

## YEAR 4 – LONG TERM PLAN

### TERM 1 - USA

Class 4 will explore the United States of America by understanding the geographic magnitude of the country and importance of the people within it. The first term will focus more readily on the make-up of America and will home in on contrasting locations in terms of their physical features.

#### Geography (more geography units in these terms)

- o USA - Locational knowledge - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- o identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- o Understand geographical similarities and differences through the study of human and physical geography of North America
- o Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- o Study 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
- o Will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (USA)

#### RE

- o Harvest - Around the World
- o The Story of Joseph

#### History

- o To explore American history through the ages, including study on Martin Luther King and slavery in America.
- o To understand the impact of Independence on America and the rest of the world.

#### Art

- o To create sketches to record their observations and use them to review and revisit ideas of popular landmarks from around the USA.
- o To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.

#### ICT linked by way of research to topic area USA

- o To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### Science: Electricity - linked to Famous People and the inventions connected to electrical appliances.

- o To identify common appliances that run on electricity
- o To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- o To 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
- o To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- o To recognise some common conductors and insulators, and associate metals with being good conductors

#### D&T - creation of a POP UP fact-file full of information about a Famous American of the child's choice

- o 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
- o generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- o select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- o evaluate their ideas and products against their own design criteria and consider the

### TERM 2 - FAMOUS PEOPLE

The children will explore famous Americans and people who have played an important part in our lives.

#### History

- o To understand the importance of entertainment in the USA and how this was used throughout history.

#### RE

- o The Books of the Bible
- o The Nativity

#### Art - linked to Famous People and Artists.

- o To study the works of Andy Warhol and POPART to create multimedia images including the use of technology to manipulate their own self-portrait.
- o To study the works and replicate a design from Bridget Riley's portfolio of work.
- o To produce a silhouette of cityscape representing American landmarks and symbols.

#### ICT - linked by way of research to topic area of Famous People

- o To 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
- o To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

#### Science: States of matter

- o To compare and group materials together, according to whether they are solids, liquids or gases
- o To 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)
- o To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

#### D&T: Continued from last term

#### Music:

- o To use and understand staff and other musical notations
- o To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- o To develop an understanding of the history of music.

#### Physical Education

- o To perform dances using a range of movement patterns
- o To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### French

- o Pets vocabulary
- o To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- o To appreciate stories, songs, poems and rhymes in the language

### TERM 3 - EGYPT

During terms 3 and 4 Class 4 will explore the ancient world of the Egyptians and follow in the footsteps of the Gods and Goddesses and Kings and Queens of the time. The theme of ancient Egypt will run through all Literacy learning and be implemented through maths practical investigations too.

#### History - Ancient Egyptians

- o To explore the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared
- o Pupils should develop a chronologically secure knowledge and understanding of world history - linked to Ancient Egyptians and earliest civilizations.
- o To make inferences and deductions about primary and secondary sources of information and establish own viewpoint and ideas.
- o To classify information in various ways and understand how and why objects have survived from ancient Egypt

#### RE

- o Easter Story
- o Parables and Stories with Moral Meaning
- o Bible Stories

#### Art - to study a range of art produced in Ancient Egyptian times and replicate using a range of mediums.

- o To create sketches using charcoal of Egyptian objects, hieroglyphics and wall carvings.
- o To use clay in order to produce clay Canopic Jars - based on research project.

#### Science - Living things and their habitats linked to African habitats...

- o To recognise that living things can be grouped in a variety of ways
- o To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- o To recognise that environments can change and that this can sometimes pose dangers to living things

#### ICT - linked to topic research (use of Ipads to create IBooks on given topic area and Popplets)

- o To 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
- o Coding; I can use logical reasoning to detect and correct errors in programs

#### D&T - linked to life in Ancient Egyptian

- o Bread - using heat sources as the Egyptians would have done i.e. Flatbread by heating on a large stone.

