



Year 4 Long Term Planning

Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts	Grimm Tales	Arthur and the Golden Rope	Arthur and the Golden Rope Werewolf club rules	The wild robot	Egyptology	The Great Kapok tree
Writing Genres						
Fiction	Monologue Character/setting description Story writing	Shared poetry Artefact descriptive writing	Character description Poetry writing and performing	Letter writing		Diary entry Playscript
Non-fiction		Newspaper report Persuasive letter writing	Balanced argument	Emotive writing Writing a persuasive advert	Instructions Biography Non-chronological report	Persuasive speech Explanation text
Cross-curricular writing opportunities	History: Roman travel brochure Science: Non-chronological report - animal teeth.	History: recount - Boudicca and the Celt's revolt Science: informative leaflet - teeth.	Science: explanation text – the water cycle Geography: balanced argument – is it better to live in a city or a village?	Science: non-chronological report – How has electricity changed the way we live? History: Bronte fact file	History: diary entry – Howard Carter's diary	Geography: rainforest biome blog posts Science: informative leaflet – plastic pollution



<p>Maths</p>	<p>Mental arithmetic Problem solving strategies Place value Number: addition and subtraction</p>	<p>Mental arithmetic Problem solving strategies Number: addition and subtraction (to complete) Multiplication and division Measurement: perimeter and area</p>	<p>Mental arithmetic Problem solving strategies Number: multiplication and division Measurement: area and converting measurements</p>	<p>Mental arithmetic Problem solving strategies Number: fractions and decimals Time</p>	<p>Mental arithmetic Problem solving strategies Number: fractions and decimals Money</p>	<p>Mental arithmetic Problem solving strategies Geometry: properties of shape, position and direction Statistics</p>
<p>Cross-curricular maths links</p>	<p>History: find the difference between periods of time rounding up to the nearest decade and century.</p>	<p>History: Roman numerals</p>	<p>Science: data handling - graphs and tables. ICT: data handling and creating bar charts.</p>	<p>PSHE: money and budgeting</p>	<p>History: find the difference between periods of time rounding up to the nearest decade and century.</p>	<p>Geography: data handling - climate graphs and statistics</p>



<p>Science</p>	<p>Animals including humans (teeth) Identify and name the different types of teeth.</p> <p>Explain the functions of each of our teeth.</p> <p>Compare animal and human teeth.</p>	<p>Animals including humans (digestive system and food chains) To understand the role of the digestive system.</p> <p>Describe functions of key parts of the digestive system.</p> <p>Construct and interpret food chains.</p>	<p>States of matter Compare and group materials together depending on whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when heated and cooled and research the temperature at which this happens.</p> <p>Identify the part played by evaporation and condensation in the water cycle.</p>	<p>Electricity Identify common appliances that run on electricity.</p> <p>Construct a simple series circuit and identify its key parts.</p> <p>Recognise some common conductors and insulators.</p> <p>Recognise that a switch opens and closes a circuit.</p>	<p>Sound Identify how sounds are made and associate them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>Living things and their habitats Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to group living things.</p> <p>Recognise that environments can change and this can sometimes pose dangers to living things.</p>
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<p>History</p>	<p>Why were the Romans so powerful and what did we learn from them?</p> <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar • Hadrian's Wall • Boudica • Romanisation of Britain <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To note connections, contrasts and trends over time.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p style="text-align: center;">-</p>	<p>Local History study (the Brontes)</p> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p>How do we recreate the wonders of Ancient Egypt?</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
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<p>Geography</p>	<p>-</p>	<p>-</p>	<p>Why is Bradford so brilliant? (settlements) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Why is Bradford so brilliant? (To complete - 1 week) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world)</p> <p>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.</p>	<p>-</p>	<p>Why should the rainforest be important to us all? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>
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<p>Art</p>	<p>Roman battle drawings To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>Learn about great artists and architects in History - Uccello's triumph of Julius Caesar</p>	<p>Collage and mosaics To improve their mastery of art and design techniques.</p> <p>To develop their techniques, including their control and their use of materials.</p> <p>Learn about great artists and architects in History - Roman mosaics</p>	<p>City skyline print</p> <p>To improve their mastery of art and design techniques, including painting (printing skills)</p> <p>Learn about great artists and architects in History – Roman mosaics (Monet – reflections)</p>	<p>To learn about great artists – The Bronte Family</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing and painting.</p> <p>Learn about great artists and architects in History – Roman mosaics (Branwell Bronte and comparison to other family painters)</p>	<p>To design items for King Tutankhamen's afterlife (amulets and cartouches)</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay]</p> <p>To learn about great artists, architects and designers in history – Egyptian artefacts</p>	<p>To create my own rainforest picture To improve their mastery of art and design techniques, including drawing.</p> <p>Learn about great artists, architects and designers in history - Henri Rousseau</p>
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<p>Design Technology</p>	<p>Roman feast (bread making) Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>To design their own swimming bag (Art link – create a project using earlier sewing experiences)</p> <p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>To design a working burglar alarm (electrical components) 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.</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>To make a working shaduf (Ancient Egypt) Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>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</p>	<p>Make my own healthy wrap (making and using flatbreads) Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
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<p>Music (Charanga scheme)</p>	<p>Mamma Mia. (look at planning summary)</p> <p>CCL Romans.</p>	<p>Glockenspiel 1&2 (look at planning summary)</p> <p>CCL To learn songs and play accompaniments about the romans.</p>	<p>STOP! (look at planning summary)</p> <p>CCL Water cycle.</p>	<p>Lean on me (look at planning summary)</p> <p>CCL Bradford</p>	<p>Blackbird (look at planning summary)</p> <p>CCL Egyptians</p>	<p>Reflect, rewind and replay</p> <p>CCL Egyptians.</p>
<p>French (KS2)</p>	<p>All aboard!</p> <p>Listen attentively to spoken language and show understanding by joining</p> <p>in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Pocket money</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Tell me a story!</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Our sporting lives!</p> <p>Develop accurate pronunciation and intonation. Engage in conversations; ask and answer questions; express opinions and respond to those of others. Broaden their vocabulary through the use of a dictionary.</p>	<p>The carnival of animals!</p> <p>Listen attentively to spoken language and show understanding by joining</p> <p>in and responding.</p> <p>Explore patterns and sounds of language through songs.</p> <p>Understand basic grammar and feminine, masculine and neuter forms.</p>	<p>What's the weather like?</p> <p>Explore patterns and sounds of language, and link the spelling, sound and meaning of words.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Engage in conversations; ask and answer questions.</p>
<p>PSHE Topic & key Learning Challenge</p>	<p>Belonging</p>	<p>Keeping safe</p>	<p>Getting along and falling out</p>	<p>Money and work</p>	<p>Healthy lifestyles and healthy mind</p>	<p>Healthy relationships and growing up</p>



