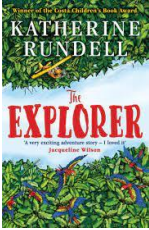
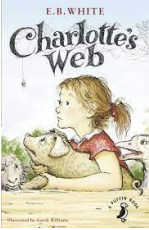
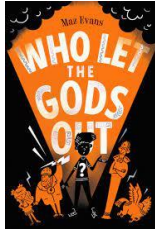

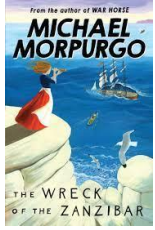




Year 4- Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school themes	Looking after our planet	Exploration and Discovery	Counties, Countries and Continents	Marvellous Men and Women	Active Planet	Changing Britain
Unit of Learning	Remarkable Rainforests	Marvellous Mayans	Get to Know Greece	Ancient Greece	Raging Rivers	Once Upon a Mine
Reading	<p>Fiction: 4.5 Adventure</p>  <p>Poetry: Rainforest Storm Poem</p> <p>Non-fiction each Friday.</p> <p>Author in Focus: Katherine Rundell</p>	<p>Fiction: 4.4 Fantasy</p>  <p>Poetry: Knock on Corn by PJ Poet</p> <p>Non-fiction each Friday.</p> <p>Significant person – Genghis Khan</p> <p>Author in Focus: Jan Burchett</p>	<p>Fiction: 5.8 Fantasy Thriller Text studied for two half terms.</p>  <p>Poetry: The Olympians</p> <p>Non-fiction each Friday.</p> <p>Author in Focus: E B White Maz Evans</p>		<p>Fiction: 4.8 Fantasy</p>  <p>Poetry: The Water Cycle by Helen Moore</p> <p>Non-fiction each Friday.</p> <p>Significant person – Tim Bernes-Lee</p> <p>Author in Focus: Struan Murray</p>	<p>Fiction: 4.1 Historical</p>  <p>Poetry: Miner's Poem by Wilfred Owen</p> <p>Non-fiction each Friday.</p> <p>Author in Focus: Michael Morpurgo</p>
Writing	<p>Cinderella Rags to riches</p> <p>Stop being mean to Cinderella Persuasive letter</p>	<p>George's Marvellous Concoction Losing tale</p> <p>Amazing medicine discovered! Newspaper report</p>	<p>Adventure of Sandy Cove Losing tale</p> <p>Spine poems</p>	<p>Is it better to live by the sea or a city? Discussion</p> <p>Poetry: Ning Nang Nong</p>	<p>Reilly Warning</p> <p>Poetry: If I was called to create a wonder</p>	<p>Elf Road Portal</p> <p>Elf Families: Information</p>
Maths	Number: Place Value		Number: multiplication and division		Number: decimals	



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	Number: Addition & Subtraction Measurement: area Number: multiplication and division		Measurement: length and perimeter Number: fractions Number: decimals		Measurement: money Measurement: time Statistics Geometry: property of shape Geometry: position and direction	
Science	<p><u>How do environmental changes affect food chains?</u> <u>Living Things and their Habitats</u> <u>Animals including Humans</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.</p>	<p><u>How do we hear?</u> <u>Sound</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.</p>	<p><u>How do we keep ourselves safe using electricity?</u> <u>Electricity</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.</p>	<p><u>Whose teeth are those?</u> <u>Animals including Humans</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.</p>	<p><u>How can materials change state?</u> <u>States of Matter</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.</p>	<p><u>Why do scientists use experiments?</u> <u>Working Scientifically</u> <u>TAPS</u> Children consolidate their knowledge of States of Matter and continue to develop their working scientifically skills.</p>
History/Geography	<p><u>Why is the rainforest important to the planet?</u> Pupils build on their understanding of desert and forest biomes and their climate zones and learn about rainforests biomes and tropical climate zones, natural resources with focus on the Amazon on the continent of South America They will</p>	<p><u>If you were alive during this period of history, where would you rather live: Ancient Maya or Britain?</u> 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.</p>	<p><u>Where would you rather live, Athens or London?</u> Pupils complete a European study (Greece-Mediterranean climate zone) 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.</p>	<p><u>Where would you rather live: Athens or London?</u> 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.</p>	<p><u>What are the vital roles of rivers?</u> 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</p>	<p><u>What might Cornish life look like without Trevithick's inventions?</u> 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.</p>



