

**Year 4 Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Key texts</b>	<p align="center"><b>Fiction</b></p> <p>The Incredible Book Eating Boy – Oliver Jeffers</p>	<p align="center"><b>Fiction</b></p> <p>The Pied Piper of Hamelin – Michael Morpurgo</p> <p align="center"><b>Poetry</b></p> <p>The Pied Piper of Hamelin – Robert Browning</p>	<p align="center"><b>Fiction</b></p> <p>The Iron Man – Ted Hughes</p>	<p align="center"><b>Fiction</b></p> <p>Kensuke’s Kingdom – Michael Morpurgo</p> <p align="center"><b>Poetry</b></p> <p>Exploring poetic form</p> <p align="center"><b>Non-Fiction</b></p> <p>Roman topic box</p>	<p align="center"><b>Fiction</b></p> <p>Fox – Margaret Wild</p>	<p align="center"><b>Fiction</b></p> <p>The Time Travelling Cat – Julia Jarman</p>
<b>Cross Curricular Maths</b>	<p align="center"><b>The Digestive System</b></p> <p>Graph work on food types (statistics)</p>	<p align="center"><b>Sound</b></p> <p>Measurement of distance - tables and graphs (measurement)</p> <p align="center"><b>Electricity</b></p> <p>The cost of electricity – how can we save money?</p>	<p align="center"><b>Settlements</b></p> <p>Properties of shape (geometry)</p> <p>The height of buildings (measurement)</p> <p align="center"><b>Counties and Cities</b></p> <p>The length of Europe’s rivers (measurement)</p> <p>Leeds’ population figures (statistics)</p>	<p align="center"><b>States of Matter</b></p> <p>Temperature (place value)</p> <p align="center"><b>The Romans</b></p> <p>Timelines (place value)</p>	<p align="center"><b>Living things and their habitats</b></p> <p>Classification of birds and plants - Venn and Carroll diagrams (statistics)</p>	<p align="center"><b>Ancient Egypt</b></p> <p>Timelines (place value)</p>
<b>Science</b>	 <p align="center"><b>What happens to the food we eat?</b></p> <p><u>A Science topic in which children will:</u> 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.</p>	 <p align="center"><b>Why the sound that our favourite pop group make is enjoyed by so many?</b></p> <p><u>A Science topic in which children will:</u> Identify how sounds are made, associating some of them with something vibrating. 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.</p> <p>(Also links to Music)</p>	 <p>Properties of Materials linked to The Iron Man and the ‘Why is Leeds such a cool place to live?’ topic.</p>  <p>Further links to Electricity through The Iron Man.</p>	 <p align="center"><b>How would we survive without water?</b></p> <p><u>A Science topic in which children will:</u> 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 align="center"><b>Which wild animals and plants thrive in your locality?</b></p> <p><u>A Science topic in which children will:</u> Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	 <p>The major organs of the body – linked to The Ancient Egyptians. Covered through the process of mummification .</p>



**How could we cope without electricity for one day?**

A Science topic in which children will:

Identify common appliances which run electricity.

Construct a simple series electrical circuit, identifying and naming its basic parts.

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.

Recognise some good common conductors and insulators.

**History/  
Geography**

**The Digestive System**

How has our diet changed over time?

**Electricity**

The National Grid – looking at UK maps



**Where would you choose to build a city?**

A Geography topic in which children will learn about:

Settlements, land use, economic activity including natural resources especially energy and water supplies.



**Why is Leeds such a cool place to live?**

A Geography topic in which children will:

Name and locate counties and cities of the United Kingdom, geographical regions and their



**Why were the Romans so powerful and what did we learn from them?**

A History topic in which children will learn about:

The Roman Empire and its impact on Britain.

- Julius Caesar
- Hadrian's Wall
- Boudica
- Romanisation of Britain.

**Living things and their habitats**

A local study of Menston – identifying animals and habitats.



**How can we rediscover the wonders of Ancient Egypt?**

A History topic in which children will learn about:

The achievements of the earliest civilisations.

The impact the Ancient Egyptians had on our society.

