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| **Jennett’s Park Primary School - Year 4 Long Term Plan 2024-2025** |
|  | Race to the Frozen North | Ancient Romans | Ancient Greeks |
| **WOW, trips, resources**  |  | Sleep over | Roman Day |  | Greek Experience Day  |  |
| **Literacy**  | **Poetry**Poetic Short Burst Writing (1 Week/First 3 Days)Writing to entertain:Leaf – **setting description**(2 Week)Writing to Entertain,**Poetry****(1` Week)****Haiku** about ourselves.Then about a beautiful day.Then about the journey to the frozen North.Writing to entertain(2 Weeks)**Story opener**: when Matthew Henson first steps onto the ship**N.F Writing to inform:****(2 Week)****Newspaper** of LRRH. | Writing to Entertain**Adventure story middle and ending (3 weeks):** explore Arctic and make a discoveryN.F Writing to inform**Diary entry (3 weeks):** about Edmund Hillary and Tenzin Norgay’s Everest climb/ Grandpas’ adventures – based on The Last Polar Bears | N.F Writing to inform (3 weeks)**Non-chronology**The Roman invasion of England/ key factsWriting to Entertain (3 week)**Poetry**Classic poem – include rhyming couplets/ create own Roman LimericksN.F Writing to inform **Instructions**Topic LinkMaking Roman Laurel Crowns | Writing to entertain(2 Week)Create their own **Script** version of James and the Giant PeachWriting to inform: (1 Week)**Balanced Argument**Banning plastic linking to geography.Writing to entertain(2 Weeks)**Short story** Creating their own their own twisted fairy tale? | N.F Writing to inform(2 Weeks)**Non-Chronological** reports on the Greek Gods Writing to entertain(2 Weeks)**Greek Myth**Retelling the story of Thesues and the MinotaurWriting to persuade(2 Weeks)**Advertisement** for demigods to attend Camp Half-Blood (linked to Percy Jackson text) | Writing to Entertain(2 Weeks)Diary of Percy Jackson before his quest Writing to Entertain,(1 Week)**Poetry**Create their own poem for a Greek Performance (tie in with making Greek Masks)Writing to Inform1 WeekLetter to my new teacherN.F Writing to persuade2 Weeks**Holiday Leaflet** about Greece. Linking to geography comparing old to new. |
| **Maths** | Place ValueAddition and Subtraction | Length and Perimeter Multiplication and Division  | Multiplication and Division Area  | Fractions Decimals  | Decimals MoneyTime | StatisticsProperties of Shape Position and Direction  |
| **Science****Investigations**  | States of MatterCompare 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 environmentsInvestigating the thawing of ice, experiment to see how ice melts in warm water, formation of condensation, etcObserve 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 | ElectricityIdentify common appliances that run on electricityRecognise some common conductors and insulators and associate metals with being good conductorsRecognise that a switch opens and closes a circuitIdentify whether or not a lamp will light in a simple series circuitConstruct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers | Living things and their habitatsRecognise that living things can be grouped in a variety of waysExplore and use classification keys to help group, identify and name a variety of living things in their local and wider environmentRecognise that environments can change and that this can sometimes pose dangers to living things | The Digestive SystemDescribe the simple functions of the basic parts of the digestive system in humansIdentify the different types of teeth in humans and their simple functionsConstruct and interpret a variety of food chains, identifying producers, predators and prey | SoundIdentify how sounds are madeRecognise that vibrations from sounds travel through a medium to the earRecognise that sound gets fainter as the distance from the source of the sound increasesFind patterns between the volume of a sound and the strength of the vibrations that produced itFind patterns between the pitch of a sound and features of the object that produced it | Scientists and InventorsAsk relevant questions and use different types of scientific enquiries to answer themSet up simple practical enquiries, comparative and fair testsMake systematic and careful observationsGather, record, classify and present data in a variety of ways to help answer questionsRecord findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tablesUse results to draw simple conclusions , make predictions for new values, suggest improvements and raise further questionsUse 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 portraitsSeascapesMountain art |  To improve their mastery of art and design techniques – Moon Observation DrawingsExploring patternHimalayas doodle art | To improve their mastery of art and design techniques – printingMosaic Making (Collage)Roman wreathsPop up Roman architecture card |  | To improve their mastery of art and design techniques – sketchingObservational drawings of Greek sculptures, philosophers.  | Greek theatre masks, line and form with a paper sculpture |
| * Printing
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| * Sculpture
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| * Textiles
 |
| * Painting
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| **Computing** | e-Safetyuse 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  |  | 3D mapClay Christmas Ornaments |  |  |  | Shields |
| **Cooking and Nutrition**  |  | Nutrition aboard ships – scurvy! |  | Easter baking | Greek Cookies | 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
 |  | 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 |  |  Locate GreeceMap Ancient Greece and its bordersCompare old and new mapsThe Water Cycle |
| **History** **Skills** * To use primary resources to make explanations about the past
 | Explorers from history(Christopher Columbus, Amelia Earhart, Bessie Coleman, Edmund Hillary, Neil Armstrong) and taking a closer look at the journeys they went on |  | Roman Empire and its impact on BritainJulius Caesar’s attempted invasionThe Roman Empire by AD42 and the power of its armySuccessful invasion by Claudius and conquest including Hadrian’s WallBritish resistance – BoudicaRomanisation of Britain – sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity |  | The Ancient GreeksA study of Greek life and achievements and their influence on the western world |  |
| * Events beyond living memory
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| * Lives of significant individuals
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| * Significant historical events, people and places in their own locality
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| **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 HoodParts 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.
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| **Music*** Singing songs and speaking chants and rhymes
 | Ukelele Lessons. | Ukelele Lessons. | Sing Up | Sing Up | Sing Up  | Sing Up  |
| **PSHE** | Relationships- How to develop and maintain a variety of healthy relationships (Discrimination and Black History Month) | Relationships- How to recognise and manage emotions  | Health and Wellbeing- Healthy bodies and maintaining a healthy lifestyle, including developing a healthy mindset.  | 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 |
| **Climate and Sustainability Education** | Recycling focus – reduce, reuse, recycle.The principle of diversity – indigenous cultures, food chains, diversity in our community | Food miles – how far has your packed lunch travelled?Where does our energy come from?School energy saving challenges | Climate changeOrganic, seasonal and local grown |