

**ALL SAINTS' C of E FEDERATION (KEY STAGE 2)**  
**YEAR 4 LONG TERM PLAN: 2020/21**

<b>Year 4</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Title</b>	<b>Greece is the Word</b>	<b>European Escapade</b>	<b>Invaders and Raiders</b>	<b>Let the Battle Commence</b>	<b>It's Electric!</b>	<b>Curious about the Coast</b>
Key areas of study	Greek myths, Greek islands, tasting Greek food.	Children discover different countries within Europe.	Anglo-Saxons and Scots	Viking raids and resistance from Alfred the Great.	Research different geographical features within the UK.	Studying the human and physical features of a coastline.
Main curricular areas	Geography, History, Art	Geography, PSHCE,	History	History, Art, DT	Geography, Art	Geography, Science, Art, D&T.
Visits & Visitors	Greek food tasting from The Greek, Hessle	Belen Rebollo (Mr Hay's Wife) – talk about Spanish culture.		Trip to Jorvik Centre and The Dig	Hessle Foreshore – Local study. Lifeboat rescue.	Visit to the coast
<b>ENGLISH: READING &amp; WRITING</b>	<b>Poetry</b> Performance poetry to inspire rich and varied language – Greek gods.	<b>Poetry</b> Poems in different languages (WOW DAY)	<b>Poetry</b> Jabberwocky	<b>Non – Narrative</b> Explanation Text - How to catch a dream	<b>Non – Narrative</b> Persuasive Letter writing	<b>Non – Narrative</b> Newspaper Reports
<b>SPEAKING &amp; LISTENING</b>	<b>Non-Narrative</b> Non-Chronological Report - Olympic games	<b>Non – Narrative</b> Earth Heroes: 20 inspiring stories of people saving our world (Fact Files/Non-Chron)	<b>Narrative</b> Beowulf (Michael Morpurgo)	<b>Narrative</b> The BFG	<b>Narrative</b> The Wild Robot (Adventure Story)	<b>Narrative</b> Journey to Jo'burg
	Year group spelling planning to be taught (rules)		Year group spelling planning to be taught (rules)		Year group spelling planning to be taught (rules)	
<b>MATHS</b>	Number and Place Value Calculations - Addition and Subtraction	Calculations - Multiplication and Division	Statistics Measurement - Time	Fractions, and Decimals	Measurement - Money Measurement – Mass, Volume and Length Measurement – Area of figures	Geometry - Shapes Geometry - Position and Movement
<b>SCIENCE</b>	Animals including Humans – Teeth/Digestive System  Animals including humans: Pupils should be taught to: -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.	States of Matter  Pupils should be taught to: - compare and group materials together, according to whether they are solids, liquids or gases - 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 (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Continue States of Matter/  Animals including humans. Construct and interpret a variety of food chains, identifying producers, predators and prey.  Nutrition and healthy eating.	Sound  Scientific investigation	Electricity Pupils should be taught to: - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being	Living things and habitats - Ocean Habitats.  Living things and their habitats Pupils should be taught to: -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.

	<u>Working Scientifically</u>					
	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
Computing	E Safety Google Classroom/Google Docs (adding images)	Creating an opinion poll - Google Forms about holiday destinations.	Complete Course C of Code.org	Use Scratch to make an animation about Anglo Saxons and/or Vikings	Use Google Slides to make a slideshow about Hessle Use Google Maps (streetview) to find landmarks in Hessle/Hull/London	Use Adobe Spark to make a narrated slideshow about a marine animal.
Art	To plan, draw, design and make a mosaic tile	To create multiple types of art to reflect the different European Designs	To create a piece of Viking/Anglo Saxon Jewellery that reflects the different designs and materials used.	To create a drawing that reflects a life like looking Viking Warrior	To create a mud drawing of a river bank using pointillism.	To create a painting that reflects a Coastal scene.
D&T	Food – cooking Greek foods.  Cook and apply the principles of nutrition and healthy eating.			Making a model of Anglo Saxon items.  <i>Design, make and evaluate.</i>		Making a model of a lighthouse  <i>Design, make and evaluate.</i>
Geography	Location knowledge  Pupils should be taught to: -locate the world’s countries, using maps to focus on Europe- concentrating on their environmental regions, key physical and human characteristics countries, and major cities	Place knowledge  Name and locate some European countries  Place knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a country in Europe. Compare and contrast size of the country with UK (land area, population etc)  <b>Geographical skills and Fieldwork</b> -use the eight points of a compass, four and six-figure grid references, symbols, etc.	Make links to previous learning of Europe.	Make links to previous learning of Europe.	Location knowledge  - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - name and locate significant cities and towns in the UK	Geographical skills and Fieldwork  Pupils should be taught to: -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. -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  Coastal Study

History	Study of Greek life - their achievements and their influence on Western World.  (Olympic games – pictures on vases).	Link back to the influence of the Greeks on Europe.	Britain's settlement by Anglo-Saxons and Scots This could include: -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire -Anglo-Saxon invasions, settlements and kingdoms: place names and village life -Anglo-Saxon art and culture -Christian conversion – Canterbury, Iona and Lindisfarne	The Viking struggle for the Kingdom of England to the time of Edward the Confessor  This could include: -Viking raids and invasion -Resistance by Alfred the Great - Athelstan, first king of England -Further Viking invasions. -Anglo-Saxon laws and justice -Edward the Confessor and his death in 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, - The invention of electricity.	Make links to significant turning points.
RE LA Syllabus 2016-2021 Christianity, Hinduism and Islam	<p><a href="#">UC 2a.2 What is it like to follow God?</a></p> <p>Unit 4.1 Belief in the community - What does it mean to belong to a faith? (Christianity, Hinduism and Muslim Faith)</p> <p>(Year 4 to lead Christmas Church Service)</p>		<p>Unit 4.2 Saints and heroes - What makes a hero? (Christianity, Hinduism and Muslim Faith)</p> <p><a href="#">UC 2a.5 - Why do Christians call the day Jesus died 'Good Friday'?</a></p>		<p>Unit 4.3 Our world - What do religions teach about caring for our world? (Christianity, Hinduism and Muslim Faith)</p> <p><a href="#">UC - 2a.1 - What do Christians learn from the Creation story?</a></p>	
RE Cross Curricular Link	<p><a href="#">Geography - Location knowledge of their own community, where do they belong? Similarly, links to identifying Christian/Hindu places of worship within the local area.</a></p>		History - Historical links to Saints and Heroes of Anglo Saxon period.		Science - considering ocean habitats, how can we care for our world?	
Music	Rhythm and Notation - Ancient Greeks	Carmina Burana - Greek Goddess Christmas Church Performance	Being a Robot – Sounds and compositions	Instruments and their families – Peter and the Wolf	Symphony No9 'From the New World' – Largo by Dvorak.	Sea Shanties – performance focus
French	Numbers Animals	Christmas	Members of the family	Sports	Hobbies	Holiday
Jigsaw themes - new PSHE curriculum	Being Me in My World (Including Learning Charter)	Celebrating Differences (Including anti-bullying, cyber bullying and diversity work)	Dreams and Goals (Including resilience building)	Healthy Me (including drug and alcohol education)	Relationships (Including conflict resolution)	Changing Me (Including SRE)
P.E (Scheme of work)	Invasion games	Interpretive dance	Performance dance	Invasion games	Wall games	Striking and fielding