



## Long Term Plan 2022/2023 Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Visits/ Visitors</b>	<i>Romans Visit from a roman experience - School Visit</i>	<i>Pantomime  Church Visitor</i>	Pottery Class	Science Workshop	Snakes Alive - Rainforest animals Call of the wild	Sutton Hoo (Trip) for Anglo Saxon
	<b>One Trip or Visitor each half term</b>					
<b>English</b>	<b>Fiction stories from other cultures -</b> Cloud Tea Monkeys Mal Peet.  <b>Poetry</b> Wings Poem  <b>Instructional Text -</b> How to care for your dragon!  Through these stories children will gain an awareness of radicalisation and a greater awareness of	<b>Fiction</b> Flotsam  <b>Non-Fiction</b> Persuasive letter - Plastic pollution  <b>Stories set in imaginary worlds.</b> Leon and the Place Between.  Through these texts children will improve their understanding of how to look after	<b>Fiction</b> Blodin - Diary  <b>Non- Fiction</b> Newspaper report- Pompeii Disaster  Through these text and stories the children we be discussion natural disasters and the impact this has on the wider world. This links to our	<b>Fiction</b> Pompeii Narrative  <b>Non- Fiction</b>  <b>Non-Fiction</b> <i>Explanation text</i>  <b>British Values and SMSC-</b>	<b>Fiction- Fable</b>  <b>Non- Fiction</b> Non Chronological reports Rainforests or Animals (links to Geography)  <b>Fiction</b>  <b>British Values and SMSC- Our children will discuss</b>	<b>Fiction Narrative -</b> The Lion the witch and the Wardrobe  <b>Fiction</b>  <b>Performance Poetry-</b> Jabberwocky  The children will be encouraged to think about their environment and mental well-being, they will gain greater self-



## Long Term Plan 2022/2023

### Year 4

	<p>how to be tolerant of others</p> <p><b>British Values and SMSC-</b> Our children will have an understanding and tolerance of different faiths and cultures. They will appreciate the day in the life of a child worker in India. How would their life be different if they were a tea picker in India?</p> <p>Our children will develop their self-knowledge and self-esteem and self-confidence.</p>	<p>themselves and the environment responsibly. They will consider their own health and fitness as well as the effects of pollution.</p> <p><b>British Values and SMSC-</b> Our children will discuss right from wrong when researching plastic pollution. Our children will immerse themselves in understanding conservation and how pollution affects different environments -Is this right or wrong?</p>	<p>Geography and History Topics.</p> <p><b>British Values and SMSC- Rule of law.</b> Our children will be able to understand and recognise emotions when things are impacting behaviour.</p>			<p>esteem and self-belief.</p>
<p><b>Maths</b></p> <p>Children will have opportunities to</p>	<p>Place value</p> <p>Addition and Subtraction</p>	<p>Multiplication and Division</p>	<p>Multiplication</p> <p>Division</p> <p>Perimeter</p>	<p>Decimals</p> <p>Fractions</p>	<p>Decimals</p> <p>Money</p> <p>Time</p>	<p>Geometry</p> <p>Statistics</p> <p>Shape</p>



## Long Term Plan 2022/2023

### Year 4

develop their confidence and self-esteem, take risks and be resilient.			Length			
<b>Science</b>	<b>Sound -</b> Vibrations; the ear; volume; pitch.  <b>British Values and SMSC -</b> <i>Our children will listen and appreciate each other's ideas about different investigations.</i>		<b>Electricity -</b> Appliances; simple circuit; switch; conductors and insulators.  <b>States of Matter-</b> Solids, liquids, gasses, melting, evaporation, the water cycle.  Through this topic children will be taught about the practical safety aspects of electricity.  <b>British Values and SMSC -</b> <i>Our children will look into the future options for the production of electricity, alternative fuels, and methods to reduce pollution with discussion of how these can improve people's lives and the environment in general.</i>		<b>Animals including humans-</b> digestive system; teeth; food chains - producers, predators and prey  <b>Living things and habitats-</b> Grouping, classification; environments can change and cause danger.  <b>British Values and SMSC -</b> <i>Through this work children will continue to learn about the importance of eating correctly personal hygiene and responsibility for their own wellbeing.</i> <i>Our children will be involved in the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, awe at the scale of living things from the smallest ant to the largest tree.</i>	
<b>History</b>	The Romans The Roman invasion. Boudicca		The Ancient Greeks- a study of Greek life and achievements and their influence on the western world.		Anglo-Saxon <ul style="list-style-type: none"> <li>British settlements by Anglo-Saxons and Scots- Anglo-Saxon invasions,</li> </ul>	



