



**Year 4 Long Term Planning Overview**

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	What was similar about the way people lived during the earliest civilisations?	Is changing a natural environment a positive or negative choice?	How does land use in Greece differ to England?  Land and Water Everywhere: How do they shape a place?	What did the Ancient Greeks leave behind?	How did the settlement of the Anglo-Saxons and Scots change Britain?	
Focus Text	The Iron Man – Ted Hughes		The Miraculous Journey of Edward Tulane – Kate DiCamillo		Varjak Paw – S.F.Said	
Supporting Texts	The Invisible Boy – Trudy Ludwig Not Now Bernard – David McKee The Wolves in the Walls – Neil Gaiman The Enormous Crocodile – Roald Dahl		Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth – Michelle Robinson & Kate Hindley Ug: Boy Genius of the Stone Age – Raymond Briggs		The Incredible Book-Eating Boy – Oliver Jeffers  The Rainbow Fish -Marcus Pfister The Selfish Giant – Oscar Wilde The Bear and the Piano – David Litchfield The Giving Tree – Shel Silverstein Journey – Aaron Becker	
	<b>Non-Fiction</b> Interesting Facts about Crocodiles (SharePoint)	<b>Poetry</b> The River – Valerie Bloom Jabberwocky – Lewis Carroll A Monster’s Alphabet – Pie Corbett Please Mrs Butler – Allan Ahlberg The Dragon of Death (SharePoint) Walking with my Iguana – Brian Moses	<b>Non-Fiction</b> Skara Brae – Dawn Finch A Planet Full of Plastic – Neal Layton		<b>Non-Fiction</b> Ocean Liners – Titanic Extracts On Our Street: Our First Talk about Poverty – Epic	<b>Poetry</b> From a Railway Carriage – Robert Louis Stevenson
Story Time, Lights Down	Sulwe (Top 30 There I Am) – Lupita Nyong’o Zombierella (Top 30 There I Am) – Joseph Coelho		Varjak Paw (Y4 Top 30 Reads) – S.F. Said		Harry Potter and the Philosopher’s Stone (Y4 Top 30 Reads) – J.K. Rowling	
Immersive Environment	Mayan Settlement		Greek Temple		Viking Settlement	
<b>CORE SUBJECTS</b>						
English (Talk 4 Writing)	<b>Survival Fiction</b> Text: Ruin Story Pattern: Journey/Quest Focus: Setting / Openings & Endings  <b>Non-Fiction</b> Text: Iron Man Text Type: Newspaper Report	<b>The Wizarding World Fiction</b> Text: Troll in the Dungeon Story Pattern: Overcoming the Monster Focus: Dialogue  Opening Doors Non-Fiction Unit: <i>The Hallowe’en Banquet</i> Focus: Food Review	<b>The Miraculous Journey of Edward Tulane Fiction</b> Text: The Warthog and the Ring Story Pattern: Warning Focus: Action  <b>Invention Week</b> SBW: Consolidate Basic Skills  Opening Doors Poetry Unit: <i>Dear March, Come In by Emily Dickinson</i>	<b>The Miraculous Journey of Edward Tulane Non-Fiction</b> Text: Who Should Edward Live With? Text Type: Discussion/Debate  <b>Shakespeare Week</b> Text: How to Make a Love Potion Text Type: Instructions	<b>Non-Fiction</b> Text: Save the Endangered Tigers Text Type: Persuasive Argument	<b>Varjak Paw Exciting Writing Festival</b> Guidebook to The Vikings  <b>Fiction</b> Text: Varjak Paw Story Pattern: Portal Focus: Setting  <b>Invention Week</b> SBW: Consolidate Basic Skills
Maths	Number and Place Value Addition and Subtraction Multiplication and Division		Fractions Decimals Money		Time Area, Length and Perimeter Shape Position and Direction Statistics	
<b>FOUNDATION SUBJECTS</b>						
Science	<b>Animals including Humans (1):</b>  <b>Key Questions:</b> What are the different functions of teeth? Do all animal’s teeth look the same?		<b>States of Matter:</b>  <b>Key Questions:</b> What are solids, liquids and gases?	<b>Electricity:</b>  <b>Key Questions:</b> What are electrical appliances and how are they powered?	<b>Sound:</b>  <b>Key Questions:</b> What is sound? How does sound travel?	<b>Living Things and their Habitats:</b>  <b>Key Questions:</b> How do we group living things?



