Ecclesfield Primary School Long Term Plan 2025 Year Group: Y4

LEARNING MINDSETS: RESPECT, RESPONSIBILITY, RESILIENCE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Place Value** • Represent and Partition Numbers to 10,000 • Flexible partitioning of numbers to 10, 000 • Find 1, 10, 100 and 1000 more or less. • Represent numbers on a number line to 10,000. • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals • Round to the nearest 10,100, 1000 • Mixed rounding **Addition and Subtraction** • Add and subtract 1s, 10s, 100s and 1000s. • Add 2, 4-digit numbers. • Subtract 2, 4-digit numbers • Efficient subtraction • Estimating answers • Checking strategies	**Multiplication and Division (A)** • Multiples of 3 • Multiply and divide by 6 • 6 times table and division facts • Multiply and divide by 9 • 9 times table and division facts • The 3,6,9 times tables • Multiply and divide by 7 • 7 times tables and division facts • 11 times tables and division facts • 12 times tables and division facts • Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply 3 numbers **Multiplication and Division (B)** • Factors • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 100 **Area** • What is area? • Count squares • Make shapes • Compare area	**Multiplication and Division (B)** • Multiplication facts (up to 12 x 12) • Related facts • Multiply up to 3 digit by 1 digit • Division facts (using corresponding multiplication facts) • Divide with remainders • Divide up to 3 digit by 1 digit. • Correspondence problems • Problem Solving **Length and Perimeter** • Measure in kilometres and metres • Equivalent lengths • Perimeter on a grid • Perimeter of rectangles • Perimeter of a rectilinear shape • Finding missing lengths • Perimeter of regular and irregular polygons	**Fractions** • Understand the whole • Count beyond 1 • Partition a mixed number • Number lines with mixed numbers • Compare and order mixed numbers • Understand improper fractions • Convert mixed numbers to improper fractions • Convert improper fractions to mixed numbers • Equivalent fraction families • Add two or more fractions • Add fractions and mixed numbers • Subtract two fractions • Subtract from whole amounts • Subtract from mixed numbers **Decimals** • Tenths as fractions • Tenths as decimals • Tenths on a place value chart • Tenths on a number line • Divide a 1-digit number by 10 Divide a 2-digit number by 10	**Decimals** • Hundredths as fractions • Hundredths as decimals • Hundredths on a place value chart • Divide a 1 or 2-digit number by 100 • Making a whole with tenths • Making a whole with hundredths • Partitioning decimals • Flexible partitioning decimals • Comparing Decimals • Ordering Decimals • Rounding to the nearest whole number • Halves and quarters. **Money** • Writing money using decimals • Converting between pounds and pence. • Comparing amounts of money • Estimate with money • Calculating with money • Solve problems with money **Time** • Years, months, weeks , days • Hours, minutes, seconds	**Statistics** • Interpret charts • Comparison, sum and difference • Interpret line graphs • Draw line graphs **Shape** • Angles as turns • Identifying angles • Comparing and ordering angles • Triangles • Quadrilaterals • Polygons • Lines of Symmetry • Completing a symmetrical figure **Position and Direction** • Describe position using co-ordinates • Plot co-ordinates • Draw 2-D shapes on a grid • Translate on a grid • Describe translation on a grid.