#### Music

- o To use and understand staff and other musical notations
- o To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- o To develop an understanding of the history of music.

#### Physical Education

- o To attend swimming lessons for a term
- o

<ul style="list-style-type: none"> <li>views of others to improve their work</li> <li>○ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>○ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>○ To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>○ To improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>○ To listen with attention to detail and recall sounds with increasing aural memory</li> </ul> <p><u>Physical Education</u></p> <ul style="list-style-type: none"> <li>○ To attend swimming lessons for a term</li> </ul>		
<h3>TERM 4 - EGYPT and AFRICA</h3> <p>We will move on to explore modern day Egypt and draw comparisons of how the country has developed and changed. Our geography aspect will focus around tourism and its impact on society and physical features.</p>	<h3>TERM 5 - ROMAN BRITAIN</h3> <p>Children will investigate the happenings surrounding the Roman invasion of Britain. They will study the importance of key figures involved in the invasion, the impact the Romans had on Britain at that time and how modern Britain has been forever influenced by the Romans.</p>	<h3>TERM 6 - ROMAN BRITAIN</h3> <p>During this term children will take part in Forest Schools Learning on Roman and Celtic living and will be able to experience what existing at this time would be like.</p>
<p><u>Geography</u> - linked to Africa and life in Egypt (modern and ancient)</p> <ul style="list-style-type: none"> <li>○ To understand where Egypt is in relation to other countries and to use an atlas to label a map with the correct information.</li> <li>○ To make deductions about life in the past from pictures of the landscape and learn how much of the life of Egyptians depended on the Nile</li> <li>○ To understand the role each season plays in the production and harvest of food.</li> <li>○ To understand the experiences of people in Ancient Egypt and study the hierarchical ruling.</li> <li>○ To learn about the differences in lifestyle between the rich and poor in ancient Egypt.</li> <li>○ To develop an understanding of what modern Egypt is like and how it contrasts with Ancient Egypt (Tourism)</li> </ul> <p><u>RE</u></p> <ul style="list-style-type: none"> <li>○ Easter Story</li> <li>○ Parables and Stories with Moral Meaning</li> <li>○ Bible Stories</li> </ul> <p><u>Art</u> - to study a range of art produced in Ancient Egyptian times and replicate using a range of mediums.</p> <ul style="list-style-type: none"> <li>○ To replicate an ancient cartouche using carving in to soap - research to investigate children's names in hieroglyphics and ancient symbols to apply too.</li> </ul> <p><u>Science</u> - Animals, including humans linked to African animals...</p> <ul style="list-style-type: none"> <li>○ To describe the simple functions of the basic parts of the digestive system in humans</li> <li>○ To identify the different types of teeth in humans and their simple functions</li> <li>○ To construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><u>ICT</u> - linked to topic research (use of I pads to create IBooks on given topic area and Popplets)</p> <ul style="list-style-type: none"> <li>○ To 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 (Microsoft Excel learning)</li> </ul> <p><u>D&amp;T</u> - linked to life in Ancient Egyptian</p> <ul style="list-style-type: none"> <li>○ Bread - using heat sources as the Egyptians would have done i.e. Flatbread by heating on a large stone.</li> <li>○ Water Transportation units (woodwork project).</li> <li>○ To apply understanding of how to strengthen, stiffen and reinforce more complex structures (water transportation unit)</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>○ To use and understand staff and other musical notations</li> <li>○ To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>○ To develop an understanding of the history of music.