	<p>Why do we need to look after our teeth? How do we do this?                  What makes up the digestive system?</p> <p><b>Key Vocabulary:</b>                  decay, digestion, enamel, enzymes, explanation, plaque, research, saliva, theory</p> <p><b>Important People:</b>                  William Beaumont</p> <p><b>Key Questions:</b>                  What are producers, predators and prey?                  How is energy passed on in a food chain?</p> <p><b>Key Vocabulary:</b>                  predator, prey, producer, transferred</p>	<p>What happens when a solid is heated?                  What happens when we change the temperature of different matter?                  What are evaporation and condensation?                  How does temperature affect evaporation?                  How does water go around in circles?</p> <p><b>Important People:</b>                  Bernard Palissy                  Jan Baptist Van Helmont</p> <p><b>Key Vocabulary:</b>                  cool, condensation, evaporation, freeze, melt, particle, precipitation, solidify, water vapour</p>	<p>How can we make a simple circuit?                  What stops the components in a circuit from working?                  How does a switch work?                  What are electrical conductors and electrical insulators?                  How can we use what we have learnt about circuits to create a switch?</p> <p><b>Book Link:</b>                  A Visitor's Guide to Ancient Greece</p> <p><b>Important People:</b>                  Joseph Swan</p> <p><b>Key Vocabulary:</b>                  appliance, bulb, buzzer, cell, circuit, components, conductor, insulator, switch, wire</p>	<p>What happens to the volume of sound if we change the distance it travels?                  What patterns are there between vibrations and volume?                  What is pitch and how does an object's features affect it?</p> <p><b>Important People:</b>                  Evelyn Glennie</p> <p><b>Key Vocabulary:</b>                  pitch, rating system, sound, sound metre, tuning fork, vibration, volume</p>	<p>How does a classification key group living things?                  How do humans affect living things and habitats?</p> <p><b>Book Link:</b>                  Close-Up Continents: Mapping North America</p> <p><b>Important People:</b>                  Greta Thunberg</p> <p><b>Key Vocabulary:</b>                  characteristic, classify, marine, wildfire</p>
<p>History</p>	<p><b>The Earliest Civilisations</b></p> <p><b>NC Links:</b>  <i>Know and understand significant aspects of the history of the wider world including the nature of ancient civilisations.</i></p> <p><b>Key Questions:</b>                  What and where did the earliest civilisations live?                  How do archaeologists find out about ancient civilisations?                  What was farming like in the early civilisations?                  How was farming different for the Ancient Maya compared to the British Bronze Age?                  What was trade like in the early civilisations?                  What did the Ancient Maya people believe?                  What was similar about the way people lived during</p>		<p><b>Ancient Greece</b></p> <p><b>NC Links:</b>  <i>Know and understand significant aspects of the history of the wider world including the nature of ancient civilisations.</i></p> <p><b>Key Questions:</b>                  When does Ancient Greece fit in our history timeline?                  What was life like in Ancient Greece?                  What was daily life like in Ancient Greece?                  Did the Trojan War really happen?                  What did the Ancient Greeks leave behind?</p> <p><b>Key Vocabulary:</b>                  Athenian, democracy, Olympic Games, Spartan</p> <p><b>Book Link:</b>                  A Visitor's Guide to Ancient Greece</p> <p><b>Important People:</b>                  Homer</p>	<p><b>Anglo-Saxons and Scots</b></p> <p><b>NC Links:</b>  <i>Know and understand significant aspects of the history of the wider world including the nature of ancient civilisations.</i></p> <p><b>Key Questions:</b>                  Who were the Picts and Scots and what do historical sources tell us about them?                  Where did the Anglo-Saxons come from and why did they come to Britain?                  What were the seven Anglo-Saxon kingdoms of Britain?                  How did Christianity change Britain?</p> <p><b>Key Vocabulary:</b>                  Anglo-Saxon, artefact, longship, pagan, plunder, primary source, secondary source</p>	



