Ecclesfield Primary School Long Term Plan 2020 - 2021 Year Group: Y4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Mindset Focus	Respect Resilience Responsibility					
Visitors in / Visits		Christmas Carol concert and Christmas Fayre Lyceum Pantomime Christmas performance				
School Events SMSC links British Values links	Harvest	Children in Need Anti-bullying week Road Safety Week Christmas Celebration Parents evenings	National Story Telling Week	World Book Day Red Nose Day Easter Celebrations Parents evenings		Sports Day Parents evenings
Parental engagement		Breakfast morning Reading mornings	Breakfast morning Reading morningssd	Breakfast morning Reading mornings	Breakfast morning Reading mornings -	Breakfast morning Reading mornings
Maths	Place value and number sense Methods for addition and subtraction Times tables (up to 12x12) Recovery curriculum: Shape visual representations 2D Adding and subtracting fractions	Measure - Length and perimeter Area Methods for Multiplication and Division Times tables (up to 12x12) Recovery curriculum: 3D Shape Fractions of Amounts	Equivalent Fractions and fractions of amounts rounding decimals to the nearest whole number, adding and subtracting decimals focussing on money. Times tables (up to 12x12) Recovery curriculum: Capacity Money	rounding decimals to the nearest whole number, adding and subtracting decimals focussing on money. Time- 12 and 24 hour clock, duration of time and events 4 operations - Addition, Subtraction, Multiplication and Division Recovery Curriculum: Money	Money - Adding and subtracting amounts, giving change Statistics Recovery curriculum: Mass	Time - Telling time to the nereast minute, reading timetables 2D and 3D Shape Position and direction Recovery curriculum:
	Number Sense and Fluency Range of problem solving and reasoning activities					
English **Reading**	Class Book: Stig of the Dump by Clive King	Class Book: Stig of the Dump By Clive King	Class Book: Meet me by the Steelmen. Theresa Tomlinson	Class Book: The Water Horse by Dick King-Smith	Class Book: Romans on the Rampage by Jeremy Strong	Class Book: Romans on the Rampage by Jeremy Strong

Writing **GPVS**	Reading Skills: (Taken from Glossary) Reading focus: Revision of reading strategies Decoding- Reading most words effortlessly in an attempt to decode unfamiliar words. Clarification- When reading silently, independently find the meaning of unknown words to gain accurate understanding and explain how this affects their understanding of the text. Predictions- Justifying predictions from evidence from the text. Sequencing- Explain and discuss understanding of what children have read, through presentation, debates and maintaining a focus through the topic using notes when necessary Writing Genres: • diary entry • Descriptive writing • non-chronological report • Instruction GPV Focus: • Handwriting focus • Paragraphs • Heading and subheadings • Compose sentences using a wider range of structures including fronted adverbials and adverbs (Y3)	Reading Skills: (Taken from Glossary) Reading focus: Revision of reading strategies Decoding- Reading most words effortlessly in an attempt to decode unfamiliar words. Clarification- When reading silently, independently find the meaning of unknown words to gain accurate understanding and explain how this affects their understanding of the text. Predictions- Justifying predictions from evidence from the text. Sequencing- Explain and discuss understanding of what children have read, through presentation, debates and maintaining a focus through the topic using notes when necessary Writing Genres: • Letter • Newspaper report • Explanation text • Poetry GPV Focus: • Handwriting. • Use a range of sentences with more than one clause by using a range of conjunctions e.g., when, if, because, although	Reading Skills: (Taken from Glossary) Reading focus- Inferences- Drawing inferences such as inferring characters' thoughts, feelings and motives from their actions and justifying inferences with evidence. Vocabulary- Discuss and evaluate how authors use language. Providing evidence- make a clear point and always back it up with evidence from the text Writing Genres: • Narrative • Persuasive text • Newspaper report GPV Focus: • Use direct speech in my writing and punctuate it correctly • handwriting • Use inverted commas and other punctuation to indicate direct speech. • Word classes e.g. verb, adverb, determiners. • Use appropriate nouns and pronouns within and across sentences to support cohesion	Reading Skills: (Taken from Glossary) Summarise- Summarise the main ideas from longer text drawn from more than one paragraph, identifying key details that support the main ideas. Comparing and contrasting- Asking questions as children read to improve their understanding. Writing Genres: • Poetry • Diary entry • Explanation text GPV Focus: • Use a combination of well-chosen adjectives and verbs to develop my writing • Apostrophes to mark plural possession • Edit and improve work • Handwriting Spelling Focus: • Emphasise on phonics Use prefixes and understand how to use them.	Reading Skills: (Taken from Glossary) Fact and opinion Distinguish between statements of fact and opinion Fact and opinion. Retrieve, record and present information from non-fiction. Writing Genres: • Non-chronological report • Instructions • Playscript GPV Focus: • Commas after fronted adverbials • Use of present perfect form of verbs (in contrast to the past tense) • Handwriting • Edit and improve work Spelling Focus: • Emphasise on phonics Recap year 3/4 commonly misspelt words	Reading Skills: (Taken from Glossary) Summarise- Summarise the main ideas from longer text drawn from more than one paragraph, identifying key details that support the main ideas. Relating background knowledge Recap of skills ready for Year 5. Writing Genres: • Newspaper report • Recount • Balanced argument GPV Focus: • GAPS of GPVS • Preparation for Year 5 Spelling Focus: • Emphasis on phonics • Year 3/4 words Introduction to Year 5/6 words