					• Telling the time to the nearest 5 minutes **(Y3 revisit)** • Telling the time to the nearest 1 minutes **(Y3 revisit)** • Digital time **(Y3 revisit)** • Converting analogue and digital times. • Convert to the 24 hour clock Convert from the 24 hour clock	
English	←		Number Sense and Fluency Range of problem solving and reasoning activities			→
Key Texts Nonfiction Poetry Fiction	Class Book: Stig of the Dump by Clive King **Reading Skills:** Prediction Inference Vocabulary Sequencing **Writing** **1. Main Written** **STIG character description** Focus Skills: Expanded noun phrases, apostrophes **2.Content focus**	Class Book: Stig of the Dump By Clive King UG (comic strip) Graphic Novel focus **Reading Skills:** Clarification Predictions Retrieval **Writing** **1. Main Written** **Narrative Comic Strip (Catch it - Literacy Shed)** Focus Skill: Speech and Thought bubbles **2. Content focus** **Poetry (Kennings)**	Class Book: Meet me by the Steelmen. Theresa Tomlinson **Reading Skills:** Inference Vocabulary **Writing** **1. Main Written** **Diary (Meet me by the Steelmen)** Focus Skills: Past tense verbs (recap - spelling rules), Pronouns **2. Practise and Apply** **Mystery Narrative (Marshmallows)**	Class Book: The Water Horse by Dick King-Smith **Reading Skills:** Summarise Comparing and contrasting **Writing** **1. Main Written** **Explanation (Water Cycle)** Focus Skill: Brackets (to clarify) **2. Content focus**	Class Book: Romans on the Rampage by Jeremy Strong **Reading Skills:** Fact and opinion Retrieve, record and present information from non-fiction. **Writing** **1. Main Written** **Playscript (Roman Times)** Focus Skill: Adverbials **2. Content focus**	Class Book: Romans on the Rampage by Jeremy Strong **Reading Skills:** Summarise **Writing** **1.. Main Written** **Instructions (How to be a gladiator)** Focus Skill: Adverbials and subordination for cohesion **2. Content focus**

Non-chronological report (Woolley mammoths)

Focus Skill: Co-ordinating conjunctions

3.Content focus

Recount (Visit to Yorkshire Wildlife Park)

Focus Skill: Fronted Adverbials (Time and Place)

4. Practise and Apply

Explanation text-The digestive System

Focus Skill: Subordinating conjunctions

Spelling Focus:

Summer 1
Prefixes: in-, im-, il-, ir-
hap
Possessive plurals
letter y as /i/
ou letter string
cert

Focus Skill: Suffixes

3. Content focus

One sided argument (Iron Man - do we get rid of him)

Focus Skills: Causal Conjunctions, Paragraphs

4. Practise and Apply

Balanced newspaper report (The Iron Man)

Focus Skill: Inverted commas in Direct speech

Spelling Focus:

Summer 2
cycle
eigh, ei, ey, aigh letter strings
augh letter string
Homophones
extreme

Focus Skills: Descriptive devices, Show language

3. Second Written

Traditional Poetry (Haiku)

Focus Skills: Syllables, etymology of words

Spelling Focus:

Year 4 / Primary 5

	Autumn 1
Week 1	Introduction: sent, heal
Week 2	scribe
Week 3	act
Week 4	note
Week 5	favour
Week 6	exper

Speech

Focus Skill: Fact and Opinion

3. Practise and Apply

Poetry (Narrative - Water)

Focus Skill: Rhyming patterns

Spelling Focus:

	Autumn 2	Sp
	know	gra
	cent	let an str /s/
	centre	ch str
	cid	gu qu str
	nat	Th
	lieve	Do co

Narrative- innovated place (Roman fairytale)

Focus Skill: Expanded noun phrases (to build narrative plot)

3. Practise and Apply

(Biased) newspaper report

Focus Skill: Fronted Adverbials

Spelling Focus:

Spring 1
gram
letter c and letter string sc as /s/
ch letter string
gue and que letter strings
The extra u
Double consonants

Non-chronological report (Romans)

Focus Skill: Editing

3. Second Written

Book Review

Focus Skills: Selecting key information, Editing

Spelling Focus:

Spring 2	S
Prefix: pro-	re
Prefixes: ad-, ap-, ar-	or
Prefixes: con-, com-	sp
min	in
breath	pa

Science

Working Scientifically

During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes

using straightforward scientific evidence to answer questions or to support their findings.