## Long Term Plan 2022/2023

### Year 4

Children will be taught about e safety and fake news when researching topics	<b>British Values and SMSC</b> - Our children will explore the design of castles, Roman shields, mosaic, Roman life and pottery which in turn will enhance the children's' cultural development.	<b>British Values and SMSC</b> - Our children will be given opportunities to explore the beliefs and values from past societies and from a range of different countries. They will then be able to use this information to compare and contrast with their own values and beliefs of modern day Britain.	<p>settlements and kingdoms: place names and village life</p> <ul style="list-style-type: none"> <li>Anglo-Saxon art and culture</li> </ul> <p><b>British Values and SMSC</b> - Our children will be given the opportunity to explore the beliefs and values from past societies and from a range of different countries. They will then be able to use this information to compare and contrast with their own values and beliefs. In particular they will compare Anglo Saxon life to their life today.</p>
<b>Geography</b>	<p><b>UK Geography - cities and towns</b> Map work - OS</p> <p><b>British Values and SMSC</b> - Our children will be able to recognise where the Romans came from and how they were able to conquer Britain and build their empire. Discussions will be had on why people leave their own country to come and live in another - links to immigration, refugees, work.</p>	<p><b>World Geography</b> Continents, Europe, equator, hemispheres, tropics.</p> <p><b>British Values and SMSC</b> Through this topic children will continue to gain a deeper sense of curiosity, awe and wonder about the world around them.</p>	<p><b>Rainforests</b> Latitude, longitude, equator, hemispheres, tropics, time zones.</p> <p><b>British Values and SMSC</b> - Our children will appreciate where we are in the world and compare the weather and climates of different countries.</p> <p>When discussing topical issues children will be made aware of fake news and the deliberate giving of misinformation.</p>
<b>Art</b>	<p><b>Portraits- Artist study - Picasso</b></p> <p><b>British Values and SMSC</b> -</p>	<p><b>Printing - Yayoi Kusama</b></p> <p><b>British Values and SMSC-</b></p>	<p><b>Watercolour - Rainforest animals</b></p> <p><b>British Values and SMSC -</b></p>



## Long Term Plan 2022/2023

### Year 4

	<i>Children will be taught to be reflective not only through their own work but through the work of others. They will be able to share their opinions about the work of a great artist.</i>	<i>Children will be taught to be reflective not only through their own work but through the work of others.</i>	<i>Children will be taught to be reflective not only through their own work but through the work of others.</i>
<b>DT</b>  <b>Practical safety awareness ensures our children know how to handle and respect tools and equipment.</b>	<b>Found objects- Robots</b>  <i><b>British Values and SMSC -</b> Our children will begin to explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.</i>	<b>The Great Bread Bake off</b>  <i><b>British Values and SMSC -</b> Our children will begin to understand the importance of making healthy choices</i>	<b>Tie Dye T-shirts</b>  <i><b>British Values and SMSC -</b> Our children will begin to Evaluate their own finished product against their own design criteria and suggest how it might be improved.</i>
<b>Computing</b>  <b>E-safety is continually reinforced to ensure the children make safe choices</b>	<b>Espresso coding-</b> Refresher: An overview of the main concepts covered so far. <ul style="list-style-type: none"> <li>- Programming</li> <li>- Creating Buttons</li> <li>- Sequencing</li> </ul> Burst the bubble, up in the air, fly a helicopter, stepping through space, space maze and hungry snake.	<b>Espresso coding</b> Introduction to variables: Learn how computers use variables to count things and keep track of what is going on, then create simple games which use score variables.  Pop game, catch the coconuts, healthy eating, tablet till, pirate gold and debugging exercises.	<b>Espresso coding</b> Repetition and loops: Learning how computers uses repetition and loops to repeat things over and over again. Write instructions for the computer to follow and repeat more than once at different times.  Bugs in the garden, drive me loopy, astronaut orbit and hot air balloon show.



## Long Term Plan 2022/2023 Year 4

ICT will be planned for in all areas of the curriculum	E-safety		E-safety		E-safety	
PE	See P.E overview					
RE	Christianity - The teachings of Jesus <i>British Values and SMSC - Our children will discuss Tolerance of other faiths, rule of law, individual liberty, mutual respect and democracy.</i>		Hinduism- Brahman, the Trimurti and Creation stories <i>British Values and SMSC - Our children will discuss the tolerance of other faiths, rule of law, individual liberty, mutual respect and democracy.</i>		Judaism- The Jewish Home <i>British Values and SMSC - By the end of this term children will have gained an interest in other ways of doing things by looking at cultural differences. They will have a greater sense of curiosity about the similarities and differences of Christianity, Judaism and Hinduism (cultural development)</i>	
RHSE & Mental Health  *Including - Challenging gender norms and	Health and wellbeing  What strengths, skills and interests do we have?  Mental Health Worry/anxiety/anger	Relationships  How do we treat each other with respect?  Mental Health Emotions/feelings  Text:	Health and wellbeing  How can we manage our feelings?  Mental Health Empathy/kindness  Text:	Health and wellbeing  How will we grow and change?  Mental Health Self-esteem/self-belief	Living in the wider world  How can our choices make a difference to others and the environment?  Mental Health Differences/diversity	Health and wellbeing  How can we manage risk in different places?  Mental Health Bravery/courage/Fear  Text:



