



Long Itchington CE Academy
Year 4 Long Term Plan

'Whatever you do, work at it with all your heart'
Colossians 3:23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
READING – MAIN TEXTS	Ancient Egypt Sleepover by Stephen Davies (Topic link)	Marcy and the Riddle of the Sphinx by Joe Todd-Stanton (Topic link)	The Iron Man by Ted Hughes (PSHE link)	Escape from Pompeii by Christina Balit (Topic link)	Creeping Beauty by Joseph Coelho (PSHE link)	The Lost Whale by Hannah Gold (Topic link)
ENGLISH	The Magical Beetle Focus: Narrative writing: Adventure story Range of poems Focus: Narrative poetry	Range of poems Focus: Narrative poetry Unsinkable Ship Disaster Focus: Newspaper article	RSC: Julius Caesar Focus: 1. Drama 2. Playscript writing	Adventure at Sandy Cove Focus: Narrative writing: Suspense story	Fantastic Mr Fox Focus: 1. Diary entry 2. Newspaper article Range of poems Focus: Imagery poetry	Deforestation of the Amazon Rainforest Focus: Persuasive information text The Nightmare Man Focus: Narrative writing: Horror story
MATHS	Place Value Addition & Subtraction	Area Multiplication & Division Times Tables	Multiplication & Division Length & Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position & Direction
HISTORY		Ancient Egypt To build on what we already know about Ancient Egypt. To locate Ancient Egypt in time and place. To explore the importance of the River Nile to Ancient Egyptians. To investigate sources and discoveries about Ancient Egypt. To explore the daily life of Ancient Egyptians. To translate hieroglyphics. To explore the roles of the Gods and Goddesses in Ancient Egypt. To investigate the role of pharaohs in Ancient Egypt. To investigate the Ancient Egyptian afterlife. To explore commonalities with other ancient civilisations. (Greeks)		The Rise and Fall of the Roman Empire To understand that the Punic Wars allowed Rome to become powerful. To know that Julius Caesar was one of the most influential people in world history. To know causes and consequences of Julius Caesar's assassination. To know that Augustus was Rome's first emperor, and the Pax Romana was a long period of peace, wealth and stability. To know that Christianity began as a small sect of Judaism but grew to be a huge, powerful religion. To understand why the Roman Empire came to an end		The Stuarts To know that James VI of Scotland became James I of England and believed in the 'Divine Right of Kings'. To know that during the reign of James I there was a plot to blow up the Houses of Parliament (Gunpowder Plot). To understand how Charles I's decisions led to Civil War. To know that the English Civil War lasted for seven years and lots of people died. To know that when England did not have a king, Oliver Cromwell led the country as Lord Protector. To know that Charles II (Charles I's son) was restored to the throne in 1660. To know the Great Plague of 1665 killed many people. To know that the Great Fire of London in 1666 spread quickly and destroyed much of the city. To know that Christopher Wren was asked to oversee the rebuilding of London after the Great Fire of London in 1666. To know that Catholic James II inherited the throne from his brother, Charles II, in 1685. To know that James II's daughter Mary, and her husband, William of Orange, were asked to take the throne from James II and become king and queen.