Animals including humans

Focus Scientists:

- Ivan Pavlov (Physiologist)
- Charlotte Armah (nutritional biochemist - looking at the effect of diet on human health)

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

Living things and their habitats

Focus Scientists:

- Prem Singh Gill (Polar scientist)
- Gladys West (Mathematician/GPS - link to Hampstead Heath topic)

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.

Electricity

Focus Scientists:

- Thomas Edison (scientist involved in the creation of the light bulb)
- Michael Faraday (Physicist)
- Chi Onwurah (Electrical engineer)

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.

States of Matter

Focus Scientists:

- Daniel Farenheit (Inventor of the thermometer)
- Dr Fangxian Fang (Earth scientist)

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.

Disciplinary (Working Scientifically) Concepts:

Sound

Famous Scientist: Alexander Graham Bell

Focus Scientists:

- Alexander Graham Bell (invented the telephone)
- Evelyn Glennie (Deaf percussionist)
- Karrie Keyes (Audio engineer)

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.

	made food chains, identifying the producers, predators and prey and identifying patterns shown using these food chains. **Disciplinary (Working Scientifically) Concepts:** • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** Teeth in liquid (Review)	**Disciplinary (Working Scientifically) Concepts:** • Asking questions • Observing and measuring • Recording data • Interpreting and communicating results **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Local environmental survey (Do) **Science Trails:** Can we find a home for animals in our local area?	**Disciplinary (Working Scientifically) Concepts:** • Asking questions • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Conductors (Review) **Science Trails:** What electricity is in our world?	• Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Pattern seeking **TAPS Assessment Activity (ies):** • Drying (Plan) • Cornflour slime (Review) **Science Trails:** What does water look like outside?	**Disciplinary (Working Scientifically) Concepts:** • Asking questions • Making predictions • Observing and measuring • Recording data • Interpreting and communicating results **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • String Telephones (Review) • Pitch (Plan) **Science Trails:** What's that noise, where did it come from and why is it there?

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
	Key Skills: Develop a chronologically secure knowledge and understanding of British, local and world history Establish clear narratives within and across the periods they study Note connections, contrasts and trends over time Develop the appropriate use of historical terms		

	Address and devise historically valid questions about change, cause, similarity and different and significance Construct informed response involving thoughtful selection and organisation of relevant historical information Understand that our knowledge of the past is constructed from a range of sources		
Geography	**Food** **Farming and** **Fairtrade** Thematic Maps Drought areas of the world Poverty areas of the world Transport Routes across the world World Maps Grid References Atlas/Globe/ • How big are the biggest food producing countries in the world? • What are the 10 most deprived areas in England? • Where are the top food producing countries and what are the top 4? • Where are the fair trade areas of the world? • What do these areas have in common? • Where does our food come from? • What are Food Miles? • What Foods do we eat from other cultures? • How does the Fairtrade initiative support Farmers? • Factors affecting choice of which foods grown Social Cultural Economic • Decision making by farmers • What products do Fair Trade farmers make? • Why Fair Trade started? • How does it work? • Benefits of fair-traded products Economic Social Cultural • Poverty Maps and	**Water** Hydrology maps Ocean /sea Maps Thematic Maps World Religions Charity Maps of the world Map water journey • What fraction of the Earth is covered by oceans/seas? Where does water come from? • Features of different bodies of water • Water Cycle • Is access to water equal across the world? • Drought and impact of drought • How do water companies support customers? • Is Water free? • How is water distributed? • Do we have equal access to clean water? • Can dirty water be made usable? • What is life without clean water like? • Charities (WaterAid/UNICEF) • Why do we need reservoirs/dams? **Rivers** Lines of Longitude and Latitude coordinates for Key countries UK River Maps World River Maps • Where in the world is the river xxx? • What rivers are found in our local area? • What are the names/features of the main rivers in UK/Europe? • What are the names/features of the rivers of the world? • Why do some rivers have a religious significance? • How might a river support a community/employment? • How does a river flood?	

