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| **Jennett’s Park Primary School - Year 4 Long Term Plan 2023-2024** | | | | | | |
|  | Race to the Frozen North | | Ancient Romans | | Ancient Greeks | |
| **WOW, trips, resources** |  | Sleep over |  | Roman Day | Greek Experience Day |  |
| **Literacy** | Writing to Entertain,  **Poetry**  **Haiku** about ourselves.  Then about the journey to the frozen North.  Writing to entertain  **Story opener**: when Matthew Henson first steps onto the ship  **N.F Writing to inform:**  **Diary entry** from Matthew Henson when on his journey as class write. | Writing to Entertain **Adventure story:** what are they going to explore? Is Grandfather off on another adventure? Of chn could be Edmund Hillary, or they could create their own explorer)  N.F Writing to inform **Newspaper article** about Edmund Hillary and Tenzin Norgay’s Everest climb | N.F Writing to inform  **Newspaper report:**  The Roman invasion of England/ key battle  Writing to entertain  **Story**: About being a refugee linked to Boy at the Back of the Class  Roman Britain | Writing to entertain  Needed  Writing to entertain  **Short story**  Creating their own, Twisted Fairy tales – create class book | Writing to entertain  **Greek Myth**  Could change 12 labours of Heracles to 13 labours, and create their own labour for Heracles, or revise Thesues and the Minotaur/ Perseus and Medusa  N.F Writing to inform **Non-chron** reports on the Greek Gods or their own beast that is in Demon’s stables  Ancient Greece | N.F Writing to persuade **Holiday Leaflet** about Greece. Linking to geography comparing old to new. |
| **Maths**  White Rose  Fractions, Decimals | 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** | **States of Matter**  Compare and group materials together, according to whether they are solids, liquids or gases.  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature – experiment looking at the drying rate of towels in different environments  Investigating the thawing of ice, experiment to see how ice melts in warm water, formation of condensation, etc  Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius – looking at the three states of water, melting chocolate  Investigating gases – looking at the carbon dioxide in lemonade, investigating if it has weight  Materials and Changing States | **Electricity**  Identify common appliances that run on electricity  Recognise some common conductors and insulators and associate metals with being good conductors  Recognise that a switch opens and closes a circuit  Identify whether or not a lamp will light in a simple series circuit  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  Electricity | **Living things and their habitats**  Recognise that living things can be grouped in a variety of ways  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Recognise that environments can change and that this can sometimes pose dangers to living things | **The Digestive System**  Describe the simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in humans and their simple functions  Construct and interpret a variety of food chains, identifying producers, predators and prey | **Sound**  Identify how sounds are made  Recognise that vibrations from sounds travel through a medium to the ear  Recognise that sound gets fainter as the distance from the source of the sound increases  Find patterns between the volume of a sound and the strength of the vibrations that produced it  Find patterns between the pitch of a sound and features of the object that produced it | **Scientists and Inventors**  Ask relevant questions and use different types of scientific enquiries to answer them  Set up simple practical enquiries, comparative and fair tests  Make systematic and careful observations  Gather, record, classify and present data in a variety of ways to help answer questions  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 |
| **Living things and their habitats** |
| **Plants** |
| **Animals including humans** |
| **Uses of everyday materials** |
| **Art**   * Drawing | Self portraits  Seascapes  Mountain art |  | Needed |  | 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 |  |
| * Printing |
| * Sculpture |
| * Textiles |
| * Painting |
| **Computing** | e-Safety  use technology safely, respectfully and responsibly  Online Safety | 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 |  | Needed |  | Roman Sewing Day – Bulla Bags |  | Greek Pots |
| **Cooking and Nutrition** | Science – rice krispy cakes | Nutrition aboard ships – scurvy! |  | Easter baking |  | A balanced diet |
| **Geography** |  | * Locate the countries of the UK and their capital cities plus some physical features such as rivers and mountains. Also name the seas around the UK * Explain the difference between Great Britain, the UK and the British Isles. * Locate and name some of the countries of Europe, their capital cities, rivers and mountains * Understand the use of lines of latitude and longitude including the equator, arctic circle and tropics * Understand why we have different time zones * Locate 8 points on a compass and use grid references to locate things on a map * Use maps, atlases, globes and digital media to locate countries of the world   Rivers |  | Needed |  | Locate Greece  Map Ancient Greece and its borders  The Water Cycle    Ancient Greece,  Water Cycle |
| **History**  **Skills**   * To use primary resources to make explanations about the past | Explorers from history |  | 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  Roman Britain |  | The Ancient Greeks  A study of Greek life and achievements and their influence on the western world  Gods and Goddesses  Olympics  Trojan Horse  Ancient Greece |  |
| * Events beyond living memory |
| * Lives of significant individuals |
| * 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 Animals | 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   * I can persevere with a task and improve my performance through regular practice. * I cope well and react positively when things become difficult.   **Level 3**   * I have begun to challenge myself. * I know where I am with my learning.   **Level 2**   * I try several times if at first I don’t succeed. * I ask for help when appropriate. | Social Cog  **Level 4**   * I cooperate well with others and give helpful feedback. * I help organise roles and responsibilities and I can guide a small group through a task.   **Level 3**   * I am happy to show and tell others about my ideas. * I show patience and support others listening carefully to them about our work.   **Level 2**   * I can help, praise and encourage others in their learning. | Cognitive Cog   * I can identify specific parts of performance to work on. * I can understand ways (criteria) to judge performance. * I can use my awareness of space and others to make good decisions.   **Level 3**   * I can explain what I am doing well and I have begun to identify areas for improvement   **Level 2**   * 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. | Creative Cog  **Level 4**   * I can link actions and develop sequences of movements that express my own ideas. * I can change tactics, rules or tasks to make activities more fun or more challenging.   **Level 3**   * 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.   **Level 2**   * I can select and link movements together to fit a theme. * I can begin to compare my movements and skills with those of others. | Physical Cog  **Level 4**   * I can perform a variety of movements and skills with good body tension. * I can link actions together so that they flow.   **Level 3**   * 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.   **Level 2**   * 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. | Health and Fitness Cog  **Level 4**   * I can describe the basic fitness components. * I can explain how often and how long I should exercise to be healthy. * I can record and monitor how hard I am working.   **Level 3**   * 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.   **Level 2**   * I use equipment appropriately and move and land safely. * I can say how my body feels before, during and after exercise. |
| **Music**   * 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  Healthy Relationships | Relationships- How to recognise and manage emotions  Feelings | 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.  Online Safety | 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  Ten Plagues | Christianity- Christmas | Judaism- Passover | Christianity- Easter  Easter Story | Judaism- Beliefs and practices | Christianity- Prayer and worship |