



# Year 4- Long Term Plan -2022/23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole school themes</b>	Looking after our planet	Exploration and Discovery	Counties, Countries and Continents	Marvellous Men and Women	Active Planet	Changing Britain
<b>Unit of Learning</b>	Remarkable Rainforests	Marvellous Mayans	Get to Know Greece	Ancient Greece	Raging Rivers	Once Upon a Mine
<b>Enquiry Question</b>	Can tropical rainforests be exploited in sustainable ways?	4000- years ago- were the Mayans top of their class		What can we thank the Greeks for?		Why was mining important in Cornwall?
<b>Reading</b>	<p>Non-fiction: fact sheet on rainforests Fiction:4.5</p>  <p>Poetry: Rainforest Storm Poem</p>	<p>Non-fiction: Mayan Information leaflet Fiction:4.7</p>  <p>Poetry: Knock on Corn by PJ Poet</p>	<p>Non-fiction:TBC Fiction: 4.4</p>  <p>Poetry:TBC</p>	<p>Non-fiction:TBC Fiction: 5.8</p>  <p>Poetry: TBC</p>	<p>Non-fiction: Information text on the water cycle Fiction:4.8</p>  <p>Poetry: The Water Cycle by Helen Moore</p>	<p>Non-fiction: Biography of Richard Trevithick Fiction:4.1</p>  <p>Poetry: Miner's Poem by Wilfred Owen</p>
<b>Writing</b>	<p>Fiction: Cinderella Rags to riches</p> <p>Non-Fiction: Persuasive letter - outcome: stop rainforest destruction</p>	<p>Fiction: George's Marvellous Concoction – Losing Tale</p> <p>Non-Fiction: Newspaper report: Mayan Chocolate</p>	<p>Fiction- Adventure at Sandy Cove – Finding tale (suspense)</p> <p>Poetry</p>	<p>Non - Fiction- Discussion text – Is it better to live by the sea?</p> <p>Poetry</p>	<p>Fiction: Reilly – Warning tale</p> <p>Poetry</p>	<p>Fiction: Elf Road Portal Road</p> <p>Non-Fiction: Information text Elf families – (outcome Mining families)</p>



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<b>Maths</b>	Number: Place Value Number: Addition & Subtraction Measurement: Length and perimeter Number: multiplication and division		Number: multiplication and division Measurement: area Number: fractions Number: decimals		Number: decimals Measurement: money Measurement: time Statistics Geometry: property of shape Geometry: position and direction	
<b>Science</b>	<u><b>Living Things and their Habitats</b></u> <u><b>Animals including Humans (Sc4 2.2c)</b></u> Children will be studying the Amazon Rainforest and developing their understanding of habitats and food chains. They will identify, group and classify living things.	<u><b>Sound</b></u> Mayans used all kinds of instruments and enjoyed creating music. Children will develop their understanding of sounds, pitch and volume by conducting investigations and experiments.	<u><b>Electricity</b></u> Children will name common electrical appliances, construct simple circuits and learn about the effects of lights and switches in a circuit. They will also associate metal with being good conductors and name examples of some common insulators.	<u><b>Animals including Humans (Sc4 2.2 a &amp;b)</b></u> Children will learn that Hippocrates is known as the Father of Medicine and study the human digestive system, the function of teeth and how to keep their teeth healthy.	<u><b>States of Matter</b></u> Children study the water cycle, define solids, liquids and gases and observe how some materials change state when they are heated or cooled. Their scientific knowledge will feed into the unit of work on Rivers.	<u><b>Working Scientifically TAPS</b></u> Children consolidate their knowledge of States of Matter and continue to develop their working scientifically skills.
<b>History/Geography</b>	Pupils build on their understanding of desert and forest biomes and their climate zones and learn about <b>rainforests biomes and tropical climate zones, natural resources</b> with focus on the <b>Amazon on the continent of South America</b> They will identify physical features of the	Pupils broaden their knowledge of civilisations and settlements and learn about the progression the Mayans made in (250AD) writing. Pupils will learn what life was like at that time and compare to Britain. The discovery of the civilisation made by John Lloyd Stephens	Pupils complete a <b>European study (Greece- Mediterranean climate zone)</b> that is contrasting to the UK . Pupils will use maps, globes, atlas, aerial photos, digital mapping to identify physical (mountains, rivers) and human features (landmarks etc) of Greece. Pupils compare similarities and	Pupils look at life in Ancient Greece 700-480BC. The concept of democracy, philosophy, gods and culture. They will also compare Ancient Greece to another civilisation studied – Ancient Maya.	Building on previous units of learning and what they learnt about the water cycle in science, they deepen their knowledge of their local rivers, UK rivers, N and S America rivers (Amazon).Pupils learn the features of a river; the journey of a river; flooding rivers; importance of water as a resource for life	Pupils learn about their local history and the role of mining. Pupils will learn who Richard Trevithick was and his significance in Cornwall. They learn what life was like for a mining family.