	• Use noun phrases which are expanded by adding modified adjectives, nouns and preposition phrases. • Edit and improve work • Word classes e.g. verb, adverb, determiners. Spelling Focus: • Spell the commonly misspelt words in the Y3/4 list. Emphasise on phonics	• Express time, place and cause by using conjunctions, adverbs and prepositions. • Word classes e.g. verb, adverb, determiners. • Edit and improve work Spelling Focus: • Use of dictionary to check spellings • Suffixes and understand how to use them. Emphasise on phonics	and avoid repetition. • Use fronted adverbials • Edit and improve work Spelling Focus: • Emphasise on phonics Use the first few letters in a word to find a synonym in the thesaurus.			
	← Reading: Word reading and comprehension Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate) →					
Science	**Animals including humans** We will be focussing our learning on the digestive system, describing the simple functions of the different basic parts and organs. We will identify the different types of teeth in humans and outline their functions when we eat. We will then construct our own and interpret already made food chains, identifying the producers, predators and prey and identifying patterns shown using these food chains. **Concepts**: • Asking questions • Identifying • Classifying Enquiry Types:	**Electricity** Famous Scientist: Thomas Edison We will start by identifying the use of electricity in everyday life, identifying common appliances and their functions. We will construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzes. We will use our knowledge to predict whether given circuits will work resulting in a lamp being lit, spotting errors and adjusting these. We will also learn about the role of a switch within a circuit and how these contribute to whether a lamp lights up or not. Finally, we will identify and investigate materials that are conductors and insulators.	**Living things and their habitats** We will recognise that animals can be grouped and classified in a variety of ways and explore classification keys in order to help us group, identify and name a variety of living things in their local and wilder environment. We will discover how environments change and what threat this poses to the living things. **Concepts**: • Asking questions • Identifying • Classifying Enquiry Types: Pattern Seeking	**States of Matter** We will first start by identifying and grouping materials according to their state and whether they are solids, liquids or gases. We will observe that some materials can change state when they are cooled and heated and we will describe these changes as well as measure and research the temperature at which this happens. We will then identify and understand how evaporation and condensation are vital processes in the water cycle and make links between the rate of evaporation with changes in temperature. **Concepts:**	**Sound** Famous Scientist: Alexander Graham Bell We will identify how sound is made by vibration and how we can hear these due to them travelling through a medium to the ear. We will find and identify patterns between the pitch and the object that produced the sound as well as patterns between volume and the strength of the vibrations. We will also recognise that sound gets fainter as the distance from the sound source increases. **Concepts** • Asking questions • Identifying • Data collection and presentation Enquiry Types: • Research using secondary sources Comparative and Fair Testing Identifying, Classifying and Grouping Pattern Seeking Comparative and Fair Testing Research using secondary sources	