Online safety	Using computers at Farnham	Internet safety How rules and age restrictions help us; keeping safe online	Online actions to others Positive friendships, including online	How to report concerns	Rationing time spent online	Online relationships
British Values	Rule of law	Democracy	Mutual respect	Individual liberty	Rule of law	Acceptance
	What makes a community; shared responsibilities	Medicines and household products; drugs common to everyday life	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines;
Religious Education	<p>What do different people believe about God?</p> <p>Christian creation story.</p> <p>Christian key stories and teachings.</p>	<p>What do different people believe about God?</p> <p>Hindu creation story</p> <p>Hindu Gods</p> <p>Comparison of beliefs – Christianity and Hinduism</p>	<p>How do faith communities demonstrate what is sacred?</p> <p>Identify the items on a puja tray.</p> <p>Explain how the items on a puja tray are used.</p> <p>Explain how worshippers in a Mandir show how items are sacred.</p>	<p>How do faith communities demonstrate what is sacred?</p> <p>Sacred items of a Church.</p> <p>Christian sacred text.</p> <p>Compare Hindu and Christian sacred objects</p>	<p>How do believers use symbolism to show their beliefs?</p> <p>Describe what a symbol is and identify common symbols.</p> <p>Identify the symbols of Christianity</p>	<p>How do believers use symbolism to show their beliefs?</p> <p>Identify symbols of Hinduism</p> <p>Explain the meaning behind each Hindu symbol.</p> <p>Discuss the similarities and differences between Hindu and Christian symbols.</p>



<p>Computing</p>	<p>Algorithms and programs</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>Power point presentations – Iceland</p> <p>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... presenting information.</p>	<p>Databases</p> <p>Select, use and combine a variety of software... to accomplish given goals, including, analysing, evaluating and presenting data and information.</p>	<p>Digital art – the Brontes (data retrieving and organising)</p> <p>Select, use and combine a variety of software... to accomplish given goals.</p>	<p>Communicating and using the internet</p> <p>Use search technologies effectively.</p> <p>Understand computer networks and the internet... and the opportunities they offer for communication and collaboration.</p>	<p>Research</p> <p>Use search technologies effectively.</p> <p>Presenting data and information.</p>
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PE	<p style="text-align: center;">Games Swimming</p>	<p style="text-align: center;">Games (Hockey) Swimming</p>	<p style="text-align: center;">Games (Benchball) Swimming</p>	<p style="text-align: center;">Dance</p>	<p style="text-align: center;">Gymnastics Swimming</p>	<p style="text-align: center;">Athletics Swimming</p>
	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate.</p> <p style="text-align: center;">Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>Play competitive games, modified where appropriate.</p> <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>	<p>Develop flexibility, strength, technique, control and balance</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p style="text-align: center;">Swimming (see Autumn 1)</p> <p>Perform dances using a range of movement patterns.</p> <p style="text-align: center;">Enjoy communicating, collaborating and competing with each other.</p>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones.</p>	<p>Take part in indoor and outdoor adventurous activity challenges before individually and within a team.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>



<p>Debating/Circle Time</p>	<p>Gathering ideas for and against.</p> <p>Strategies for organising ideas.</p> <p>Should all fairy tales have a happy ending?</p> <p>Circle time - Growth mindset and wellbeing</p>	<p>How to structure a debate and understanding roles.</p> <p>Are computer games good for you?</p> <p>Circle time – what is a democracy?</p>	<p>Preparing for a debate and taking on roles.</p> <p>(Current topic in the news)</p> <p>Which is the best place to live? (Geography and settlements)</p> <p>Circle time – respect towards others</p>	<p>Anticipating the other team’s responses</p> <p>(Current topic in the media)</p> <p>Is it easier to help people if you are rich?</p> <p>Circle time – what is individual liberty and what rights do I have?</p>	<p>Hold debates</p> <p>(Current topic in the news)</p> <p>Has the internet had a completely positive impact on our lives?</p> <p>Circle time – mindfulness and healthy minds.</p>	<p>Hold debates</p> <p>(Current topic in the media/news)</p> <p>Should school holidays be shorter so we can spend more time learning in schools?</p> <p>Circle time – embracing our differences.</p>
<p>Educational Visits, Visitors, Experiences</p>		<p>Hindu Temple</p>		<p>Bronte Parsonage Visit, Haworth.</p>	<p>Bagshaw Museum (Egyptian Museum)</p>	<p>Fairburn Ings</p>