<p>GEOGRAPHY</p>	<p>Spatial Sense To recognise geographical tools on a globe. To know that scale tells us the distance between places on a map. To use four figure grid references to locate places on a map. To recognise key features of the local area. To know how our local area has changed over time.</p>		<p>Mediterranean Europe To know that Mediterranean Europe is located in southern Europe. To know that the Mediterranean climate is warm and dry in the summer, cool and wet in the winter. To know that the warm, dry climate in Mediterranean Europe allows crops such as olives to grow. To know that there are many mountain ranges in Europe. To know that Athens and Venice are examples of settlements in Mediterranean Europe. <i>To recap The Water Cycle in a geographical context – link to water as a natural resource and climate change.</i></p>		<p>Asia - Japan To locate Japan on a map of the world. To know that air masses from land and from sea create a varied climate in Japan. To recognise physical geographical features of Japan. To know Tokyo and Kyoto are important cities in Japan. To understand that in the past, Japan had a feudal system.</p>	
<p>SCIENCE</p>	<p>States of Matter Particles are what materials are made from. They are so small that we cannot see them with our eyes. The properties of a substance depend on what its particles are like, how they move and how they are arranged Particles behave differently in solids, liquids and gases.</p>	<p>Sound A thing that can be heard. The object that makes the sound is called the source. When objects vibrate, a sound is made. The vibration makes the air around the object vibrate and the air vibrations enter your ear. These are called sound waves. If an object is making a sound, a part of it is vibrating, even if you cannot see the vibrations. Sound waves travel through a medium (such as air, water, glass, stone, and brick). For example, if somebody is playing music in the room next door, the sound can travel through the bricks in the wall.</p>	<p>Animals including humans – Digestion and teeth Teeth are used for cutting and chewing food. They start the digestive process which gives us the energy we need to live. Humans look after their teeth by brushing and flossing and ensuring that they do not eat foods high in sugar. Not looking after teeth can lead to an increase in plaque and tooth decay.</p>	<p>Living things and their habitats All living things, which can also be called organisms, have to do certain things to stay alive. These are the life processes: movement, respiration, sensitivity, growth, reproduction, excretion and nutrition Living things can be grouped according to different criteria (where they live, what type of organism they are, what features they have). For example, a camel can belong in a group of vertebrates, a group of animals that live in the desert, and a group of animals that have four legs.</p>	<p>Electricity Electricity is generated using energy from natural sources such as the Sun, oil, water and wind. These can also be called fuel sources. Some appliances use batteries and some use mains electricity. Batteries come in different sizes depending on how much and for how long the appliance is used. Common appliances that use electricity.</p>	<p>Scientists and Inventors that changed the world</p>
<p>COMPUTING</p>	<p>Purple Mash – Online Safety <i>Laptops / Desktops</i> I can explore the key concepts of online safety. I can explain the meaning of “phishing” and know how to check if an email or website is trustworthy. I can reflect on positive and negative impacts of a digital footprint. I can give reasons why limiting screen time is better for mental and physical health. I understand why some online content is rated and what to do if I am upset by anything online.</p>	<p>Purple Mash – Coding <i>Laptops / Desktops</i> I can use coding structures for selection and repetition. I can identify errors in a program and fix them. I understand how variables can be used in coding and manipulate the value of them. I can write more complex strings of code.</p>	<p>Purple Mash – Writing for Different Audiences <i>Laptops / Desktops</i> I can use 2Connect to create content linked to a 2Simulate scenario. I can use a variety of software and make informed choices on how to present information. I can alter font, size, images and styles to suit an intended audience.</p>	<p>Purple Mash – Logo <i>Laptops / Desktops</i> I can read programs and predict an outcome accurately. I can understand the repeat command and can plan simple repeat structures. I can experiment with repeating procedures to make more complex patterns.</p>	<p>Teach Computing – Animation <i>Ipads</i> I can explain animation is a sequence of images or photographs I can plan an animation I can review and improve an animation I can evaluate the impact of adding other media to an animation</p>	<p>Purple Mash – Spreadsheets <i>Laptops / Desktops</i> I can design a graph to solve a mathematical problem. I can present, format and analyse data in a variety of ways. I can use spreadsheets to collate data and extract information to answer questions.</p>

<p>ART AND DESIGN</p>		<p>Drawing/Painting Storytelling Through Drawing Key concepts –</p> <ul style="list-style-type: none"> - That we can tell stories through drawing. - That we can use text within our drawings to add meaning. - That we can sequence drawings to help viewers respond to our story. - That we can use line, shape, colour and composition to develop evocative and characterful imagery. 		<p>Collage Exploring Pattern Key concepts –</p> <ul style="list-style-type: none"> - That the act of making drawings can be mindful. - That we can use line, shape and colour to create patterns. - That we can use folding, cutting and collage to help us create pattern. - That we can create repeated patterns to apply to a range of products or outcomes. 		<p>3D sculpture Sculpture, Structure, Inventiveness & Determination Key concepts –</p> <ul style="list-style-type: none"> - That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. - That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. - That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. - That we can express our personality through the art we make. - That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. - That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it.
<p>DESIGN AND TECHNOLOGY</p>	<p>Mechanical systems Levers and linkages Moving history books – based on Ancient Egypt</p>		<p>Food Healthy and varied diet (inc. cooking) Sandwiches Snacks</p>		<p>Electrical systems Simple circuits and switches Torches, Lamps and Lanterns</p>	
<p>MUSIC</p>	<p>Mamma Mia: Listen to and appraise a variety of songs based around Mamma Mia. To create an ensemble and improvisations using instruments.</p>	<p>Lean on Me: All the learning is focused around one song: Lean On Me. The children will play games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments linked to the song as they learn to appraise the piece.</p>	<p>School Focus unit - singing and performing I can use my voice expressively by singing songs. I can practise and perform songs.</p>	<p>Blackbird (Pop) I now The Beatles became famous in the 1960's and influenced many other musicians. When I listen to music I consider the tempo changes, the dynamics, the instruments and sounds and talk about these with others. In a song I can usually identify the chorus and verse and work out the structure. I can improvise simple vocal parts in our song.</p>	<p>BBC Ten Pieces – 19th Century composer Johannes Brahms 'Hungarian Dance' https://www.bbc.co.uk/teach/ten-pieces/hungarian-dance-no-5-in-g-minor-by-johannes-brahms-ks2-lesson-plans/zhkh7nb I can appreciate and understand a wide range of high quality and recorded music from different traditions and from great composes and musicians.</p>	<p>Reflect, Rewind and Replay: Listen to, and appraise a range of music including classical music. Play instruments with the music to improvise using voices and instruments.</p>
<p>RE</p>	<p>SACRE L2.4 How might your worldview lead you to do hard things for good reasons? (8 lessons) UC 2A.3 What is the Trinity? Incarnation/God (5 hours) <i>Trip to Coventry Cathedral.</i></p>	<p>SACRE L2.5 What or who is 'God' and how is the divine understood in theistic Worldviews? (10 lessons) UC 2A. 5 Why do Christians call the day Jesus died 'Good Friday'? Salvation (3 hours)</p>	<p>SACRE L2.6 Do you have to be part of a faith community to hold an organised worldview? Add in elements of UC 2.A4 What kind of world did Jesus want? Gospel (8 lessons)</p>	<p>SACRE L2.7 How have religion and history entwined in this area? Revisit 1.6 (5 hours) Trip to Coventry Synagogue?</p>		

