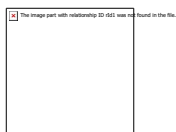
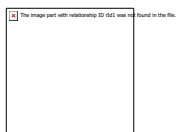


Long Term Plan

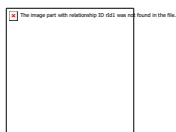
Year 4



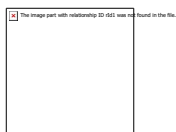
2022 - 2023	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 8 weeks
English Suggested texts	Fables Aesop's fables Biographies	Image Poems Photographs, collages and Jeannie Baker's window. It's Raining Cats and Dogs. Children write poems based on the point of view of their pets	Myths and Legends Can you catch a mermaid? The Seal Children Beowulf Recounts Little Mouse's Big Book of Fears	Narrative Poems A selection of Michael Rosen's poetry Persuasive writing Where the Forest Meets the Sea	Stories with Humour David Walliams' literature Chronological reports True life texts such as Henry's Freedom Box Fiction with an element of fantasy The Butterfly Lion Odes and Insults Shelly's To a Skylark
Reading Word and Comprehension	<ul style="list-style-type: none"> Retrieving Understanding vocabulary Summarising Inferring 	<ul style="list-style-type: none"> Predictions Identify meanings Comparing text 	<ul style="list-style-type: none"> Retrieving Understanding vocabulary Summarising Inferring 	<ul style="list-style-type: none"> Making predictions Identify meanings Comparing text 	<ul style="list-style-type: none"> Retrieving Understanding vocabulary Summarising Inferring Making predictions Identify meanings Comparing text
Writing Handwriting and presentation SPAG	Spellings: Grammar and Punctuation: Direct speech	Spellings: Challenge words Grammar and Punctuation:	Spellings: Grammar and Punctuation: Reported speech Using paragraphs Using commas	Spellings: Challenge words Grammar and Punctuation: Direct speech	Spellings: Adding prefixes Grammar and Punctuation: Reinforcement and revision of Year 4 Grammatical devices and Punctuation
Maths Number	Number: Place and value -Read and write numbers up to 1,000 in numerals and words -Identify, represent and estimate numbers using different representations -Identify, represent and estimate numbers using different representations - Recognise the place value of each digit in a 4-digit	Measurement: Length and perimeter Multiplication and division	Multiplication and division Numbers and fractions	Decimals Measurements	Measurement: Time, Money Statistics Geometry: Property of shape Geometry: Position and direction



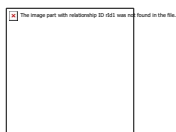
	<p>number (hundreds, tens, ones) -Count in multiples -Rounding numbers</p> <p>Addition and Subtraction</p>				
<p>Science</p>	<p>Living things and their habitats (vertebrates and invertebrates) In this unit students explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces students to the idea that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit students work scientifically by gathering, recording and presenting information in different ways.</p>	<p>States of matter This 'States of Matter' unit will students about the differences between solids, liquids and gases, classifying objects and identifying their properties. The students will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.</p>	<p>Electricity In this unit about electricity, students will learn about common electrical appliances and how to construct simple series circuits. They will become familiar with the key words linked to the topic and how to apply them appropriately. Students will learn about cells, wires, bulbs and buzzers and about the different types of switches. They will be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. The students will also learn about conductors and insulators and know that metals are very good electrical conductors.</p>	<p>Sound This 'Sound' unit will teach students about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The students will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to create a human model of the way particles pass sound vibrations on, and write and star in their own documentary explaining how sound travels. The students will work in a hands-on way to explore pitch, and will use their understanding of how high and low sounds are made to create their own set of pan pipes. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials. The students will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making a music studio quieter. Finally, they will demonstrate their learning from the whole unit by designing and creating</p>	<p>Animals including humans: Human nutrition This unit focuses on the digestive system in humans and animals and the functions of teeth. Students will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.</p>



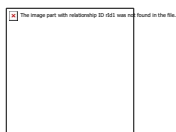
				<p>their own musical instrument that will play high, low, loud and quiet sounds</p>	
<p>History</p>	<p>Egypt This Ancient Egypt unit will teach students in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The students will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p>	<p>Egypt This Ancient Egypt unit will teach students in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The students will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p>	<p>Leisure and Entertainment This Leisure and Entertainment in the 20th Century unit will teach students in depth about the rise in popularity of cinema. They will learn about how and why football became the nation's favourite sport, the social and cultural importance of the 'Swinging Sixties', why British holiday camps emerged and how television has impacted modern life. Students will also learn about how developments in 20th century technology can make life in this century easier.</p>	<p>Leisure and Entertainment his Leisure and Entertainment in the 20th Century unit will teach students in depth about the rise in popularity of cinema. They will learn about how and why football became the nation's favourite sport, the social and cultural importance of the 'Swinging Sixties', why British holiday camps emerged and how television has impacted modern life. Students will also learn about how developments in 20th century technology can make life in this century easier.</p>	<p>Crusades Students will study the geography of the Mediterranean region with emphasis on Cyprus and its location, usage, and importance in the age of the Crusades.</p>