	• Observing over Time • Identifying, Classifying and Grouping • Comparative and Fair Testing • Research using secondary sources. • pattern seeking	**Concepts**: Testing, Predicting, Data collection Presentation **Enquiry Types:** Research using secondary sources Identifying, classifying and grouping pattern seeking Research using secondary sources Observing over time Identifying, classifying and grouping Comparative and Fair testing	Identifying, classifying and grouping Comparative and Fair testing Identifying, classifying and grouping Research using secondary sources Research using secondary sources	• Identifying • Classifying • Testing • Predicting • Data presentation • Data evaluation **Enquiry Types:** Identifying and Classifying Comparative and Fair Testing Observing over Time Pattern Seeking	
	Working Scientifically Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions				
History	**Stone age, Bronze age, Iron Age** (Settlements, Innovation, Civilisations) We will start our learning by learning about chronology and putting key events onto a timeline. This will help us to put the Stone Age - Iron Age into context of the past. Starting with the Stone Age, we will explore how we know about their existence and the use of sources to provide us with information. We will explore their daily life including housing, tools and weapons and how they gathered/farmed their food. We will also explore significant archaeological sites such as Skara Brae and Stonehenge. As we continue, we will look at the Bronze Age in more detail - looking at how life developed for those living during this time period. We will make comparisons between the different periods of time. (political, social, cultural history) (NC: Changes in Britain from the Stone Age to the Iron Age) **Concepts:** Chronology, Significance, Sequence, Culture **Strands:** Social History , Environmental ,Economic			**Romans** (Settlements, Innovation) Through our study of the Romans, we will explore who Julius Caesar and Boudicca were and why they were significant. We will also look at the impact Romans had such as the roads they built, Hadrian's wall and the Roman baths. Finally, we will investigate the impact the Romans had on Sheffield. (social, cultural history) (NC: The Roman Empire and the impact on Britain) **Concepts:** Chronology, Sequence, Cause and consequence, Change and consequence, Durations **Strands:** Cultural-Intellectual Developments, Political, Social History, Famous People

<table>
<tr>
<td>Geography</td>
<td>Stone age, Bronze age, Iron Age - Settlements (settlement)
Although our learning about this period of time is predominantly done through our history, we will use the Stone Age, Bronze Age and Iron Age to locate where the earliest evidence of the Stone Age was found on a map. We will also learn about the environment at the time to discover why they built settlements in certain places including Skara Brae and Stonehenge.

DEPTH STUDY: Skara Brae's geographical location

(NC: <u>Physical and Human Geog</u>: human - types of settlements and land use.
<u>Geographical Skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features given)

<u>Concepts</u>: Place, Space, Environment
<u>Strands</u>: Location, Place, Human, Physical, Geographica</td>
<td colspan="2">Where does Sheffield fit in the World? (locality, environment, settlement)

Firstly, we will remind ourselves about the continents and significant countries. We will locate Sheffield on a variety of maps and use geographical vocabulary to describe its location. We will also learn about the physical aspects of Sheffield, such as rivers and hills, and the human geography such as population and retail. We will then look at Sheffield in relation to other countries and compare Sheffield as a city to Rio De Janeiro and Canberra looking at their population, land use and tourism prospects.

DEPTH STUDY; Human and physical geography between Sheffield, Canberra and Rio De Janeiro

(NC: <u>Locational Knowledge</u>: name and locate the world's countries and cities of the UK, geographical regions and their identifying human and physical characteristics
<u>Human and Physical Geog</u>: Physical geog: rivers, hills, human geography: types of settlement and land use, economic activity including trade links)

<u>Concepts</u>: Place, Space, Environment, Scale
<u>Strands</u>: Location, Place, Geographical, Physical</td>
<td colspan="2">Water

We will start by reminding ourselves about the main bodies of water around the world (e.g. the oceans and seas). We will learn about the water cycle and track the journey of a river from source to the mouth. Then we will look at water as a natural resource and explore the supply and demand of water in the UK and who owns the water we drink.

