Key Stage 2 Year 4 Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Roaming Romans *Roman Empire* 	The Water Kingdom *China / Rivers /*  *Mountain*	Let's Communicate *Changes in Technology* 	Invaders or Settlers? *Saxons & Vikings* 	Dear Greenpeace *Our Environment* 	Amazing Amazon *Habitats* 
English	Biography (non-fiction) Recount on the Last emperor Poetry Newspaper Report – based on King Tut	Descriptive writing – based on video stimulus (3 weeks) Mystery narrative (3 weeks) Poetry	Formal, persuasive letter to Mrs Coates (e.g. iPads into classrooms) (3 weeks) Debate – robots for cashiers, computers for teachers? (2 weeks) Instruction manual (2 weeks)	Narrative Diary entry (2 weeks) Perspective writing	Television report (news style) Descriptive writing Flashback writing / comparison	**Non-chronological report** **Postcard home** from the boy from the Great Kapok Tree **Play script** from the tribe families
Texts (fiction, non-fiction and poetry)	**Texts:** Anne Frank – Biography The Last Emperor of Iron Age Briton **Poetry**: The Owl	**Texts:** Christmas Truce – Video and text available Journey by Aaron Becker 'Find Me' text – written by CT **Poetry**: The River by Valerie Bloom	**Texts:** Good example of formal letter based on technology Video and article based on debate topics for technology **Poetry**: A range of instructions as model	**Text:** There's a Viking in my Bed! By Jeremy Strong Good example of diary entry (teacher written) **Poetry:** Long Boat poem	**Text:** Dear Greenpeace by Simon James **Poetry:**	**Text:** The Great Kapok Tree by Lynne Cherry **Poetry:**
Values	Courage	Generosity	Trust and Forgiveness	Compassion	Perseverance and Justice	Generosity
Maths	**Number: Place Value** Rounding to nearest 10, 100, 1000s Count in 25s, 100s, 1000s Partitioning Compare and order up to 4-digit numbers Negative numbers Roman Numerals	**Number: Addition and Subtraction** Add and subtract: 1s, 10s, 100s, 1000s Column addition and subtraction (up to 4-digit numbers, with no exchange and up to more than one exchange) Inverse operations and estimations	**Measurement: Length and Perimeter** Mm, cm, m and km Recapping equivalent lengths (including addition and subtraction) Perimeter on a grid, rectangle, rectilinear shapes **Multiplication and Division**	**Number: Fractions** Consolidating fractions Equivalent fractions Add two or more fractions Subtract two or more fractions Calculate quantities of fractions **Number: Decimals**	**Number: Decimals** Make a whole Compare and order decimals Rounding Halves and Quarters **Measurement: Money** Pounds and pence Ordering, estimating and using 4 operations for money	**Measurement: Time** Recap using am and pm (24 hr clock) Hours, minutes and seconds Years, months, weeks, days 12 hr, 24 hr **Geometry: Shape and Space**

			Multiplying by 10, 100, 1000 Dividing by 10, 100, 1000 Times table and division facts **Number: Multiplication and Division** Factor pairs Multiply 3 numbers Multiplying up to 3 digit numbers by 1 Dividing up to 3 digit numbers by 1 **Measurement: Area** Counting squares Making shapes Comparisons	Recognising tenths and hundredths Place value and number lines Divide 1 digit by 10 Divide 2 digit by 10 Divide 1 or 2 digit by 100	**Statistics** Interpret charts Compare and identify differences Line graphs	Identify, compare and order angles 2D shapes Triangles, quadrilaterals Lines of Symmetry **Geometry: Position and Direction** Describe position on a grid Draw and move shapes on a grid
Science	**Animals including humans – Food and Digestion** To describe the simple functions of the basic parts of the digestive system in humans Construct and interpret a variety of food chains, identifying producers, predators and prey 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 **Working Scientifically** Make a model of your intestines. Use simple scientific language, drawings, and labelled diagrams Use straightforward scientific evidence to answer questions or to support their findings Make decisions about what observations to make	**States of Matter** To compare materials. To group materials together, based on observations. To recognise that some materials, for example water, may exist in solid, liquid and gas states. To recognise when these processes, called freezing, boiling and melting, take place. To recognise when evaporation and condensation take place. To explore what happens to a material that is evaporating or condensing. To identify the part played by evaporation and condensation in the water cycle. **Working Scientifically**	**Electricity (Potential science museum trip – 08/03/2022)** To identify common appliances that run on electricity. To classify and record appliances as mains or battery operated. To understand the difference between mains and battery-operated appliances. To understand that electricity can be dangerous. To recognise what is needed in order to make a bulb light in a circuit. To recognise and name some of the components that can be used to make a circuit. To explore patterns produced by altering circuits, making comparative tests. To recognise that some materials conduct electricity.	**Sound** To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways. To recognise that sounds get fainter as the distance from the sound source increases. To explore various ways of making sounds with different pitches. To find patterns between the pitch of a sound and the	**Living Things and their Habitats – Nature and Environment** Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. 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 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 Pupils should explore possible ways of grouping a wide	**Classifying Living Things and their Habitats** To explain how living things can be classified. To recognise how a simple key helps identify living things. To ask questions that can be used to construct a key. To observe key features of living things. To examine invertebrates in their environment. To identify invertebrates with a simple key. To recognise that environments change. To understand some of the human impacts on specific habitats.