	<p>the earliest civilisations?</p> <p><b>Key Vocabulary:</b>                  altar, ancient civilisation, jade, maize, sacrifice, temple</p> <p><b>Book Link:</b>                  The History Detective Investigates: Mayan Civilisation</p> <p><b>Important People:</b>                  John Lloyd Stephens                  Frederick Catherwood</p>			<p><b>Book Link:</b>                  Viking Voyagers</p> <p><b>Important People:</b>                  Edith Pretty</p>		
<p>Geography</p>		<p><b>North America:</b>  <i>Global Geography – Location and Place, Human-Environment Interaction</i></p> <p><b>Key Questions:</b>                  What countries are in North America?                  What is the difference between a country and a state?                  What different landmarks are there in North America?                  Where do people live in North America and why?                  What changes have humans made to Las Vegas?                  Is changing a natural environment a positive or negative choice?</p> <p><b>Key Vocabulary:</b>                  country, population, state, tourism</p> <p><b>Book Link:</b>                  Close-Up Continents: Mapping North America</p> <p><b>Important People:</b>                  Arthur P. Davis</p>	<p><b>Greece (Settlements and Land Use):</b>  <i>Global Geography – Regions, Human-Environment Interaction</i></p> <p><b>Key Questions:</b>                  Where in the world is Greece?                  What are biomes and how are they different?                  How are flora and fauna different in Greece and the UK?                  What are vegetation belts and how are they different?                  Is land use in Greece similar to the UK?                  How do the physical features of Greece affect how the land use was used in the past?                  How does land use in Greece differ to England?</p> <p><b>Key Vocabulary:</b>                  agriculture, biome, digital map, fauna, flora, settlement, vegetation belt</p> <p><b>Important People:</b>                  Frederick Clements</p> <p><b>Rivers and the Water Cycle:</b>  <i>British and Local Geography – Regions, Human-Environment</i></p> <p><b>Key Questions:</b>                  What are the key features of a river?                  How are rivers used?</p>			



			<p>Why are we going around in circles?                  Land and water everywhere: How do they shape a place?</p> <p><b>Key Vocabulary:</b>                  confluence, estuary, lake, mouth, river, source, stream, tributary, valley</p> <p><b>Important People:</b>                  Bernard Palissy</p>		
RE	<p><b>What is Buddhism?</b>                  How did Buddhism begin?                  How did the Four Sights lead to Buddha's teachings?                  What are the Tipitaka and why are they so important in Buddhism?                  How do Buddhists show Puja?                  What is Buddhism?</p> <p><b>Important People:</b>                  Siddhartha Gautama</p> <p><b>Key Vocabulary:</b>                  ascetic, enlightenment, meditate, monk, Nirvana, nun, Puja, Tipitaka</p>	<p><b>What can we learn from religions about what is right and wrong?</b>                  What do people of the Buddhist faith follow to live their lives?                  What is kamma/karma?                  What does the story of Moses teach us about leadership and faith?                  Why are the 10 commandments important to people of the Jewish and Christian faith?                  What we can learn from religions about what is right and wrong?</p> <p><b>Important People:</b>                  Moses</p> <p><b>Key Vocabulary:</b>                  dukkha, faith, greed, kamma/karma, leadership, selfishness</p>	<p><b>How and why do people show commitment to their beliefs?</b>                  What is faith and commitment?                  What is Rosh Hashanah and how do people of the Jewish faith mark it?                  What is Yom Kippur?                  How do people of the Christian faith show commitment during Lent?                  How is becoming a monk or a nun a form of commitment?                  What are the 5 pillars and why are they are form of commitment for people of the Islamic faith?                  How do people of the Islamic faith show commitment during Ramadan?                  How and why do people show commitment to their beliefs?</p> <p><b>Important People:</b>                  Angel Jibreel</p> <p><b>Key Vocabulary:</b>                  commitment, faith, iftar, reflection, shofar, suhoor</p>	<p><b>What do some religions believe about reincarnation?</b>                  What is reincarnation?                  What is samsara?                  How is kamma/karma linked to reincarnation?                  What do some religions believe about reincarnation?</p> <p><b>Important People:</b>                  Kali</p> <p><b>Key Vocabulary:</b>                  atman, Dhamma/dharma, moksha, reincarnation, samsara</p>	<p><b>Why do people make pilgrimages to sacred places?</b>                  What is a pilgrimage?                  Why do people of the Hindu faith make a pilgrimage to the River Ganges?                  Why do people of the Islamic faith make a pilgrimage to Makkah?                  Why do people of the Jewish and Christian faiths make a pilgrimage to The Holy Land?                  Why do people make pilgrimages to sacred places?</p> <p><b>Important People:</b>                  Ismail</p> <p><b>Key Vocabulary:</b>                  pilgrim, pilgrimage, sin, tirtha</p>
Art & Design				<p><b>Artist Focus:</b> Naum Gabo</p> <p><b>Printing:</b>                  Who was Naum Gabo and what inspired his prints?                  How can we alter line, tone, and texture in a monoprint?                  How can we alter line, tone, and texture in a mono-block print?                  How can different artists influence our mono-block printing?</p> <p><b>Key Vocabulary:</b>                  mono block printing, monoprint, poly-block</p>	<p><b>Artist Focus:</b> George Segal</p> <p><b>Sculpture:</b>                  How do we draw the human body shape?                  What type of sculptures did George Segal create?                  What is an armature and how is it used to create form?                  How can we use Mod Roc to create a sculpture's form?                  How can we use sculpture to show the human body shape?                  How can we use painting techniques</p>