For Ecclesfield Week, we will be researching the geographical and human features of the local area and how this might have been influenced by the Romans. We will use maps and digital technology and practise our geographical skills of using the 8 points of a compass and grid references. We will also create plans of the local area.

DEPTH STUDY- Water as a natural resource

(NC: <u>Physical and Human geography</u>: Physical: water cycle, Human: types of settlements and land use, economic activity including trade links and the distribution of natural resources including water.
<u>Geographical Skills:</u> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, 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)

<u>Concepts:</u> Place, Space, Physical processes
<u>Strands</u>: Physical, Human, Location, Place

Geographical Association scheme links: Water</td>
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<td>Music</td>
<td><u>Autumn 1</u>
<u>'Winter' from 'The Four Seasons', Allegro non molto (1st mvt) by Antonio Vivaldi</u>

This term the children will listen and reflect on a piece of orchestral music, create their own piece of music using instruments and voice, perform as an ensemble and begin to develop using musical language appropriate to the task.

Performance Purpose: Perform to other Year 4 class

<u>Skills covered:</u>

Talk about the music and how it makes them feel.
Listen carefully and respectfully to other people's thoughts about the music.
When you talk try to use musical words.
To talk about the musical dimensions working</td>
<td><u>Spring 1</u>
<u>Glockenspiels</u>

In this unit, we will be learning how to follow a rhythm and alter the tempo of our instruments according to the notation of a song.
Performance Purpose:
Performance to parents

<u>Skills covered:</u>
To confidently identify and move to the pulse.
To talk about the</td>
<td></td>
<td><u>Mamma Mia!</u>

We will be listening to various songs by ABBA and considering the similarities and differences to modern day music. We will then practise and perform Mamma Mia by singing in chorus.
Performance Purpose:
Perform to parents via class dojo

<u>Skills covered:</u>
To confidently identify and move to the pulse.</td>
<td><u>Reflect, rewind and replay</u>

For our final music unit, we will be researching music throughout historical eras. We will appraise different styles of music and consider the instruments and vocals used in each, before choosing our favourites.

Concepts:
Notation
Rhythm
Tempo</td>
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	together in the Unit songs eg if the song gets louder in the chorus Improvise using instruments in the context of a song they are learning to perform. To confidently identify and move to the pulse. (dynamics). Help create at least one simple melody using one, three or all five different notes. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. **Concepts**: Timbre Composing Performance Notation	musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). When you talk try to use musical words. To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Improvise using instruments in the context of a song they are learning to perform. Help create at least one simple melody using one, three or all five different notes. To choose what to perform and create a programme. To record the performance and say how they were feeling, what they were pleased with what they would change and why. **Concepts**: Notation Rhythm Tempo Performance		When you talk try to use musical words. Talk about the music and how it makes them feel. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. To choose what to perform and create a programme. To record the performance and say how they were feeling, what they were pleased with what they would change and why. **Concepts**: Melody Pitch Tempo Rhythm Performance.	Performanc

PE	**Swimming (GS4PE)** This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. **Key Skills:** Float, travel, submerge, kick with legs, pull with arms, glide This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.	**Swimming (GS4PE)** This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. **Key Skills:** Float, travel, submerge, kick with legs, pull with arms, glide This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water. **Key Skills:** Submersion, floating, gliding, front	**Swimming (GS4PE)** This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. **Key Skills:** Float, travel, submerge, kick with legs, pull with arms, glide This unit is aimed at developing swimmers. In this unit pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival	Cricket **Fitness (GS4PE)** Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest evaluate their own and others' performances. **Key Skills:** Throwing, catching, intercepting, shooting **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration	**Athletics (GS4PE)** Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin. **Key Skills**: Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance **Key Concepts:** • Movement • Agility • Balance • Coordination • Fitness • Technique **Hockey (GS4PE)** Pupils will learn to contribute to the game by helping to keep possession	**Rounders (GS4PE)** Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. **Key Skills**: Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting **Key Concepts:** • Agility • Coordination • Competition • Fairness • Technique **Sports Day Practice** Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are