	Set up simple practical enquiries, comparative and fair tests Set up simple practical enquiries, comparative and fair tests Identify differences, similarities or changes related to simple scientific ideas and processes	To make careful observations about how matter changes from solid to liquid. To record what has been learnt in a variety of ways. To read scales accurately. To observe that materials change state when they are heated and cooled. To measure and research temperatures in degrees Celsius. To explore patterns in freezing and melting.	To recognise that some materials do not conduct electricity. To use a simple circuit to create a device. **Working Scientifically** To use results to draw simple conclusions. To apply prior learning to a problem or question.	features of the object that produced it. To use the instruments designed in class to play a recognisable tune. **Working Scientifically** To identify patterns in data. To use results to form conclusions. To use evidence to answer questions.	selection of living things that include animals. **Working Scientifically** Ask relevant questions and use different types of scientific enquiries to answer them Make careful observations to classify animals Finding different ways to answer questions Present information and take accurate measurements Use relevant scientific language and illustrations Identify differences, similarities or changes related to simple scientific ideas and processes	To understand that living things can be classified using a key. To be able to classify the five vertebrate groups based on physical features. To be able to classify plants as flowering or non-flowering. **Working Scientifically** To make careful observations. To ask relevant questions in order to sort and classify.
History and Geography	**History** Why did the Romans invade Britain? How did the Roman army help the Roman Empire to Expand? Why was the Roman army so successful? Invading Britannia, how did Britain become part of the Roman Empire? Who was Boudica? How did she rebel against the Romans? How did the Romans influence the culture of people already here?	**Geography** Understand the importance of water and its impact on the Amazon river and the landscape Identify a range of river features Describe how a river changes over its course Recognise that rivers change landscapes Describe how floods impact people and the environment Locate and name the largest rivers in the world on a map (identifying continents and countries)	**History** To understand what a digital revolution is. To identify how digital revolution has changed lives over time. To identify and understand the impact digital revolution has had over time. **Debate:** *To consider whether or not the digital revolution has had a positive or negative impact for all areas of society.* To explain how different life would be without the digital revelation.	**History** Hook lesson – To understand why/how the Vikings and Anglo-Saxons invaded Britain. To understand whether the Vikings and Anglo-Saxons got on with each other. To explore the challenges both armies faced. To understand what life was like in Britain before both armies invaded.	**Geography** To understand the issue of London's air pollution. To write a formal, persuasive letter to the Mayor of London, calling for strong action on air pollution. To write a review on Kew Gardens visit. To create a 'Greenpeace' poster, explaining the dangers to our environment.	**Geography** Understand some ways in which the rainforests are linked to people in the UK Understand that some groups of people have similar wants and needs but meet them in different ways. Recognise and describe the structure and diversity of the rainforest Recognise and describe how environments and communities may change over time.

				To explain the impact that the Anglo-Saxons and Vikings had on Britain. (Letter/newspaper) What happened to Britain when the Romans left? (prior learning, Vikings came after) How well did the Saxons and Vikings get on with each other? Was life better in Anglo-Saxon or Roman Britain? What did the Anglo Saxons and Vikings leave behind?		Explain their views using evidence about controversial rainforest issues. **Geographical Skills** Collect and record evidence Analyse evidence and draw conclusions Use atlases and maps at a range of scales. Ask geographical questions Use geographical vocabulary Use secondary sources of information Develop decision making skills
Art and Design / DT	Art and design To collect ideas from a range of mosaics To use mosaic architecture to influence my own mosaic drawing. To investigate visual qualities, using different materials. To sketch a design for my Roman mosaic. To evaluate my Roman mosaic.	Art and Design What are the key features of the Amazon River? What are the best sketching techniques for a landscape? To collect natural resources to use in my design. To draw the outline of the Amazon river and landscape. To use a range of resources to complete my Amazon river. To evaluate my piece of work.	Design Technology To understand the range of electrical devices in a household. To identify methods used in households over time. To plan a household device, without electricity. To design a household device, without electricity. To compare and evaluate household devices with my peers.	Art and Design To research Viking art. To identify the resources needed for my Viking design. To plan my Viking design. To create my Viking design. To evaluate the strengths and areas of development in my Viking design. **DT** To make vegetable Viking soup	Design Technology To identify and understand what types of food can be used without harming the environment. To write a menu, including ingredients and the method to make vegetable soup. To make vegetable soup. To evaluate and write a review on environment friendly vegetable soup. To create a recyclable object	Design Technology To understand the four layers of the Amazon Rainforest. To plan
Safeguarding	Protecting yourself from online identity theft Understanding bullying. Respecting different beliefs – Roles and responsibilities –being a good citizen, British values		Healthy friendships Using social networks Celebrating inner strength and assertiveness. Online Safety–cyberbullying Saying no Being proud of who you are		Road safety Who helps us? –knowing who to turn to in different situations Healthy and Safe relationships including those at home Staying safe on line-	