</li> </ul> <p><u>Physical Education</u></p> <ul style="list-style-type: none"> <li>○ To develop flexibility, strength, technique, control and balance [for example, through</li> </ul>	<p><u>History</u> - the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>○ To know that Julius Caesar's attempted invasion in 55-54 BC</li> <li>○ To understand how powerful the Roman Empire was by AD 42 and the power the army has</li> <li>○ To study the British resistance, including Boudicca and the Celts</li> <li>○ Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><u>RE</u></p> <ul style="list-style-type: none"> <li>○ Islam and the Muslim Faith</li> </ul> <p><u>Science</u> - Sound</p> <ul style="list-style-type: none"> <li>○ To identify how sounds are made, associating some of them with something vibrating</li> <li>○ To recognise that vibrations from sounds travel through a medium to the ear</li> <li>○ To find patterns between the pitch of a sound and features of the object that produced it</li> <li>○ To find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>○ To recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><u>ICT</u> - Programming Unit</p> <ul style="list-style-type: none"> <li>○ To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul> <p><u>Art</u> - Linked to Roman Art and culture</p> <ul style="list-style-type: none"> <li>○ To create sketches using a panoramic viewpoint.</li> <li>○ To create chalk drawings of the buildings from Roman Times especially of those in Britain.</li> </ul> <p><u>D&amp;T</u> - Roman Britain</p> <ul style="list-style-type: none"> <li>○ To 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>○ To create a Round House using Forest School equipment and resources (2 of our Forest School Sessions)</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>○ To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>○ To improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>○ To listen with attention to detail and recall sounds with increasing aural memory</li> <li>○ To use and understand staff and other musical notations</li> </ul>	<p><u>Geography</u> - Linked to Roman Times - Mount Vesuvius 79CE</p> <ul style="list-style-type: none"> <li>○ To ask geographical questions and use geographical vocabulary - plates, earth surface, etc.</li> <li>○ To use globes, maps &amp; atlases and study significant locations &amp; environments (Pompeii)</li> <li>○ To recognise some physical processes; explain how these cause changes in our environment, e.g. volcanic eruptions.</li> <li>○ To identify &amp; describe reasons for, &amp; results of historical events i.e. eruption of Mount Vesuvius 79CE.</li> <li>○ Recognise the past is represented &amp; interpreted in different ways.</li> <li>○ Communicate understanding &amp; experience of geographic happenings in a variety of ways.</li> <li>○ To 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, plans and graphs, and digital technologies (Stibbington Trip/Flag Fen etc.)</li> </ul> <p><u>RE</u></p> <ul style="list-style-type: none"> <li>○ God and His Wonderful World</li> <li>○ Important People</li> </ul> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>○ To find patterns between the pitch of a sound and features of the object that produced it</li> <li>○ To find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>○ To recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><u>ICT</u></p> <ul style="list-style-type: none"> <li>○ To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>○ To record their observations and use them to review and revisit ideas</li> <li>○ To create clay coil pots in the style of Roman pottery, using our prior knowledge of clay work.</li> </ul> <p><u>D&amp;T</u></p> <ul style="list-style-type: none"> <li>○ To cook and paint in the ways Ancient Romans would - Nettle Soup and outdoor/natural painting techniques (1 of our Forest School Sessions)</li> <li>○ To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>○ To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>

<p>athletics and gymnastics]</p> <ul style="list-style-type: none"> <li>○ To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><u>French</u></p> <ul style="list-style-type: none"> <li>○ Family vocabulary</li> <li>○ To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>○ To speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>○ To write phrases from memory and adapt these to create new sentences.</li> </ul>	<p><u>Physical Education</u></p> <ul style="list-style-type: none"> <li>○ To attend swimming lessons for a term</li> <li>○ To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><u>French</u></p> <ul style="list-style-type: none"> <li>○ To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>○ Motorised Roman Chariots created using our electrical learning from previous terms</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>○ To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>○ To develop an understanding of the history of music.</li> </ul> <p><u>Physical Education</u></p> <ul style="list-style-type: none"> <li>○ To use running, jumping, throwing and catching in isolation and in combination</li> <li>○ To 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><u>French</u></p> <ul style="list-style-type: none"> <li>○ Food and drink vocabulary</li> <li>○ To present ideas and information orally to a range of audiences</li> <li>○ To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>
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