	Key Skills: Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. **Key Skills:** Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions **Dance (GS4PE)** Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working	crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. **Key Skills:** Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions **Key Concepts:** • Movement • Coordination • Fitness • Sequence Technique	skills and how to stay safe around water. **Key Skills:** Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. **Key Skills:** Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions	• Fairness Technique **Cricket (GS4PE)** Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. **Key Skills:** Underarm and overarm throwing, catching, over and underarm bowling, batting **Key Concepts:** • Agility • Coordination • Competition • Fairness	of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important **Key Skills:** Dribbling, passing, receiving, intercepting, tackling **Key Concepts:** • Movement • Agility • Coordination • Competition • Collaboration • Technique	racing against children of similar ability. The children will also practise team work by taking part in team challenges. **Key Skills:** Running, throwing, catching, teamwork **Key Concepts:** • Movement • Agility • Coordination • Competition • Collaboration • Fairness

	individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. **Key Skills:** Performing actions, using canon, unison, formation, dynamics, character, structure, space **Key Concepts:** • Movement • Balance • Coordination • Collaboration • Sequence • Evaluation and improvement **Concepts:** Agility Co-ordination Movement Collaboration Cooperation	**Gymnastics (GS4PE)** Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. **Key Skills:** Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand **Key Concepts:** • Movement • Balance • Agility • Coordination	**Handball** Pupils will develop key skills and principles such as defending, attacking, throwing, catching and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. **Key Skills:** Throwing, catching, intercepting, shooting **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness Technique	Technique		

		• Collaboration • Sequence Technique				
ART & Design	**Drawing** Research: Stonehenge origins and roundhouses Who built Stonehenge? What does it look like? Why was it built? Developing skills: • Collect images in sketchbooks • Practise drawing skills of shape, tone and pattern to create 3D looking images Applying skills: Drawings of Stonehenge Evaluation: How might children want to develop their work further? Do the drawings look 3D? What could we add to create more of a 3D effect? **Concepts: form, shape, line,**		**Printing_** Research: Prints and patterns from around the world - **aboriginal prints** Developing skills: • Research and use a variety techniques for printing • Experiment with different materials to achieve desired effect Applying skills: Use own printing blocks to create a boomerang with an aboriginal print. Evaluation: What materials worked well? What could we do differently to create a more detailed print? **Concepts: colour, texture tone,shape**	**Painting** Research: **Katsushika Hokusai** Developing skills: • Different shades and tones of colours • Practise different effects and textures - e.g. adding paper/cotton to create waves Applying skills: Create ocean scenes with added textures Evaluation: Did I create the texture of waves? Have I used colours effectively? Concepts: tone, colour, shape	**Collage** Research: **David Hockney** Roman Mosaics Developing skills: • Designing patterns • Cutting and sticking paper - various designs Applying skills: Create individual or group mosaics Evaluation: **Concepts: colour,, texture, shape**	**3D Form (clay)** Research: **Emperor Vespasian and the Colosseum** Developing skills: • Plan and design a recreation of the colosseum • Explore different materials and the best material to use • Tools to create different shapes Applying skills: Create Colosseum and add detail using a range of tools Evaluation: Compare ideas, methods and approaches in each others work **Concepts: shape, form, texture**
Design and technology	Structure **To design and model a life size Stone Age house and the features commonly found inside such houses for a stone age family to live in.** NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures Investigate, disassembly, evaluate: • Investigate roundhouses and the features. • Investigate other houses used in different periods of history • Investigate existing products, including drawing them to analyse and understand how they are made.		Electrical **To design a torch for a child to use to help them see in the dark.** NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors Investigate, disassembly, evaluate: • Look at a variety of light up equipment. How does it work? • Investigate torches. Disassemble one to look at it's component parts		Mechanisms – levers/cams and followers etc **To make a moving volcano to warn people of the dangers of Volcanoes** **NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]** Investigate, disassembly, evaluate: Cams Look at a variety of different toys/ structures which use Cams Use knowledge of inventors, designers, engineers, chefs and manufacturers who have developed	