RE	Who is Jesus?	Jesus and the gift of peace – is peace the most important message at Christmas?	What does it mean to be a Buddhist?	The Contemporary Anglican church	Holy Communion	What do Monastic traditions within Christianity show us about living a community?	Jonah and the Whale	What do Sikhs Believe?
PSHE/RSE	To set a goal To explain how food gives us energy To explain why nutrients are important To explain the risks and dangers associated with smoking To explain the risks associated with alcohol To understand how democracy works in the UK **Link to Student Council Elections** To understand the role of the bully, bystander and victim in a bullying scenario **Link to Anti-Bullying week** To develop critical think skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online. To explore the benefits of exercise To explain how to keep my body and mind healthy To explain how and when to share feelings To explain a healthy lifestyle		To understand what charity is and explain why people donate to charity To fundraise money for a charity To explain how to save and the benefits of saving To explain how to keep safe online To identify who to talk to if you are worried or scared about something To understand how stereotypes can label people To explain how to break gender stereotypes To explain how and why to share emotions To explain how to keep your mind healthy To explain trust online To explain critical thinking skills			To identify the qualities of a good friend To understand a growth mind-set and how it can affect us To understand rights in a friendship and to explain why it is important to know these rights To understand responsibilities in a friendship and explain why it is important to know these responsibilities To understand healthy friendships and saying no To explain how to keep your mind healthy To explain who is in their family, while recognising families are different To begin to understand the basic changes that happen during puberty To begin to understand menstruation ***If covering FGM lessons:*** To understand aspects of discrimination To understand that every individual no matter what their gender should be treated with equal respect and opportunities ***If you are NOT covering FGM lessons:*** To explore how dementia affects the whole family To explore how assistive technologies can help people living with dementia		
Computing/ E-Safety	***DIGITAL LITERACY WORKING THROUGH DB PRIMARY- ONGOING***							
	<u>Online Safety</u> To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	<u>Word Processing</u> To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a simple animation project Links to Science and key question, did the Romans have better teeth than we do? By the end of the unit chn will be able to select, edit and manipulate text, insert an image, use formatting tools and format layouts. Literacy persuasion: Assemble and sequence points in order to plan a simple animation (J2E tool suite)	<u>Lego Coding Speed</u> To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<u>Purple Mash</u> To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. To create a debug programs. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output	<u>Scratch Music Video</u> To create an animated music video that combines animation and music. To being to use computational thinking concepts such as loops, events, and parallelism To become more familiar with the concepts of sequence	<u>Digital Project</u> Linked to Geography To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

		on the importance of good oral health and how this can be achieved. Use images, graphs and visual aids.				
Music	**Mamma Mia** ABBA's music	**Glockenspiel 2** Exploring and developing playing skills using the glockenspiel	**Stop!** Writing lyrics linked to a theme	**Lean On Me** Soul/Gospel music and helping one another	**Blackbird** The Beatles, equality and civil rights	**Reflect, Rewind & Replay** The history of music, look back and consolidate your learning, learn some of the language of music
PE	**COGNITIVE**	**CREATIVE**	**SOCIAL**	**PHYSICAL**	**HEALTH & FITNESS**	**PERSONAL**
	REAL PE Unit 1 FUNS 10 & 1 REAL GYM – Unit 1	REAL PE Unit 2 FUNS 6 & 2 REAL DANCE – Unit 1	REAL PE Unit 3 FUNS 5 & 4 REAL GYM – Unit 2	REAL PE Unit 4 FUNS 9 & 7 REAL DANCE – Unit 2	REAL PE Unit 5 FUNS 8 & 12 ATHLETICS	REAL PE Unit 6 FUNS 11 & 3 OUTDOOR GAMES
MFL-French	Definite/Indefinite Articles (Understanding masculine/feminine/singular/ plural) Introduction to Dictionary Skills Dans la classe/Dans l'école	Definite/Indefinite Articles (Understanding masculine/feminine/singular/ plural) Introduction to Dictionary Skills Dans la classe/Dans l'école	Adjective Agreements Position of adjectives (sentence structure) Colours/Size Animals	Adjective Agreements Position of adjectives (sentence structure) Colours/Size Animals	Possessive Adjectives Ma Famille	Possessive Adjectives Ma Famille
Enrichment	Verulamium Museum	Denham Country Park	Science museum	Viking Workshop	Kew Garden	Gudwara