	• Poverty Zones in Sheffield? • Why is there a rise of food banks in Yorkshire? • Has Fair Trade made life better for Farmers? • What is a drought and what impact does it have on people: hunger malnutrition starvation (crops cannot grow)	• How can flooding be prevented? • How land use changes from the source to the mouth of a river? • How does flooding affect the land temporarily/permanently? • How has river use changed over time?	

Skills

Extend knowledge and understanding beyond the local area (inc. UK, Europe, North and South America)

Extend knowledge and understanding of location and characteristics of a range of the world's most significant human and physical features

Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Music

Sheffield Music Hub Singing Unit

Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.

Pupils will be taught to identify changes in speed (***tempo***)

Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests

Pupils will use their voices expressively and creatively using

- chants
- rhythms
- raps
- body percussion
- tongue twisters

Pupils will learn to experiment with sounds using the inter-related dimensions of music

Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening

Outcomes

Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices

Some students will identify the different between a pulse and rhythm and show this in practice

Some students might need support to use notation including crochets, quavers and rests

Pupils will understand the relationship between higher and lower notes.

Pupils will be introduced to the word ***pitch*** and will understand the context in which this word is used.

Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.

Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy

Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison

Pupils will create, select and combine sounds using the inter-related dimensions of music

Outcomes

Most students will be confident in singing at pitch in unison

Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)

Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs

Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique

Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes

Pupils will learn to identify different inter-related dimensions of music including

- Dynamics
- Structure
- Tempo
- Articulation
- Expression
- by experimenting with them in song

Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space

Pupils will be taught to engage with an audience

Pupils will be taught to respect fellow performers and acknowledge applauses

Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience

Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary

Outcomes

Most students will sing confidently and with expression in a performance

Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically

Some students will sing solos or in small groups

Some students might need support to identify areas in which a performance can improve

Performance Opportunities	Harvest Festival	Autumn Performance video to be shared with parents.	Spring performance video to be shared with parents including opportunities for small groups and possible solo performances.	Reflect Rewind and Replay – children to select their favourite songs from the year and perform for children at Coit.	End of year performance for parents including opportunities for small groups and possible solo performances.

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	**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	**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 • Fairness Technique	**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)**	**Baseball (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 racing against children of similar ability. The children will also practise team work by taking part in team challenges.

	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 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	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	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 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	**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 Technique	Pupils will learn to contribute to the game by helping to keep possession 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	**Key Skills:** Running, throwing, catching, teamwork **Key Concepts:** • Movement • Agility • Coordination • Competition • Collaboration • Fairness

	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 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	• Sequence • Technique **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	communicating with others. **Key Skills:** Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions **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 Concepts: • Movement • Balance • Coordination • Collaboration • Sequence • Evaluation and improvement	• Agility • Coordination • Collaboration • Sequence • Technique	**Key Skills:** Throwing, catching, intercepting, shooting **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness Technique			

ART & Design

Drawing

Research:
Portraits
How have faces been depicted in different ways by different artists? How have they used different media? Link to YI unit (Guiseppe Arcimbold) and Picasso.
Proportions of a face
Collect and investigate different faces

Developing skills:
Experiment creating different faces using a range of drawing materials (pen, chalk, pastels)
Can they draw from memory or using their imaginations?
Explore relationships between line, shape, tone and texture.

Tones:
https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t

https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee

NSEAD lesson:
https://www.nsead.org/resources/units-of-work/uow-portraits-in-pencil/

NSEAD (drawing heads and faces):
https://www.nsead.org/resources/units-of-work/uow-drawing-heads-and-faces/

Applying skills:
Create a final portrait of a Neolithic human using chosen media.
Evaluation:
Children to evaluate the effectiveness of their application of skills and concepts such as tone, proportions and dimensions.