	• Disassemble products to understand how they work Evaluate products and identify criteria that can be used for their own designs **Focus Practical tasks:** • Investigate how to make structures more stable e.g by widening the base. • Cut slots and internal shapes. • Create nets. **Design** **Children to design their own tribal round house, modelling in card first** • Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail **Make** Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components M Measure, tape or pin, cut and join fabric with some accuracy Use simple graphical communication techniques **Evaluate** Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved **Concepts:** Design Evaluation	Discuss purposes of lights and investigate different types/styles of lights/torches **Focus Practical tasks:** • Label parts of a torch and name them • Recreate a circuit following a given plan • Look at and identify scientific representation of circuit components • Make a simple switch using metal components **Design**: **Children to design the electronic components and outside structure of their torch, using their IDEAs to support** • Design our torches_ • Communicate their ideas through detailed labelled drawings • Develop a design specification **Make** Select appropriate tools, materials, components and techniques Make modifications as they go along **Evaluate** How effective is our _____ in the dark? Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved Create a simple circuit **Concepts:** Design Technology	ground-breaking products to create their own innovative designs. **Focus Practical tasks:** Investigate the shape of cams and the difference this has on the movement. Make a simple Cam to control movement within an object. Create a small scale model using chicken wire and Mod-roc. Investigate how to join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes. **Design** **Use what they have learnt to design a volcano which erupts using a cam mechanism,_** Communicate their ideas through detailed labelled drawings Develop a design specification Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas **Make** **Make a Volcano form Mod-Roc and chicken wire that uses a working Cam mechanism to move flames up and down from within the volcano** Select appropriate tools, materials, components and technique Assemble components make working models Make modifications as they go along Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product **Evaluate** Evaluate the product Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others against the original criteria and suggest ways it can be improved.

					Key concepts: Design Technology Evaluate	
RE	**Theme: Inspirational people from long ago.** **What can we learn from great leaders and inspiring examples in today's world?** **Religion:** Judaism. **Why is Moses important to Judaism?** Festivals Harvest • respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected • use their thinking about stories of Moses, to **explore** how Jews, today celebrate key events from their history in Passover Discovery RE Enquiry How special is the relationships Jews have with God?	**Theme: Inspirational people from long ago.** **Key question: What is the most significant part of the Nativity story for Christians today?** **Religion:** Christianity. Festivals Christmas • **respond thoughtfully** to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2) • **consider** how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media(A3) Discovery RE Enquiry What is the most significant part of the Nativity story for Christians today?	**Theme: Symbols and religious expression.** **Key question: Why do people go on pilgrimages?** **Religion:** Islam. • find out about some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1) • consider why people go on pilgrimages. (A1) • make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. (A1) • pupils might plan a pilgrimage / 'spiritual journey' for younger children around the school grounds (C1).	**Theme: Inspirational people from long ago.** **Key enquiry questions: What can we learn from inspiring leaders who started religions?** SACRE 2019-2024 Y4 **How do Christians celebrate Easter?** **How do Muslims celebrate key events?** Is forgiveness always possible? Festival Easter **Religion:** Christianity. • use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to **explore** how Christians and Muslims today celebrate key events from their history, Lent or Ramadan) (B3) Discovery RE Enquiry Is forgiveness always possible?	**Theme: Inspirational people from long ago.** **Key question: What can we learn from Muslim teachings about Prophet Muhammad?** **Religion:** Islam. • respond thoughtfully to Muslim teaching about Prophet Muhammad[PBUH] and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) (A2)	**Theme: Inspirational people in today's world.** **Key question: Why is Gandhi a source of inspiration and wisdom for religious believers?** **Religion:** Hinduism. • **describe** the lives of some inspirational spiritual and leaders from the modern world (A2) • **understand** how key leaders can be sources of wisdom for religious believers (A2) **explore** the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived
Computing	**0.4 – Key Skills : Using School Computers and Networks Effectively**	**3.4 How is data shared online?** **Entering**: Pupils appreciate that	**4.4 How do I use decomposition to help me write programs?**	**5.4 How do I use selection to change what happens in programs?**	**2.4 What makes an excellent multimedia story?** **Entering**: Pupils plan out digital content and present ideas by	

