

Jennett's Park Primary School - Year 4 Long Term Plan 2021-2022

	Eruptions!	Where in the World Are We?	Twenty Drachma a Day	What have the Romans ever done for us?	Magic	We are the Champions
WOW, trips, resources	Erupt Volcanoes	3D Map of explorer routes	Greek Day	Roman Day	Harry Potter Studio Tour	
Literacy	<p>Guided Reading – Fortunately the Milk Stitch Head</p> <p><u>Writing to Entertain</u> Writing their own silly adventure story – focusing on grammar revision and sentence structure</p> <p><u>Writing to Entertain</u> Character description</p> <p><u>N.F Writing to inform:</u> Non-chronological report on volcanoes</p> <p><u>Writing to inform</u> Instructions on how to build a monster</p>	<p>Guided Reading – A Boy Called Christmas</p> <p><u>Writing to Entertain</u> Setting description based on A Boy Called Christmas</p> <p><u>Writing to entertain</u> A voice over for the trailer for A Boy Called Christmas</p> <p><u>Writing to inform</u> A biography on Ranulph Fiennes</p> <p><u>Writing to persuade</u> An application to join an expedition</p>	<p>Guided Reading – Who Let the Gods Out</p> <p><u>Writing to entertain</u> Retelling of Theseus and the Minotaur</p> <p><u>Writing to inform</u> Non-chron reports on the Greek Gods.</p>	<p>Guided Reading – Boy at the Back of the Class</p> <p><u>Poetry</u> Magic Box</p> <p>Children write a poem about themselves</p> <p>Haikus</p> <p><u>Writing to inform:</u> Instruction text – instructions on how build and use a catapult</p> <p><u>Writing to entertain</u> Unit based on Home Sweet Home film to get short burst writes before longer fiction writes in Summer 1 and 2</p>	<p>Guided Reading – Starfell</p> <p><u>Writing to Entertain</u> Magic adventure story – first half</p> <p><u>Writing to inform</u> A Travel Brochure to a Magic Hotel</p> <p><u>Writing to Entertain</u> Poetry – writing our own spells</p>	<p>Guided Reading – The Boy Who Biked the World</p> <p><u>Writing to Entertain</u> Completion of story from previous term</p> <p><u>Writing to discuss</u> A balanced argument about following your dreams</p> <p><u>Writing to Entertain</u> Nonsense Poetry</p> <p>Children to learn The Jumbles</p>
Maths	Place Value Addition and Subtraction	Length and Perimeter Multiplication and Division	Multiplication and Division Area	Fractions Decimals	Decimals Money Time	Statistics Properties of Shape Position and Direction
Science Investigations	<p>Sound</p> <p>Identify how sounds are made</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Recognise that sound gets fainter as the distance from the source of the sound increases</p> <p>Find patterns between the volume of a sound and the</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Recognise some common conductors and insulators and associate metals with being good conductors</p> <p>Recognise that a switch opens and closes a circuit</p> <p>Identify whether or not a lamp will light in a simple series circuit</p> <p>Construct a simple series electrical circuit, identifying and</p>	<p>Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>The Digestive System</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Scientists and Inventors</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations</p> <p>Gather, record, classify and present data in a variety of ways to help answer questions</p>	<p>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at</p>
Living things and their habitats						
Plants						
Animals including humans						
Uses of everyday materials						

	strength of the vibrations that produced it Find patterns between the pitch of a sound and features of the object that produced it	naming its basic parts, including cells, wires, bulbs, switches and buzzers			Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Use straightforward scientific evidence to answer questions or to support their findings	which this happens in degrees Celsius
Art ▪ Drawing ▪ Printing ▪ Sculpture ▪ Textiles ▪ Painting	To look at pop art and complimentary colours. To improve their mastery of art and design techniques – 3D modelling volcanoes	To improve their mastery of art and design techniques – 3D modelling Exploring pattern Himalayas doodle art	To improve their mastery of art and design techniques – sketching Observational drawings of Greek sculptures, philosophers. Greek theatre masks, line and form with a paper sculpture	To improve their mastery of art and design techniques – printing Mosaic Roman emperor statue Roman wreaths	Learn about great artists, architects and designers – set designers for Harry Potter Clay owls Dragon eyes Chalk techniques	Learn about self portraits looking at the work of Frida Kahlo, Andy Warhol
Computing	e-Safety use technology safely, respectfully and responsibly	Use a variety of software to design and create a range of programs, systems and content that accomplish given goals	Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content	Use a variety of software to design and create a range of programs, systems and content that accomplish given goals	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Use sequence, selection and repetition in programs, work with variables and various forms of input and output
Design Technology	Volcanoes	3D map	Mosaics	Shields and catapults	Clay Owls	
Cooking and Nutrition		Nutrition aboard ships – scurvy!	Greek Cookies Christmas Baking	Easter baking		A balanced diet
Geography	Volcanoes and earthquakes	Locate the world's countries using maps to focus on Europe Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere Use maps, atlases, globes and digital /	Locate Greece Map Ancient Greece and its borders		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	The Water Cycle