Formal Elements:
- Line
- Shape
- Form
- Tone
- Texture

Y4 RETRIEVAL PRACTICE AUTUMN TERM

Printing and digital art

Research:
Pop Art (**Andy Warhol**)

Developing skills:
Use ICT to design and create their own Pop Art
Practise printing using polystyrene plates (range of colours and paper) or using stamps (see video)

Making a stamp for printing:
https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1

Making a collagraph print:
https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1

Applying skills:
Create four identical prints of the McDonald's logo using polystyrene and chosen paint colours.

Evaluation:
Children to evaluate the uniformity of their printing and the effect of their colour selections.

Formal Elements:
- Line
- Shape
- Colour
- Tone

Y4 RETRIEVAL PRACTICE SPRING TERM

I can experiment with shades using different media

I can experiment with tones using different media

Mixed media/ collage

Research:
Roman Mosaics

Developing skills:
Designing patterns
Cutting and sticking paper – various designs and geometric patterns.

Applying skills:
Create individual or group mosaics using a variety of materials.

Evaluation:
Children to consider their selection and application of various materials, considering their effect on the piece as a whole.

Formal Elements:
- Line
- Shape
- Form
- Colour
- Pattern

Y4 RETRIEVAL PRACTICE SUMMER TERM

I can experiment with different geometric shapes

I can experiment with different geometric patterns

I can experiment with different ways of cutting and attaching

I can experiment with shape, size and compositions

	• I can confidently sketch lines and shapes based on what I have seen • I can experiment with different pencil grades • I can create different tones by shading • I can create different textures using hatching, cross-hatching, scumbling, stippling	Following completion of Unit of Work (Printing Gaps): • I can use ICT to experiment with colour • I can print using a polystyrene plate	
Design and technology	**Mechanisms** **To design and make an interactive Christmas card for children to give to their parents/carers** **NC- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]** **Skill retrieval from previous years**: Levers, sliders, strengthening and stiffening, hinges **Investigate, disassembly, evaluate:** • Children investigate, analyse and evaluate books, cards and other products which have a range of lever and linkage mechanisms • Use questions to develop children's understanding e.g. Who might it be for? What is its purpose? What do you think will move? How will you make it move? What part moved and how did it move? How do you think the mechanism works? What materials have been used? How effective do you think it is and why? What else could move? **Focus Practical tasks:** • Experiment with a range of lever and linkage mechanisms to the children • Compare different levers functionality and purpose Experiment with strengthening and stiffening techniques • Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. **Design** **Design a Christmas card with at least one interactive element** • Generate ideas, considering the purposes for which they are designing	**Electrical** **To design an electronic game for a child that alerts you when you are incorrect.** **NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors** **Investigate, disassembly, evaluate:** **Skill retrieval from previous years**: Free standing structures, strengthening and stiffening **Investigate, disassembly, evaluate:** • Look at a variety of electronic games and toys. How do they work? • Investigate games. Disassemble different examples to look at it's component parts Discuss purposes of games and investigate different types/styles of children's games and how they alert the user. • Discuss collaborative approach to invention (Alessandro Volta, Humphrey Davy and Joseph Swan played a critical role in the development of this technology.) **Focus Practical tasks:** • Label parts of a torch and name them • Recreate a simple, series and parallel 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**	**Textile** **To Design a PE bag to contain a PE kit for a Y4 child** **NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures** **Skill retrieval from previous years**: Patterns and templates, running stitch, back stitch, joining fabrics **Investigate, disassembly, evaluate:** • Investigate a variety of textile bags for all purposes. • Disassemble bags and create patterns from them • Investigate panels/nets used to create different shapes. • Improve on existing designs, giving reasons for choices. Identify some of the great designers in different areas of study to generate ideas from their designs • Investigate different fastenings and their uses. **Focus Practical tasks** • Create patterns using nets of shapes, compare the strength and structure of patters • Try out a variety of different stitching techniques (review and addition of back stitch, over sew stitch, blanket stitch, cross stitch • Compare different fabrics for different purposes before selecting fabric for their project • Investigate and select an appropriate fastening device/technique for their project • Measure and mark out to the nearest mm. **Design:** **Children to create a labelled design of their PE bags.** • Generate ideas, considering the purposes for which they are designing

