print onto materials using at least four colours.</li> <li>• Show reflections in my art work.</li> <li>• Use marks and lines to show texture in my artwork.</li> <li>• Show reflections in my art.</li> </ul>		<p><b>Roman pot fragment and story telling clay</b></p> <ul style="list-style-type: none"> <li>• Sculpt clay and other mouldable materials.</li> <li>• Use marks and lines to show texture in my artwork.</li> <li>• Explain some of the features of art from different historical periods.</li> </ul>			
<b>Design and Technology</b>		Create a Mayan Temple Money Box:			Earth Quake Warning Device:	<p>Making a Viking Boat:</p> <ul style="list-style-type: none"> <li>• Measure and cut</li> </ul>

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		<ul style="list-style-type: none"> <li>• Measure and cut accurately.</li> <li>• Apply appropriate cutting and shaping techniques.</li> <li>• Explain how I have improved my original design.</li> <li>• Persevere and adapt my work when my original ideas do not work.</li> <li>• Use ideas from other people when I am designing.</li> <li>• Produce a plan and explain it.</li> <li>• Evaluate and suggest improvements for my design.</li> <li>• Evaluate products for both their purpose and appearance,</li> <li>• Present a product in an interesting way (Christmas Fair).</li> </ul>			<ul style="list-style-type: none"> <li>• Make a product which uses both electrical and mechanical components.</li> <li>• Evaluate products for both their purpose.</li> <li>• Explain how I have improved my original design.</li> <li>• Persevere and adapt my work when my original ideas don not work.</li> <li>• Use ideas from other people when I am designing.</li> <li>• Produce a plan and explain it.</li> <li>• Evaluate and suggest improvements for my design.</li> <li>• Evaluate products for both their purpose and appearance,</li> </ul>	<ul style="list-style-type: none"> <li>• accurately.</li> <li>• Apply appropriate cutting and shaping techniques.</li> <li>• Explain how I have improved my original design.</li> <li>• Persevere and adapt my work when my original ideas do not work.</li> <li>• Use ideas from other people when I am designing.</li> <li>• Produce a plan and explain it.</li> <li>• Suggest improvements for my design.</li> <li>• Evaluate products for both their purpose and appearance,</li> </ul>
						<p>Know how to be hygienic and safe when using food. (Product for Summer Fair).</p>
<b>Music</b>	Poetry Time	In the Past Food and Drink	Environment Sounds	Recycling Building	Around the World Ancient World	Singing Spanish Communication
	Judaism and Hinduism  What do different people believe about god?	Christianity and Islam  Why is the bible important to Christians today?  Why is the Qur'an important to Muslims today?	Islam  Why is Muhammad inspiring to some people?  Who was he? What did he do? What were his achievements?	Christianity and Islam  How and why do people pray?	Hinduism  What does it mean to be a Hindu in Britain today?	Religious and non-religious  What can we learn from religions about deciding what is right and wrong?
<b>PSHE</b>						

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<b>PE</b>	<p>Brazilian Dance</p> <ul style="list-style-type: none"> <li>Take the lead when working with a group</li> <li>Use dance to communicate an idea</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>Work in a controlled way</li> <li>Include changes in speed and direction</li> <li>Include a range of shapes</li> <li>Work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>Work in a controlled way</li> <li>Include changes in speed and direction</li> <li>Include a range of shapes</li> <li>Work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	<p>Rainforest Dance</p> <ul style="list-style-type: none"> <li>Take the lead when working with a group</li> <li>Use dance to communicate an idea</li> </ul>	<p>Outdoor Games</p> <ul style="list-style-type: none"> <li>Throw and catch accurately</li> <li>Catch with one hand</li> <li>Hit a ball accurately, with control</li> <li>Keep possession on a ball</li> </ul>	<p>Outdoor Games and adventurous</p> <ul style="list-style-type: none"> <li>Vary tactics and adapt skills depending on the state of the game.</li> <li>Follow a map in a familiar context</li> <li>Follow a route within a time limit</li> </ul>
<b>MFL</b>	<p>All about me!</p> <p>¡Soy yo!:</p>	<p>My body.</p> <p>Mi cuerpo:</p> <p>Celebrations: A Spanish Christmas.</p>	<p>Animales: zoológico y animales en casa.</p> <p>Numbers 10 – 20</p> <p>Números Españoles 10 - 20</p>	<p>Me and my family.</p> <p>Mi familia y yo:</p> <p>Numbers 20 - 30</p> <p>Números Españoles 20 - 30</p>	<p>What hobbies do you like?</p> <p>¿Te gusta? Mis aficiones:</p> <p>How to get around! Transporte</p>	<p>Packing for my summer holidays!</p> <p>Mis vacaciones de verano:</p>
<b>Theme Days / Key Events</b>	<p>Creative Brazil: Brazilian Playground (email <a href="mailto:info@creativebrazil.org">info@creativebrazil.org</a>) (phone 07737938082)</p> <p>Manchester Museum (living things gallery)</p>	<p>Past productions.co.uk</p> <p>Mayan workshop (phone 07894866432)</p>	<p>Lab rascals? – link to science (phone 07825285155) Katie@labrascals.co.uk</p>	<p>Visit to Chester/Castlefield</p>	<p>Heysham Power plant linked to Electricity</p>	<p>Tatton Park workshop <a href="mailto:tattoneducation@cheshireast.gov.uk">tattoneducation@cheshireast.gov.uk</a> (phone 01625 374428)</p>
<b>Class Text &amp; Author</b>	<p>Just so stories (Rudyard Kipling)</p>					

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