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	Amazon rainforest; how the rainforest feeds us and the impact of human activity and link latitude to climate.	and Frederick Catherwood. (Links made to Columbus' discoveries in Year2 'Great Explorer topic).	differences between UK/Greece		and the impact of rivers on settlements.	
Art/DT	Painting Skills - Henri Rouseau	Mayan - mechanisms make a slingshot car	Adapt a recipe	Drawing skills – Precision and detail Greek vases	Skills: plan and develop ideas John Dahlsen environmental artist	Electrical systems – create a torch
Computing	Online safety Internet – recognise the WWW	Audio editing	Repetition in shapes	Photo editing	Data logging	Repetition in games
Spanish	Adjectives, adverbial phrases, present participles, preposition and conjunctions, nouns Greetings and replies Questions and answers	Adjectives, adverbial phrases, present participles, preposition and conjunctions, nouns Greetings and replies Questions and answers	Verb, possessive adjective, nouns, conjunction ( Con) Questions and answers- where do you live? How old are you? What time is it?	Nouns including plurals, responding to basic questions	Verbs Questions and answers: What do you like to do? Where do you like to go? When is your birthday?	
Music	<b>Interesting time signatures</b> <i>How does music bring us together?</i>  Use body percussion and voices.	<b>Combining elements to make music</b> <i>How does Music connect us with our past?</i>  Use instruments and voices in the key centres of: C major, F major, G major and A minor.	<b>Developing pulse and groove through improvisation</b> <i>How does music improve our World?</i>  Follow and use the time signatures of: 2/4, 3/4 and 4/4	<b>Creating simple melodies together</b> <i>How does music teach us about our community?</i>  Find and keep a steady beat	<b>Connecting notes and feelings</b> <i>How does music shape our way of life?</i>  Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.	<b>Purpose, Identity and expression in music</b> <i>How does music connect us with the environment?</i>  Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A



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						A, B, C, D, E, F, G
<b>RE</b>	What is the 'Trinity' and why is it important to Christians? (Incarnation)	What do Hindus believe that God is like? (Brahman/atman)	What does it mean to be a Hindu in Britain today? (Dharma)	Why do Christians call the day that Jesus died 'Good Friday?' (Salvation)	For Christians, when Jesus left, what was the impact of Pentecost? ( Kingdom of God)	Curriculum Kernewek: How and why do people in Cornwall mark significant events in community life?
<b>PE</b>	Skill Co-ordination: footwork Cool down; static balance one leg	Skill dynamic balance: agility-jumping to landing Cool down- static balance- seated	Skill dynamic balance on a line Cool down- coordination- ball skills	Skill co-ordination- sending and receiving Cool down- Counterbalance: with a partner	Skill Agility reaction and response Cool down- static balance floorwork	Skill agility ball chasing Cool down- Static balance: floorwork
<b>PSHE</b>	Becoming a class team, being a school citizen, rights responsibilities and democracy.	Judging by appearances, understanding influences, understanding bullying, problem solving, special	Hopes and dreams, broken dreams, overcoming disappointment, <b>creating new dreams</b> , achieving goals and we did it!	Healthy Me: Friends and me, group dynamics, smoking, alcohol, healthy friendships, inner strength and assertiveness	Relationship web, love and loss, memories, <b>are animals special</b> , special pets and celebrating my relationships with people and animals.	Unique me, having a baby, girls and puberty, circles of change, accepting change and <b>looking ahead</b> .
<b>Experiences</b>						