	• Make labelled drawings from different views showing specific features Make • Make appropriate design decisions throughout the making • Utilise the range of mechanisms learnt and make appropriate adjustments • Select appropriate tools, materials, components and techniques • Make modifications as they go along 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		• 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 • Utilise component parts to make a circuit fit for purpose Evaluate • How effective is our torch 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		• Make labelled drawings from different views showing specific features • 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 Make • Utilise different stitching techniques, making design decisions as they proceed • Select appropriate tools, materials, components and techniques • Make modifications as they go along 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 accurately in temporary and permanent ways Sew using a range of different stitches, weave and 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 •	
RE	L2.3 What is the trinity and why is it important to Christians? Religion: Christianity Geography link - Rivers	L2.7 What do Hindus believe God is like? Religion: Hindus	L2.8 What does it mean to be a Hindu in Britian today? Religion: Hindus	L2.5 Why do Christians called the day Jesus died 'Good Friday'? Religion: Christianity	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? Religion: Christianity	L2.11 How and why do people mark the significant events of life? (Thematic unit) Religion: Christianity, Hinduism

Computing	Vocabulary Algorithm Program Count-controlled loop Co-ordinates Property Sprite Debugging Input Infinite loop Condition Code Event Command Decomposition					
	Online Safety					
	Review: Know where to save and open files (Y3) Save files (y3) Resize and move an image (Y3) 0.4 – Key Skills Using School Computers and Networks Effectively **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.	1.4 How do I use a computer as an artist or photographer? Use a range of tools to create digital art. I understand that a digital image is owned by the person that created it. CONCEPTS: Why we use computers; creating content; editing content; multimedia – text, image, audio, video; copyright; KNOWLEDGE: Different ways to create digital art; why we use a computer to create content; basic icons and where to find options in menus in software; where to open and save work at school; key tools to create digital art; who owns digital content. SKILLS: Logging on; mouse skills – left, right, double click, highlighting; take a photo using a device; open and save documents; change tools or add filters; evaluate a piece of	3.4 How is data shared online? Understand that computers and digital devices all around the world are connected via the internet, and we can use this to share data and information CONCEPTS: Computer; software/hardware; personal information; information & data; network; Internet; web browser; charts & databases KNOWLEDGE: Different ways to present data; why we use computers; why we should be careful who we share personal information with; positive examples of sharing data online; how computers are connected together at school on a network; how the Internet works; not all information on the Internet is reliable SKILLS: Mouse & keyboard skills; collect and present information effectively; use technology safely and responsibly **Entering**: Pupils appreciate that different programs work with different types of data, e.g. text, number. They use specific software to create	4.4 How do I use decomposition to help me write programs? Recognise that we can decompose programs into smaller parts to make them easier to solve and debug; use infinite (forever) loops in programs to keep something happening. CONCEPTS : Algorithm; program ; input; decomposition; repetition DECLARATIVE KNOWLEDGE : We decompose problems into smaller parts to make them easier to solve and debug; a program may be made up of a number of algorithms; we use infinite (forever) loops in a program to keep something happening; co ordinates are used to show where a sprite is on the stage in Scratch this is one property of the sprite. PROCEDURAL KNOWLEDGE: Plan out and create more complex programs including more than one sprite/algorithm; test a program and debug if required; predict the outcome of more complex programs; use a range of inputs (events) and infinite loops to control a program.	2.4 What makes an excellent multimedia story? To enhance a digital story with relevant effects, sounds and titles CONCEPTS: Computer; software/application; creating & editing content; animation – onion skinning/frames; photostory – transitions/animations; copyright; personal information KNOWLEDGE: Features of a good animation/photostory; what is stop-motion animation; why we use computers; digital content is owned by the person who created it; simple editing tools to improve content; importance of planning out content; how films and animations are rated; SKILLS: Use a camera/microphone/tablet to take photos or create an animation; mouse skills; planning using a storyboard; identifying and correcting errors in an animation (e.g. hand in frame) **Entering**: Pupils plan out digital content and present ideas by 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.	5.4 How do I use selection to change what happens in programs? Recognise that programs flow differently depending on whether events, loops and selection statements are used; use selection to change what happens in a program depending on if a condition is met. CONCEPTS Algorithm, sequence, repetition, selection DECLARATIVE KNOWLEDGE: Programs flow differently depending on what events, loops and selection statements are used; we use selection to change what happens in a program depending on if a condition is met. PROCEDURAL KNOWLEDGE:Create a program with different outcomes depending on what happens; plan an algorithm away from the computer then test out; debug more complex programs; include user input in a program. ***Entering:*** *Pupils can create a simple program in a suitable application, and debug an error in a simple algorithm or program. They can explain that the order of instructions in an algorithm or program is important. They recognise different events and loops in a program.* ***Developing:*** *Pupils recognise that we can create an algorithm to help plan out a*