		computer mapping to locate countries and describe features Use the four points of the compass				
History Skills <ul style="list-style-type: none"> ▪ To use primary resources to make explanations about the past 		Explorers from history	The Ancient Greeks A study of Greek life and achievements and their influence on the western world	Roman Empire and its impact on Britain Julius Caesar's attempted invasion The Roman Empire by AD42 and the power of its army Successful invasion by Claudius and conquest including Hadrian's Wall British resistance – Boudica Romanisation of Britain – sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		
<ul style="list-style-type: none"> ▪ Events beyond living memory 						
<ul style="list-style-type: none"> ▪ Lives of significant individuals 						
<ul style="list-style-type: none"> ▪ Significant historical events, people and places in their own locality 						
Languages	Spanish- Children will learn key facts about Spain, colours and numbers, discussing feelings.	Spanish- To learn animals and use 'soy'	Spanish- To learn musical instruments and use 'toco'	Spanish- Little Red Riding Hood Parts of the body	Spanish- Discussing every day activities using 'puedo'	Spanish- say "I am...", "I have..." and "I live..." (using the first person singular) throughout this unit
PE	Personal Cog <ul style="list-style-type: none"> • I can persevere with a task and improve my performance through 	Social Cog Level 4 <ul style="list-style-type: none"> • I cooperate well with others and give helpful feedback. • I help organise roles and responsibilities 	Cognitive Cog <ul style="list-style-type: none"> • I can identify specific parts of performance to work on. • I can understand ways (criteria) 	Creative Cog Level 4 <ul style="list-style-type: none"> • I can link actions and develop sequences of movements that express my own ideas. 	Physical Cog Level 4 <ul style="list-style-type: none"> • I can perform a variety of movements and skills with good body tension. 	Health and Fitness Cog Level 4 <ul style="list-style-type: none"> • I can describe the basic fitness components. • I can explain how often and how long I

	<p>regular practice.</p> <ul style="list-style-type: none"> I cope well and react positively when things become difficult. <p>Level 3</p> <ul style="list-style-type: none"> I have begun to challenge myself. I know where I am with my learning. <p>Level 2</p> <ul style="list-style-type: none"> I try several times if at first I don't succeed. I ask for help when appropriate. 	<p>and I can guide a small group through a task.</p> <p>Level 3</p> <ul style="list-style-type: none"> I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. <p>Level 2</p> <ul style="list-style-type: none"> I can help, praise and encourage others in their learning. 	<p>to judge performance.</p> <ul style="list-style-type: none"> I can use my awareness of space and others to make good decisions. <p>Level 3</p> <ul style="list-style-type: none"> I can explain what I am doing well and I have begun to identify areas for improvement <p>Level 2</p> <ul style="list-style-type: none"> I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. 	<ul style="list-style-type: none"> I can change tactics, rules or tasks to make activities more fun or more challenging. <p>Level 3</p> <ul style="list-style-type: none"> I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. <p>Level 2</p> <ul style="list-style-type: none"> I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. 	<ul style="list-style-type: none"> I can link actions together so that they flow. <p>Level 3</p> <ul style="list-style-type: none"> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. <p>Level 2</p> <ul style="list-style-type: none"> I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency. 	<p>should exercise to be healthy.</p> <ul style="list-style-type: none"> I can record and monitor how hard I am working. <p>Level 3</p> <ul style="list-style-type: none"> I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise. <p>Level 2</p> <ul style="list-style-type: none"> I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.
<p>Music</p> <ul style="list-style-type: none"> Singing songs and speaking chants and rhymes 	Guitars	Guitars	Charanga- Stop- learn about the interrelated dimensions of music through games, singing and composing.	Spring Show Production	Charanga- Blackbird pulse, rhythm, pitch	Charanga Reflect, Rewind and Replay- Continue to embed the foundations of the interrelated

						dimensions of music using voices and instruments
PSHE	Relationships- How to develop and maintain a variety of healthy relationships	Relationships- How to recognise and manage emotions	Health and Wellbeing- Healthy bodies and maintaining a healthy lifestyle. Healthy balanced diet.	Health and Wellbeing- Online safety and how we go about trusting ourselves and others.	Living in the Wider World- About respect for self and others	Living in the Wider World- To respect equality and to be a productive member of a diverse community.
RE	Judaism- Beliefs and practices	Christianity- Christmas	Judaism- Passover	Christianity- Easter	Judaism- Beliefs and practices	Christianity- Prayer and worship