## Long Term Plan 2022/2023

### Year 4

<b>stereotypes – transgender. Relationships and different families – homosexuality</b>	<p><b>Text:</b> The Huge Bag Of Worries</p> <p><b>British Values and SMSC</b> Children will learn how to recognise personal qualities and individuality. They will develop self-worth by identifying positive things about themselves and their achievements</p>	<p>The Tear Thief</p> <p><b>British Values and SMSC</b> Children will understand that everyone should feel included respected and not discriminated against, how to respond if they witness or experience exclusion, disrespect or discrimination.</p>	<p>The Invisible Boy</p> <p><b>British Values and SMSC</b> Children will understand the importance of expressing feelings and how they can be expressed in different ways</p>	<p><b>Text:</b> The Dot</p> <p><b>British Values and SMSC</b> Children will develop a sense of respect for others and gain an understanding and awareness of individual liberty</p>	<p><b>Text:</b> The Boy with Pink Hair</p> <p><b>British Values and SMSC</b> Children will understand how people have a shared responsibility to help protect the world around them How everyday choices can affect the environment</p>	<p>The Black Dog</p> <p><b>British Values and SMSC</b> Children will learn how to keep safe in the local environment and less familiar locations</p>
<b>MFL (KS2 only)</b>	<p>Describing pets: revision of masculine and feminine nouns, plurals and adjectival agreement with colours and words</p>	<p>My town - Mi ciudad. Ser/estar/hay Places in a town and what there is to do there.</p>	<p>Classroom objects.  Revision of tener = to have.  My school - mi colegio.</p>	<p>El alfabeto.  Telling the time ¿Qué hora es?  Revision of weather and months of the year and</p>	<p>School subjects and sports - likes and dislikes.  Me gusta/no me gusta/me gustan/no me gustan (+ infinitive)</p>	<p>Food and drink - likes and dislikes.  Traditional Spanish dishes (tapas, paella, etc.)  Role play in a Spanish café.</p>



## Long Term Plan 2022/2023 Year 4

	<p>describing size and personality. Recap of third person.</p> <p>¿Dónde vives? Vivo en + town Vivo en + una casa/un piso</p> <p>El Día de los Muertos</p>	<p>Finding your way around town - directions (left, right, straight ahead).</p> <p>A Spanish Christmas and New Year.</p>	<p>Rooms in the school.</p> <p>Education in Spain - comparison with partner school in Seville (Colegio Los Rosales).</p>	<p>introduction to the seasons.</p> <p>Numbers 40 - 200</p> <p>La Feria de abril.</p>	<p>Opinions.</p> <p>Jugar and hacer.</p> <p>Profile of Spanish-speaking sports star.</p>	<p>Saying what you are going to do in the summer holidays - voy a + infinitive.</p>
<b>Music</b>	<p><b>ELEMENTS OF MUSIC</b> Pitch, Rhythm, Tempo, Dynamics, Duration The basics of music demonstrated and developed via pair and group work creating short pieces</p> <p><b>THE ART OF SINGING</b> Vocal techniques, breathing, learning a variety of traditional songs for occasions</p> <p><b>DEVELOPMENT OF CLASSICAL MUSIC &amp; FAMOUS COMPOSERS</b> How Western classical music has developed from 1600 to the modern day; an examination of key influential works</p> <p><i>British Values and SMSC</i></p>		<p><b>MUSIC FOR MOODS</b> Cartoons, Film Music, Adverts How music can influence mood and perception of images and the techniques involved</p> <p><b>THE HISTORY OF POP MUSIC</b> The Blues, Rock &amp; Roll, Disco How styles developed with the addition of new instruments and technology with a look at specific bands and artists</p> <p><i>British Values and SMSC</i> Children will use their imagination and creativity developing a sense of fascination in their learning.</p>		<p><b>MUSIC FROM AROUND THE WORLD</b> The Development of Folk Music Music of The Far East, Music of India How music differs in other parts of the world</p> <p><b>RE-EXAMINATION OF THE ORCHESTRA</b> A more advanced look at the orchestral palette and how instrumentation can colour a piece</p> <p><b>CONTINUED VOCAL DEVELOPMENT</b> Including some part singing, harmonies and varied styles</p> <p><i>British Values and SMSC</i> By giving children time to explore, appreciate and reflect on music from different backgrounds and cultures they</p>	





## Long Term Plan 2022/2023

### Year 4

	Children will engage and cooperate with others developing a willingness to participate and respond positively to artistic, musical and cultural opportunities. Children will give the own opinions and listen to the ideas of others.		will continue to develop musical awareness and an understanding and acceptance of cultural diversity.
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