	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. 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 **Review:** **Design and create digital content, edit digital content (Y3)**	work according to criteria. **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 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	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 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	***Entering:*** *Pupils recognise what an algorithm is –a sequence of instructions to fulfil a task. They can modify an existing program to change what happens and debug an error in a simple algorithm or program. They can identify events and loops in a program or algorithm.* ***Developing:*** *Pupils recognise that we can create an algorithm to help plan out a program. Pupils plan out and create a program using infinite loops to control what happens. Pupils identify errors in a block-based program and correct them.* ***Secure:*** *Pupils recognise that we can decompose projects to make them easier to plan and debug. Pupils can explain the difference between count-controlled and infinite loops and use them effectively in programs to control what happens.*	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.* **Online Safety Links** C2: Personal Information	*program. Pupils plan out and create a program using infinite loops to control what happens. They recognise selection statements and can use them in simple programs.* ***Secure:*** *Pupils recognise that we can decompose projects to make them easier to plan and debug. Pupils can explain the difference between count-controlled and infinite loops and use them effectively in programs to control what happens. They use selection in programs to change what happens depending on if a condition is met, e.g. if...then...*

		media can portray groups of people differently.* **Online Safety Links:** C3: Copyright N1: Digital Media	benefits and risks of different apps and websites.* Pupils understand that when we share content online, we might not be able to delete it.* **Online Safety Links:** L3: Deciding what is appropriate P2: Sharing Online			
RHE (inc Drugs, e-safety, SRE, Financial capability)	Os) Passwords C5 * Fr2) Are all friends the same? Fr3) Are friendships always fun? M2) Are we happy all the time?	C1) How do we make the world fair? Os) Copyright C3 * C2) Where do you feel like you belong? C3) How can we help the people around us?	Os5) Digital media (N1) Os6) Verifying content and echo chambers (N3)	Fa3) How should we treat people who are different? Os) Media Bias N2 *	Os) Advertising C1 * H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others P4) How do I save a life?	G1) What is a period-**CW resource pack 4/pack 5** Drugs-Safety rules and risks-Alcohol and smoking
MFL (KS2 only)	<u>Phonetics lessons 1-2 (XT)</u> In these first two lessons, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.	<u>Vegetables (EL)</u> In this unit pupils will learn 10 common vegetables in their plural form. They will learn the basic transactional language required to take part in a role-play activity based on buying different quantities of vegetables from a market stall.	<u>Presenting Myself (IN)</u> By By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language,	<u>My Family (IN)</u> By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more	<u>In the Classroom (IN)</u> During this unit, pupils will gain the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with	<u>At the Tea Room (IN)</u> By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range

	<u>Seasons (EL)</u> Pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.		encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and how to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.	new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.	of vocabulary alongside very useful transactional language.