					to add detail to a sculpture?  <b>Key Vocabulary:</b> armature, detail, frame, Mod Roc	
Design Technology	<p><b>Textiles – Handcrafted Mats (Pati):</b></p> <p><b>Key Questions:</b> How do we thread a needle and sew using different stitches? What are hems and seams? What are gathers and knife pleats? How do we design a textile product? How can we make a textile product?</p> <p><b>Key Vocabulary:</b> fray, hem, neat, pattern piece, seam</p> <p><b>Important People:</b> Ozward Boateng</p>	<p><b>Construction – Frame Structures:</b></p> <p><b>Key Questions:</b> How and why are butt joints and diagonal braces used in products? How are butt joints and diagonal braces created? How can we use our evaluations to design a product? How do we cut wood safely and accurately? How do we make a bug hotel?</p> <p><b>Key Vocabulary:</b> annotated sketch, bench hook, butt joint, diagonal brace, frame, gusset</p> <p><b>Important People:</b> LaMarcus Adna Thompson</p>				<p><b>Construction – Shell Structures:</b></p> <p><b>Key Questions:</b> What are shell structures? How do joining flaps create hidden joins? How can computers help with designing and making? What is lamination, corrugation and ribbing? How can we create a Viking longboat for my intended user?</p> <p><b>Key Vocabulary:</b> CAD, joining flap, shell structure</p> <p><b>Important People:</b> Robert Gair</p>
Music		<p><b>Autumn Term 2 – Singing and Performing:</b> “Keep on Movin”</p>		<p><b>Spring Term 2 – Rhythm and Composing:</b> Beat Boards and STOMP – Science (Sound) Junk Instruments World Music</p>		<p><b>Summer Term 2 – Instrument and Rhythm:</b> Ukuleles</p>
Computing	<p><b>Programming A</b> <i>Repetition in Shapes</i> Identify that accuracy in programming is important. Create a program in a text-based language. Explain what ‘repeat’ means. Modify a count-controlled loop to produce a given outcome. Decompose a task into small steps. Create a program that uses count-controlled loops to produce a given outcome.</p> <p><b>Project Evolve</b> Self-Image and Identity Online Relationships Online Reputation</p>		<p><b>Programming</b> <i>Repetition in Games</i> Develop the use of count-controlled loops in a different programming environment. Explain that in programming there are infinite loops and count-controlled loops. Develop a design that includes two or more loops which run as the same time. Modify an infinite loop in a given program. Design a project that includes repetition. Create a project that includes repetition.</p> <p><b>Project Evolve</b> Managing Online Information</p>		<p><b>Data and Information</b> <i>Data Logging</i> Explain that data gathered over time can be used to answer questions. Use a digital device to collect data automatically. Explain that a data logger collects ‘data points’ from sensors over time. Recognise how a computer can help us analyse data. Identify the data needed to answer questions. Use data from sensors to answer questions.</p> <p><b>Project Evolve</b> Health, Wellbeing and Lifestyle</p>	



