

## Jennett's Park Primary School - Year 4 Long Term Plan 2023-2024

	Race to the Frozen North		Ancient Romans		Ancient Greeks	
<b>WOW, trips, resources</b>		Sleep over		Roman Day	Greek Experience Day	
<b>Literacy</b>	<p><u>Writing to entertain:</u> Leaf – <b>setting description</b></p> <p><u>Writing to Entertain,</u> <b>Poetry</b> <b>Haiku</b> about ourselves. Then about a beautiful day. Then about the journey to the frozen North.</p> <p><u>Writing to entertain</u> <b>Story opener:</b> when Matthew Henson first steps onto the ship</p> <p><b><u>N.F Writing to inform:</u></b> <b>Newspaper</b> of LLRH.</p> <p><u>Writing to entertain</u> <b>Story beginning: (1 week)</b> adventure</p>	<p><u>Writing to Entertain</u> <b>Adventure story middle and ending (2 weeks):</b> explore Arctic and make a discovery</p> <p>Could use images/ opening frames from this video to prompt writing: <a href="#">23 Degrees 5 Minutes - THE LITERACY SHED</a></p> <p><u>N.F Writing to inform</u> <b>Diary entry (2 weeks):</b> about Edmund Hillary and Tenzin Norgay's Everest climb/ Grandpas' adventures – based on The Last Polar Bears</p> <p><b>Newspaper (2 weeks):</b> reporting of the discovery</p> <p><u>N.F Writing to persuade</u> <b>Application letter (1 week):</b> to join an expedition with Ranulph Fiennes</p>	<p><u>N.F Writing to inform (2 weeks)</u> <b>Non-chronology</b> The Roman invasion of England/ key battle</p> <p><u>Writing to entertain (2 weeks)</u> <b>Story:</b> linking to the boy at the back of the class</p> <p><u>Writing to Entertain (1 week)</u> <b>Classic poem – include rhyming couplets</b></p> <p><u>N.F Writing to inform (1 week)</u> <b>Instructions</b> <a href="#">Science/ DT link:</a> Making catapults</p>	<p><u>Writing to entertain</u> Create their own <b>Script</b> linking to the boy at the back of the class.</p> <p><u>Writing to inform:</u> <b>Balanced Argument</b> Banning plastic linking to geography.</p> <p><u>Writing to entertain</u> <b>Short story</b> Creating their own, to feature in the latest edition of Short! Or their own twisted fairy tale?</p>	<p><u>Writing to entertain</u> <b>Greek Myth</b> Could change 12 labours of Heracles to 13 labours, and create their own labour for Heracles, or revise Theseus and the Minotaur/ Perseus and Medusa</p> <p><u>N.F Writing to inform</u> <b>Non-chrono</b> reports on the Greek Gods or their own beast that is in Demon's stables</p> <p><u>Writing to persuade</u> <b>Job advert</b> to clean the stables at Olympus (linked to Beasts of Olympus text)</p>	<p><u>Writing to entertain</u></p> <p><u>Writing to Entertain,</u> <b>Poetry</b> Create their own poem for a Kid in my class.</p> <p><u>N.F Writing to persuade</u> <b>Holiday Leaflet</b> about Greece. Linking to geography comparing old to new.</p>
<b>Maths</b>	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
<b>Science Investigations</b>	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	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	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	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	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	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
<b>Living things and their habitats</b>						
<b>Plants</b>						
<b>Animals including humans</b>						