<p>PE</p>	<p>Football Consolidating and improving the quality of passing receiving skills. Selecting and applying tactics and working collaboratively as a small group.</p> <p>Gymnastics The focus of this unit is for children to become more competent and confident when performing a range of floor exercises and to attempt to bring explosive movements into the floor work. The children will work with a partner and small group to develop compositional ideas in a sequence.</p>	<p>Gymnastics The focus of this unit to for children to develop and increase their range of body actions and shapes to included in a sequence. They will define muscles group needed to support their core and take weight on different parts of their body.</p> <p>Dance The focus of this unit is for children to use freeze frames in routines and build up a stylistic quality through repetition and applying movement to their own bodies. They will build basic creative choreography skills in travelling, dynamics and partner work.</p>	<p>OAA Developing a range of orienteering and problem-solving skills. Using skills to orientate and travel around a simple course and follow trails. Collaborating with others effectively and evaluate their performance.</p> <p>Handball Develop their understanding of how to perform the 3-man weave and incorporating bounce. They will look at defending and stop attacks by blocking and intercepting. When attacking, they will build up their passing and moving skills.</p>	<p>Multi sports The children will learn about a range of sports that enable all pupils no matter their ability to develop and be successful. This will include, Dodgeball, Kick Rounds and seated Volleyball for example.</p> <p>Dance The focus of this unit is for children to use freeze frames in routines and build up a stylistic quality through repetition and applying movement to their own bodies. They will build basic creative choreography skills in travelling, dynamics and partner work.</p>	<p>Athletics Developing ways of linking, remembering and repeating combinations of actions with more consistency and control. Becoming familiar with athletics equipment and what it is used for.</p> <p>Rounders To develop a range of skills in a competitive context. They will learn to choose and use a range of simple tactics in isolation and a game context and identify different roles in rounders.</p>	<p>Cricket Develop and apply a range of skills in competitive context. The children will choose and use a range of simple tactics in isolation and game context while developing their bowling and striking skills.</p> <p>Personal Challenge Children carry out a range of individual tasks and improve on their results week on week with a clear focus on developing themselves, identifying weaknesses and knowing how they can improve their skills to do better each week.</p>
<p>PSHE</p>	<p>Protective Behaviours/ Keep safe Children will be able identify situations which are safe or unsafe; identify people who can help if a situation is unsafe; suggest strategies for keeping safe. We will also explore the risk from the effects of cigarettes and alcohol and know that most people choose not to smoke. We will explore potential risk associated with browsing on the internet and the ways that we can keep ourselves safe online. During the Protective Behaviour unit, the children will explore what a secret is and when it is ok to keep and secret and when you must tell someone.</p>	<p>Me and my Relationships Children will be able to describe 'good' and 'not so good' feelings and how feelings can affect our physical state; explain how different words can express the intensity of feelings. They will identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; and explain how feelings can be linked to physical state.</p>	<p>Valuing difference Children will be able to reflect on listening skills; give examples of respectful language; and give examples of how to challenge another's viewpoint, respectfully. Explain that people living in the UK have different origins; identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; and identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p>	<p>Rights and Responsibilities Children will explore what it means to be a volunteer in the community and how by helping others it can improve our mental health and wellbeing. We will explore the different between fact and opinion and understand how events can be perceived from different points of view.</p>	<p>Growing and changing During this unit, pupils will explore different types of relationships and recognise what a positive, healthy relationship is. We will look at what is meant by personal space and when it is appropriate or inappropriate to allow someone into their personal space. We will again explore what are safe secrets to keep. Children will also be able to recognise that babies come from the join of an egg and sperm. Children will also be able to understand that for girls, periods are a normal part of puberty.</p>	<p>Being my Best Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; suggest medical and non-medical ways of treating an illness. Demonstrate their understanding of health and wellbeing issues that are relevant to them. They will also be identifying and celebrating their own successes and achievements as we recognise what it is that makes us special.</p>
<p>MFL</p>	<p>La fonética / ¿Tienes una mascota? – Do you have a pet?</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>	<p>Me presento – Let me introduce myself?</p> <p>By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>	<p>La clase – In class</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>	<p>Los Romanos – The Romans</p> <p>Through the medium of this familiar period of history, pupils will be taught the skills to understand slightly longer and more complicated text. Pupils will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, determiners and adjectives in sentences. This unit links strongly to transferable literacy skills.</p>	<p>La fruta - Fruit</p> <p>In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.</p>	<p>La ropa - Clothes</p> <p>By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.</p>