			Copyright and Ownership		Privacy and Security Online Bullying	
French	<p><b>Teaching Unit: Phonics 2 / My Family</b> Recognise, recall and spell different family members with the correct definite article/determiner. Learn how to use the possessive adjective, 'my'. Learn how to ask and answer the question, 'do you have any siblings?' Move from 1<sup>st</sup> person singular 'my name is' to 3<sup>rd</sup> person singular 'he/she is called...' Recognise and recall the numbers 1-69 and use this to describe the age of a family member.</p>	<p><b>Teaching Unit: At the Tea Room</b> Recognise, recall and spell the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tearoom. Recognise, recall and spell the nine feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tearoom. Learn transactional language for ordering food and drink in a French tearoom. Learn how to ask for the bill and how to say 'goodbye' and 'thank you'. Apply their knowledge of numbers for French currency.</p>	<p><b>Teaching Unit: In the Classroom</b> Recognise, recall and spell twelve different classroom items with their indefinite articles/determiners. Learn how to ask and answer the question, 'what is in your pencil case?' Revisit possessive adjectives. Learn how to say what they do not have in their pencil cases.</p>	<p><b>Teaching Unit: Do You Have a Pet?</b> Recall and spell eight common pets with their indefinite article/determiner. Learn how to use the irregular high frequency verb, 'I have...' along with the conjunction 'and' to say which pets they have. Introduce pets using the structure, 'that is called...' Learn how to say which animals they do not have as pets. Use the conjunction 'but' to make their sentences more complex and interesting.</p>	<p><b>Teaching Unit: The Weather</b> Recognise, recall and spell ten phrases for describing weather and revise key conjunctions. Learn the four compass points and how to say the temperature. Recognise and recall the 7 days of the week and the times of day. Present a weather forecast.</p>	<p><b>Teaching Unit: Tudors</b> Learn how to decode and breakdown longer texts. Learn how to categorise language into verbs, adjectives and nouns. Use cognates to decipher meaning about the six wives of Henry VIII. Create a storyboard to present to the class about the Tudors.</p>
PE	<p><b>Fitness:</b> To recognise different areas of fitness and explore what your body can do. To develop speed and strength. To develop co-ordination. To develop agility. To develop balance. To develop stamina.</p>	<p><b>Gymnastics:</b> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To link actions that flow using the rolls I have learnt. To develop strength in inverted movements. To create a 'great' partner sequence to include the skills I have learnt, and apparatus.</p>	<p><b>Dance:</b> <b>The Spy:</b> To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. <b>The Twist:</b> To copy and repeat a set phrase in a 1960s style showing energy and rhythm. To learn and perform a partner dance in a 1960s style. To develop my own 1960s inspired dance using changes in relationships.</p>	<p><b>Tag Rugby:</b> To develop throwing, catching and running with the ball. To develop an understanding of how to defend using tagging rules. To begin to use the 'forward pass' and 'offside' rule. To develop movement skills to dodge a defender. To track an opponent and begin to defend as a team. To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>	<p><b>Athletics:</b> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.</p>	<p><b>Rounders:</b> To develop throwing and catching with accuracy and apply these to a striking and fielding game. To develop bowling and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament.</p>
PSHE / SRE	<p><b>JIGSAW PSHE</b> <b>Autumn Term 1: Being Me in my World</b> I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.</p>		<p><b>JIGSAW PSHE</b> <b>Spring Term 1: Dreams and Goals</b> I can tell you about some of my hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt.</p>		<p><b>JIGSAW PSHE</b> <b>Summer Term 1: Relationships</b> I can recognise situations which can cause jealousy in relationships. I can identify someone I love and can express why they are special to me.</p>	



	<p>I understand who is in my school community, the roles they play, how I fit in and how I can contribute.</p> <p>I understand how democracy works through the School Council.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p><b><u>Autumn Term 2: Celebrating Difference</u></b></p> <p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I understand what influences me to make assumptions based on how people look.</p> <p>I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on, but I am not sure.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can identify what is special about me and value the ways in which I am unique.</p> <p>I can tell you a time when my first impression of someone changed when I got to know them.</p>	<p>I know that reflecting on positive and happy experiences can help me counteract disappointment.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group.</p> <p>I can identify the contributions made by myself and others to the group's achievements.</p> <p><b><u>Spring Term 2: Healthy Me</u></b></p> <p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on different situations.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>I can tell you about someone I know that I no longer see.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p> <p><b><u>Summer Term 2: Changing Me</u></b></p> <p>I understand that lots of things make up a person's identity and this is what makes us unique.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I know there are many types of family and that often family members form part of our inner circle.</p> <p>I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can identify what I am looking forward to when I move to a new class.</p>
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**WIDER OPPORTUNITIES**

SMSC / British Values	Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children's Mental Health Week Safer Internet Day Valentine's Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Month Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month
Linked Trips	Visit to a local Buddhist Temple – Religious Education Link				Walesby – Residential Visit	Jorvik Centre – History Link