	Entering: Pupils recognise and use a range of input and output devices, e.g. mouse, keyboard, microphone / printer, speakers, monitor. They recognise that a range of devices contain computers, e.g. washing machine, car, laptop. They know where to save and open work and understand that work saved on a computer at school can be opened on a different computer. Pupils understand you can use a search engine to find information using keyword searches. They remember a username and password for logging on, and understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks. **Developing**: Pupils can open and save a file to a suitable folder, and use suitable file names when saving work. They understand that school computers can be connected and they may use a shared area for saving work. They type using all fingers.	different programs work with different types of data, e.g. text, number. They use specific software to create charts. They know that there is a difference between data and information. Pupils understand that the Internet is made up of computers from all around the world connected together, and that not all information found online is true.* **Developing**: Pupils understand the benefits of using a computer to create charts and databases. They can design a questionnaire and collect a range of data. They can present data effectively in a chart or database. Pupils draw conclusions from information presents in charts, tables and databases. They know different ways of reporting unacceptable content and contact online.* They understand when to share personal information and when not to.* **Secure**: Pupils understand that school computers are connected together in a network. They understand that we	**Entering**: Pupils understand that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm or program, and identify and correct errors (debugging). Pupils predict the outcome of a block-based program. **Developing**: Pupils use repetition to make programs more efficient. They plan out programs using algorithms. and can evaluate the effectiveness of their algorithm by testing it using an appropriate program. They understand that we can decompose a problem into smaller steps to make it simpler. Pupils use the language if... then to describe the relationship between two actions. **Secure**: Pupils use forever loops in a program. They decompose a problem and create a solution for each step. Pupils create a program using a range of events/inputs to control what happens	**Entering**: Pupils evaluate the success of an algorithm or program. They identify and correct errors in a given algorithm or program. They understand that we can decompose a problem into smaller steps to make it simpler. Pupils use the language if... then to describe the relationship between two actions. They recognise loops in a program and can make simple changes to a block-based program to change it. **Developing**: Pupils use repetition to make programs more efficient. They predict the outcome of a block-based program, and can remix and change an existing program. They plan out programs using by writing algorithms. They use forever loops in a program. **Secure**: Pupils create a program using a range of events/inputs to control what happens. They use selection in algorithms and programs, i.e. if... then... They can decompose a	combining media independently They apply edits to digital content to achieve a particular effect. They talk about what makes digital content good or bad and edit it to improve it. They understand that the digital content we make belongs to us and others need to ask permission to use it.* **Developing**: Pupils evaluate existing and their own digital content, and edit it to improve it according to feedback. They design and create digital content for a specific purpose. Pupils understand that people can give permission for others to use their content e.g. using Creative Commons.* They understand that games and films have age ratings, and what that means.* **Secure**: Pupils collect, organise and present information effectively using a range of media. They use more complex tools to edit and enhance media for a particular effect. They can rate a game or film they have made and explain their rating.* **Concepts**: • Logic • Abstraction • Data **Online Safety Links** C2: Personal Information

	Pupils use a search engine to find information using keyword searches. **Secure**: Pupils understand that you can organise files using folders, and can delete, move and copy files. They use right-click, left-click and double-click appropriately on a mouse. Pupils use a search engine to find specific information, and know how to copy text and images from a web page or document into another document. Pupils remember an individual password. **Concepts**: • Machine • Data **I.4 How do I use a computer as an artist or photographer?** **Entering**: Pupils plan out digital content, and present ideas and information by combining media independently. They save and reuse digital content found online.* They talk about what makes digital content good or bad and edit	use a web browser to access information stored on the Internet and can explain simply how the Internet works. Pupils can present data in a number of different ways to convey information. They are aware that some people lie about who they are online, and recognise the benefits and risks of different apps and websites.* Pupils understand that when we share content online, we might not be able to delete it.* **Concepts**: • Data • Program • Machine **Online Safety Links:** L3: Deciding what is appropriate P2: Sharing Online	**Concepts**: • Algorithm • Program • Data	problem and create a solution for each part. • **Concepts**: Algorithm • Logic	