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	<p>identify physical features of the Amazon rainforest; how the rainforest feeds us and the impact of human activity and link latitude to climate.</p>	<p>The discovery of the civilisation made by John Lloyd Stephens and Frederick Catherwood. (Links made to Columbus' discoveries in Year2 'Great Explorer topic).</p>	<p>Pupils compare similarities and differences between UK/Greece</p>		<p>for life and the impact of rivers on settlements.</p>	
<p>Art/DT</p>	<p>Art: Focus: Painting Skills: -Use colour to reflect mood/feeling -Introduce techniques to enable appropriate proportion Artist Study: Henri Rousseau- Post-Impressionist Painter, Naïve Art</p>	<p>DT: Mechanical systems: Levers and linkages. Design, make and evaluate a class display about the Mayans incorporating levers and linkages. Use a linkage to join two or more pivoted levers to create a moving mechanism.</p>	<p>DT: Food: Healthy and varied diet. Design, make and evaluate a Greek tzatziki dip with pitta bread and crudités. Design, make and evaluate a food product which is healthy, using appropriate equipment and utensils to prepare and combine food.</p>	<p>Art: Focus: Drawing Skills: - Work with precision and attention to detail -Use an artistic style to influence drawing -Geometric pattern -Tea bag paper for final piece</p>	<p>Art: Focus: 3D Skills: -Plan and develop ideas -Choose materials for the effect they create -Add pattern and texture to 3D form Artist Study: Guiseppe Arcimboldo Mannerist artist (Beach Clean)</p>	<p>DT: Electrical systems: Simple circuits and switches. Design, make and evaluate a hands-free headlight using our knowledge of simple circuits and switches. Use knowledge of electrical systems, such as circuits to incorporate switches and bulbs.</p>
<p>Computing</p>	<p>Gooseberry Planet Online Safety: Rapid Fire Quiz 1) People Online</p> <p>The internet: Recognising the internet as a network of networks including the WWW, and why we should</p>	<p>Gooseberry Planet Online Safety: Safety: 2) Perfect Passwords 3) Staying Private</p> <p>Audio editing: Capturing and editing audio to produce a</p>	<p>Gooseberry Planet Online Safety: 4) Safe Sharing 5) Location Sharing</p> <p>Repetition in shapes: Using a text-based programming language to explore count-controlled loops when drawing shapes.2</p>	<p>Gooseberry Planet Online Safety: 6) Online Gaming 7) Online Bullying</p> <p>Data logging: Recognising how and why data is collected over time, before using data</p>	<p>Gooseberry Planet Online Safety: 8) chatting Online 9) Keeping Healthy</p> <p>Photo editing: Manipulating digital images and reflecting on the impact of changes and whether the</p>	<p>Gooseberry Planet Online Safety: 10) Phishing Final Rapid-Fire Quiz</p> <p>Repetitions in games: Using a block-based programming language to explore</p>