<b>Uses of everyday materials</b>	<p>of evaporation with temperature – experiment looking at the drying rate of towels in different environments</p> <p>Investigating the thawing of ice, experiment to see how ice melts in warm water, formation of condensation, etc</p> <p>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</p> <p>Investigating gases – looking at the carbon dioxide in lemonade, investigating if it has weight</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 naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p>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>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>distance from the source of the sound increases</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</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>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>Use results to draw simple conclusions , make predictions for new values, suggest improvements and raise further questions</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p>
<b>Art</b> <ul style="list-style-type: none"> <li>▪ Drawing</li> <li>▪ Printing</li> <li>▪ Sculpture</li> <li>▪ Textiles</li> <li>▪ Painting</li> </ul>	<p>Self portraits</p> <p>Seascapes</p> <p>Mountain art</p>	<p>To improve their mastery of art and design techniques – 3D modelling</p> <p>Exploring pattern</p> <p>Himalayas doodle art</p>	<p>To improve their mastery of art and design techniques – printing</p> <p>Mosaic</p> <p>Roman emperor statue</p> <p>Roman wreaths</p> <p>Pop up Roman architecture card</p>		<p>To improve their mastery of art and design techniques – sketching</p> <p>Observational drawings of Greek sculptures, philosophers.</p> <p>Greek theatre masks, line and form with a paper sculpture</p>	
<b>Computing</b>	<p>e-Safety</p> <p>use technology safely, respectfully and responsibly</p>	<p>Use a variety of software to design and create a range of programs, systems and content that accomplish given goals</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p>	<p>Use a variety of software to design and create a range of programs, systems and content that accomplish given goals</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Use sequence, selection and repetition in programs, work with variables and various forms of input and output</p>

<b>Design Technology</b>		3D map		Volcanoes	Clay Owls Mosaics	Shields
<b>Cooking and Nutrition</b>		Nutrition aboard ships – scurvy!		Easter baking	Greek Cookies	A balanced diet
<b>Geography</b>		<ul style="list-style-type: none"> <li>• 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</li> <li>• Explain the difference between Great Britain, the UK and the British Isles.</li> <li>• Locate and name some of the countries of Europe, their capital cities, rivers and mountains</li> <li>• Understand the use of lines of latitude and longitude including the equator, arctic circle and tropics</li> <li>• Understand why we have different time zones</li> <li>• Locate 8 points on a compass and use grid references to locate things on a map</li> <li>• Use maps, atlases, globes and digital media to locate countries of the world</li> </ul>		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 Volcanoes		Locate Greece  Map Ancient Greece and its borders  The Water Cycle

<b>History Skills</b> <ul style="list-style-type: none"> <li>▪ To use primary resources to make explanations about the past</li> <li>▪ Events beyond living memory</li> <li>▪ Lives of significant individuals</li> <li>▪ Significant historical events, people and places in their own locality</li> </ul>	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		The Ancient Greeks  A study of Greek life and achievements and their influence on the western world	
<b>Languages</b>	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
<b>PE</b>	Personal Cog <ul style="list-style-type: none"> <li>• I can persevere with a task and improve my performance through regular practice.</li> <li>• I cope well and react positively when things become difficult.</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>• I have begun to challenge myself.</li> <li>• I know where I am with my learning.</li> </ul>	Social Cog <b>Level 4</b> <ul style="list-style-type: none"> <li>• I cooperate well with others and give helpful feedback.</li> <li>• I help organise roles and responsibilities and I can guide a small group through a task.</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>• I am happy to show and tell others about my ideas.</li> </ul>	Cognitive Cog <ul style="list-style-type: none"> <li>• I can identify specific parts of performance to work on.</li> <li>• I can understand ways (criteria) to judge performance.</li> <li>• I can use my awareness of space and others to</li> </ul>	Creative Cog <b>Level 4</b> <ul style="list-style-type: none"> <li>• I can link actions and develop sequences of movements that express my own ideas.</li> <li>• I can change tactics, rules or tasks to make activities</li> </ul>	Physical Cog <b>Level 4</b> <ul style="list-style-type: none"> <li>• I can perform a variety of movements and skills with good body tension.</li> <li>• I can link actions together so that they flow.</li> </ul> <b>Level 3</b>	Health and Fitness Cog <b>Level 4</b> <ul style="list-style-type: none"> <li>• I can describe the basic fitness components.</li> <li>• I can explain how often and how long I should exercise to be healthy.</li> <li>• I can record and monitor</li> </ul>

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

						using voices and instruments
<b>PSHE</b>	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.
<b>RE</b>	Judaism- Beliefs and practices	Christianity- Christmas	Judaism- Passover	Christianity- Easter	Judaism- Beliefs and practices	Christianity- Prayer and worship