	digital content to improve it. They know who to tell if concerned about content or contact online.* Pupils understand that the digital content we make belongs to us and others need to ask permission to use it.* **Developing**: Pupils use a variety of software to combine media in order to present information. They evaluate existing and their own digital content and edit their own content to improve it according to feedback. They edit existing digital content to make a new version with an awareness of copyright. Pupils understand that people can give permission for others to use their pictures e.g. using Creative Commons.* **Secure**: Pupils collect, organise and present information effectively using a range of media. They design and create digital content for a specific purpose. They use a range of tools to edit and enhance media for a particular effect. Pupils collaborate with peers using online tools,				

	e.g. blogs, Google Drive, Office 365. They understand that the media can portray groups of people differently.* Concepts: • Machines • Program • Data • Logic **Online Safety Links:** C3: Copyright N1: Digital Media					
PSHE (inc Drugs, e-safety, SRE, Financial capability)	Health and wellbeing How can we manage our feelings? Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	Health and wellbeing What strengths, skills and interests do we have? Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	Relationships: How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	Health and wellbeing How can we manage risk in different places? Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	Health and wellbeing How will we grow and change? Growing and changing; puberty PoS refs: H31, H32, H34	Living in the Wider World How can our choices make a difference to others and the environment? Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34
			Financial Capability Keeping money safe How to spend money - insurances	Drugs Education How and why medicines should be used. Risky situations		Financial Capability How to pay for items How to get money - work Historical sources of money

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C3: Copyright

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L3: Deciding what is appropriate

P2: Sharing Online</td><td>Online Safety lessons from Scheme of Work

S1: Friendship Online</td><td>Online Safety lessons from Scheme of Work

C4: Suspicious Messages</td><td>Online Safety lessons from Scheme of Work

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Assessing risks online.

Using technology safely.

How to report anything that makes us feel uncomfortable. Ensuring breaks from online and how this can help our mental health.</td><td>Online Safety links to PSHE

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Passwords,

personal details/information, encryption, acceptable and unacceptable use of online platforms</td><td>Online Safety links to PSHE

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online bullying,

different media platforms,

talking to adults we trust if we feel uncomfortable with something we have seen online,

reporting and blocking online pop-ups</td><td>Online Safety links to PSHE

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Ce n'est pas
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Colours
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3rd person singular être
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<tr><td></td><td colspan="2"><u>Stories/rhymes/songs</u>
Stories
Je m'habille et je te croque

Rhymes/Songs
Beau front
Eiffel Tower</td><td><u>Dictionary/culture</u>
Eiffel Tower</td><td colspan="2"><u>Stories/rhymes/songs</u>
Stories
Par une sombre nuit de tempête

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<tr><td></td><td colspan="3"><u>Stories/rhymes/songs</u>
Rhymes/Songs
De quelle couleur est-ce?
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			1,2,3 je m'en vais au boi			
	Y4 Skills to be taught each term: • Listen and show understanding of short phrases through physical response • Listen and demonstrate understanding of words in songs and rhymes • Ask and answer several simple and familiar questions with a rehearsed response • Use familiar vocabulary to say simple sentences to give information using a language scaffold • Join in with the words of a rhymes, song or story sometimes from memory • Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules • Read and show understanding of simple familiar phrases and short sentences • Use a bi-lingual dictionary to find the meaning of a word or its translation • Write and say a simple phrase to describe people, places, things and actions using a language scaffold • Write simple familiar short phrases from memory with understandable accuracy • Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural • Demonstrate understanding of the position of the majority of adjectives			**Concepts** • communication • production • fluency • spontaneity • pronunciation • intonation	