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	evaluate online content.	podcast, ensuring that copyright is considered.		loggers to carry out an investigation.	required purpose is fulfilled.	count-controlled and infinite loops when creating a game.
Spanish	<p>Fruits (Early Language) Name and recognise up to 10 fruits in Spanish. Attempt to spell some (including the correct article). Ask and respond to whether somebody likes or dislikes a particular fruit.</p>	<p>Vegetables (Early Language) Name and recognise up to 10 vegetables in Spanish. Attempt to spell some (including the correct article). Learn vocabulary to facilitate a role play about buying vegetables at a market stall (including kilo or half a kilo).</p>	<p>Ancient Britain (Early Language) Use 'soy' (I am), 'tengo' (I have) and 'vivo' (I live). Name the 6 key periods, say the 3 types of people who lived in Ancient Britain, 3 key hunting and the 3 types of dwellings people lived in.</p>	<p>Presenting Myself (Intermediate) Use greetings in Spanish, ask somebody how they are feeling and reply. Count from 1 – 20 in Spanish. Ask somebody their name, how old they are and where they live in Spanish and reply.</p>	<p>In the classroom (Intermediate) Remember and recall 12 classroom objects with their indefinite article. Replace an indefinite article with a possessive adjective. Say and write what they have and do not have in their pencil case.</p>	<p>At the café (Intermediate) Remember and recall a wide variety of foods, snacks and drinks (with their indefinite article/determiner) which are typically served in a Spanish café. Understand how to change a singular noun to a plural form. Perform a short role play ordering items to eat and drink.</p>
Music	<p>Exploring feelings when you play:</p> <ul style="list-style-type: none"> • Music throughout History • Use time signatures with notation to compose music. • Focus on dynamics. 	<p>Compose with your friends:</p> <ul style="list-style-type: none"> • Singing with expression while following notation. • Texture by holding pitch in unison with peers. • Indie music appreciation 	<p>Musical structures: Progression of Ukulele:</p> <ul style="list-style-type: none"> • Timbre: Recognise the sound of individual instruments. • Introduce major and minor chords. • Copy short melodic phrases. 	<p>Expression and improvisation:</p> <ul style="list-style-type: none"> • Classical music focus. • Structure singing using pitch accuracy. • Compose music using instruments while keeping a melody. 	<p>The show must go on: Ukulele performance (parents):</p> <ul style="list-style-type: none"> • Play using pitch notation. • Following notation to enhance tempo and rhythm. • Jazz music appreciation. 	<p>Feeling through music:</p> <ul style="list-style-type: none"> • Sing in multiple time signatures. • Improvise using pitch notes A to E. • Record creative ideas using notation.
RE	<p>Christianity Incarnation: What is the 'Trinity' and why is it</p>	<p>Hinduism Brahman/Atman What do Hindus</p>	<p>Hinduism Dharma What does it mean to be a Hindu in Britain today?</p>	<p>Christianity Salvation Why do Christians call the day that</p>	<p>Christianity Kingdom of God</p>	<p>Kernewek How and why do people in Cornwall mark significant</p>



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	<p>important to Christians? Children will learn that the Trinity is God, Jesus (son of God) and the holy spirit. They will describe how Christians show their beliefs about God, The Trinity, indifferent ways during worship.</p>	<p>believe that God is like? Children will learn about some Hindu deities and how they help Hindus describe God. They will make links between some stories and what Hindus believe about God and how Hindus worship God.</p>	<p>Children will learn how Hindus live in Britain today and how they show their faith. They will also consider how Hindu festivals, such as Diwali, are celebrated in Britain.</p>	<p>Jesus died 'Good Friday'? Children will learn the meaning of salvation and how Jesus came to rescue people. They will recap on the events of Holly Week and focus on why the day Jesus died is known as Good Friday.</p>	<p>For Christians, what was the impact of Pentecost? Children will learn the story of Pentecost and what Christians believe about the Kingdom of God on Earth. They will consider the impact of Pentecost on Christians today.</p>	<p>events in community life? Children will identify festivals unique to Cornwall and explain how they were started, e.g. Flora Day, Obby Oss, St Piran's Day and Mazey Day.</p>
PE	<p>Coordination (footwork) and balance to agility.</p>	<p>Coordination (ball skills), sending and receiving.</p>	<p>SWIMMING Balance and rotation.</p>	<p>Shapes solo, circles solo, partnering shapes, circles and lifts, artistry making.</p>	<p>Flight and travel.</p>	<p>Agility (reaction and response) Ball chasing</p>
PSHE	<p><u>Being Me in My Own World:</u> Becoming a class team, being a school citizen, rights responsibilities and democracy, rewards and consequences, our learning charter and owning our learning charter.</p>	<p><u>Celebrating Difference:</u> Judging by appearances, understanding influences, understanding bullying, problem solving, special me and celebrating difference: how we look.</p>	<p><u>Dreams and Goals:</u> Hopes and dreams, broken dreams, overcoming disappointment, creating new dreams, achieving goals and we did it!</p>	<p><u>Healthy Me:</u> Friends and me, group dynamics, smoking, alcohol, healthy friendships, inner strength and assertiveness.</p>	<p><u>Relationships:</u> Relationship web, love and loss, memories, are animals special, special pets and celebrating my relationships with people and animals.</p>	<p><u>Changing Me:</u> Unique me, having a baby, girls and puberty, circles of change, accepting change and looking ahead.</p>
Experiences	<p>Christmas carol service</p>	<p>Crofty MAT singing performance</p>	<p>Mayan Day Ukulele Swimming DT - cooking</p>	<p>Dance</p>	<p>Fal River trip Aquarium trip (optional) Ukulele</p>	<p>Mining visitor</p>