			identifying human and physical characteristics, including hills, mountains, cities, rivers and land use patterns; and understand how some of these aspects have changed over time.			
<b>Computing</b>	<p><b>e- Safeguarding</b></p> <p>Identify age limits and PEGI ratings for games and understand the importance of only accessing age appropriate content.</p> <p>Explain the possible consequences of submitting personal information online.</p> <p>Ensure information submitted online is only accessed by the people they trust.</p> <p>Identify the similarities and differences of virtual and real world communication to develop an understanding of positive online communication.</p> <p>Use strong passwords for all online accounts and devices.</p>	<p><b>Information Literacy</b></p> <p>Carry out and modify searches developing keywords to improve search accuracy.</p> <p>Check the relevancy and accuracy of search results.</p> <p>Locate online content using some of the available advanced features in search engines.</p>	<p><b>Computer Science</b></p> <p>Understand and explore different game genres and what makes a good game.</p> <p>Understand that games, apps and web content are made of code.</p> <p>Debug existing code to improve it.</p> <p>Design and code a simple game.</p> <p>Use selection in their coding.</p> <p>Transfer existing coding skills between applications.</p>	<p><b>Media</b></p> <p>Capture appropriate, quality still and moving images.</p> <p>Develop an understanding of differing film shots and their effective use.</p> <p>Create a 2D plan view using basic shapes.</p> <p>Plan, create and edit an animation, film or slideshow.</p> <p>Compose, combine and refine music or sounds.</p> <p>Identify features of good digital creation design.</p> <p>Collect, create and insert appropriate (fit for purpose) graphics and sound files to create a multimedia presentation.</p>	<p><b>Data Handling</b></p> <p>Represent data in a database using appropriate data types.</p> <p>Turn questions into search criteria and use database tools to find answers.</p> <p>Use a spreadsheet to enter data and perform simple calculations.</p> <p>Convert data in a spreadsheet into different graph types for different purposes.</p> <p>Change elements of a spreadsheet and understand the effects on other calculations.</p>	
<b>E-Safeguarding</b>	e-Safeguarding curriculum taught in Autumn Term 1 to be embedded throughout the year					
<b>PSHE</b>	<p>Feeling Good</p> <p>Appreciate home and school values.</p> <p>Make "I" statements about their interests and feelings.</p> <p>Express positive things about themselves and others</p> <p>Recognise and be sensitive to the needs and feelings of others</p> <p>Clarify what is important to them</p> <p>Form reasoned opinions</p>	<p>Keeping healthy</p> <p>Accept responsibility for personal cleanliness</p> <p>Handle food safely</p> <p>Know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used</p> <p>Know about different cultural practices in health and hygiene</p> <p>Understand the important and beneficial role which drugs have played in society</p> <p>Know some of the options open to them in developing a healthy lifestyle now and in the future</p> <p>Know about the positive effects of exercise</p>	<p>Changes in families</p> <p>Develop understanding of different types of relationships and families</p> <p>Understand what families are, and what members expect of each other</p> <p>Know the different changes that take place in human life</p> <p>Develop skills needed for relationships such as listening, supporting, showing care.</p>	<p>Ups and downs in relationships</p> <p>Know that there are many different patterns of friendship</p> <p>Understand the meaning of <i>friendship</i> and <i>loyalty</i></p> <p>Be able to be honest</p> <p>Know where to get help in school and through helplines when facing problems</p>	<p>Keeping safe outside school</p> <p>Identify hazards from substances at home and at school</p> <p>Know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco</p> <p>Have some understanding of the effects of these drugs and associated risks and some of the costs to society of drug misuse</p> <p>Think about risks and hazards in the environment and where to go for help</p> <p>Understand that it is wrong for children to be bullied or abused by other children or adults.</p>	<p>Looking ahead</p> <p>Look forward to new situations</p> <p>Assess positive things about themselves and set personal goals</p> <p>Record information about current events and choices they will make in the future</p> <p>Have realistic aspirations when target setting</p> <p>Think about financial implications of future needs and wants</p>
<b>Art</b>	<p><b>Observation drawing</b></p> <p>Portraits of others</p>	<p><b>Studying great artists</b></p> <p>Using sound and music to create artwork based on the style of Kandinsky</p>	<p><b>Photo montage of Leeds. Detailed drawings of Leeds architecture</b></p> <p>I can integrate my digital images into my art</p> <p>I can use marks and lines to show texture in my art</p> <p>I can experiment with the styles</p>	<p><b>Roman Mosaics</b></p> <p>I can explain some of the features of art from historical periods.</p> <p><b>Roman pottery</b></p> <p>I can sculpt clay and other mouldable materials</p>	<p><b>Observational drawings</b></p> <p>I can use tone, shape and colour.</p> <p>I can use marks and lines to show texture.</p>	<p><b>Hieroglyphics</b></p> <p>I can print onto different materials using at least four colours.</p>

			used by other artists			
<b>DT</b>		<p><b>Making soundproof earmuffs</b> I can produce a plan and explain it I can evaluate products for both their purpose and appearance</p> <p><b>Making a meal without electricity</b> I know how to be both hygienic and safe when using food</p>	<p><b>Creating a skyscraper which is at least 2 metres high</b> I can measure accurately I can persevere and adapt my work when my original ideas do not work I can produce a plan and explain it I can use ideas from other people when I am designing</p>	<p><b>Designing and making Roman weapons and shields</b> I can evaluate and suggest improvements for my designs I can evaluate products for both their purpose and appearance I can explain how I have improved my original design I can produce a plan and explain it I can use ideas from other people when I am designing</p>		
<b>MFL</b>	<b>French</b> Greetings, numbers, colours and family	<b>French</b> Pets, ourselves and Christmas	<b>French</b> Hobbies, questions, weather and holidays	<b>Spanish</b> Greetings, holidays and Easter	<b>German</b> Culture, feelings, days of the week, numbers, colours and family	
<b>Music</b>	<b>Night on Bare Mountain (Mussorgsky)</b> I can explain why silence is often needed in music and explain what effect it has.		<b>The Flying Dutchman overture (Wagner)</b> I can explain why silence is often needed in music and explain what effect it has. I can identify the character in a piece of music		<b>The Nutcrackers Suite Dance Chinoise (Tchaikovsky)</b> I can identify the character in a piece of music I can use notation to record and interpret sequences of pitches	
<b>PE</b>	Gymnastics Dodgeball	Multi-skills Gymnastics	Handball Uni-hoc	Basketball High Five Netball	Athletics Health Related Fitness	Kwik Cricket Short Tennis
<b>RE</b>	Main religions: Christianity, Judaism, Sikhis					
	Beginnings		Places of Worship		Journeys	
<b>Outdoor learning</b>	Use of learning posts / Geocaching activities linked to curriculum	Relating volume levels to audible distance Measuring area of playgrounds	Making outdoor skyscrapers Den building	Evaporation experiments – using the sun	Pond dipping, Bug hunting	Geocaching – Egyptian mystery
<b>Curriculum enrichment</b>	Visit from a local dentist		Sculpture workshop Leeds museum Ingleborough Hall	Visit from Roman experts		Leeds museum