<p>Art & Design</p>	<p>Egyptian Portraiture Learning Objectives: Looking at Egyptian gods and goddesses Study features and regular characteristics. Props, colours, backgrounds settings.</p> <p>Success Criteria: Creative multiple viewpoints. Looking at famous portrait artists. Making comparisons.</p>	<p>Egyptian Portraiture Learning Objectives: Creating self- portraits as an Egyptian.</p> <p>Success Criteria: Creative drawings seen from either side or front profile of the facial features in correct mathematical placement. Examining other portrait artists from around the world. Making comparisons.</p>	<p>Native South American Art 3d Totem Poles Learning Objectives: Understanding native S.American and Australian traditional art using primitive painting and pattern techniques. Recycling of plastic water containers.</p> <p>Success Criteria: Creative collaborative artwork of a totem pole.</p>	<p>Native South American Art 3d Totem Poles Learning Objectives: Developing more knowledge about native S.American and Australian traditional art using primitive painting and pattern techniques. Recycling of plastic water containers.</p> <p>Success Criteria: Completed collaborative artwork of a totem pole.</p>	<p>Australian Art Primitive 'Dreaming' paintings</p> <p>Learning Objectives: Looking at Aborigine 'Dreamings', paintings that communicated about the relationship the Aborigines had with nature, tradition, the animals and ow they utilised the earth for pigments and inspiration for their 'Dreamings' which were handed down through the generations.</p> <p>Success Criteria: Aborigine 'Dreamings', paintings that communicated about the relationship the Aborigines.</p>
<p>Geography</p>	<p>Somewhere to settle In this unit, students head back in time to find out how the towns and cities of the UK first developed. Students will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, students will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, students draw together all their learning about settlements to design their own new settlement!</p>	<p>Somewhere to settle In this unit, students head back in time to find out how the towns and cities of the UK first developed. Students will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, students will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, students draw together all their learning about settlements to design their own new settlement!</p>	<p>Extreme Earth This Extreme Earth unit will teach students about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, students will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>	<p>Extreme Earth This Extreme Earth unit will teach students about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, students will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>	<p>Europe</p>



<p>PSHE</p>	<p>Safety First In this unit of work, students will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Students will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.</p>	<p>Think Positive Thinking positive thoughts and trying to see the best in a situation is called having a positive attitude. It can help to make you a happier person and plays an important part in improving your mental health. Through this unit students will appreciate the value of thinking in a positive way</p>	<p>Respecting Rights This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps students to understand that no one can take away their rights. It also aims to help students explore the ideas of equality and discrimination and the consequences of both. In this unit, students learn about how they can make choices and take actions that respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.</p>	<p>VIPs This unit entitled VIPs (Very Important Persons) will focus on relationships. Students will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The students will also look at the secrets and dares as well as healthy and unhealthy relationships.</p>	<p>One World This unit is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the students to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, students also learn about climate change and its effects, fair trading practices and organisations that help people. They will also learn about how to be a good global citizen.</p> <p>Growing Up</p>
<p>Greek</p>	<p>Ms Alexia's Group: -Greetings in Greek -School objects -Adverbs of place</p> <p>Mrs Katerina's Group: - Revise introducing/asking information/replying. -Revise positive/negative sentences -Revise the articles/ plural form -Revise vocabulary animals / classroom objects / fruit</p>	<p>Ms Alexia's Group: -Colours -Clothes -Daily habits -Let's play</p> <p>Mrs Katerina's Group: - Hello (verb be-positive/negative-articles) -Where are you from? (numbers/giving information/verb live- suffixes(m/f/n) -Do you speak Greek? (countries/nationalities/languages-verb speak)</p>	<p>Ms Alexia's Group: -At school -Weekly planning -Let's go shopping -Let's cook</p> <p>Mrs Katerina's Group: - Units' revision -Toys (numbers- plural(n)) -Family (family members- possessive pronouns -My friends (describe a person- adverbs) -Once upon a time... (adjective opposites)</p>	<p>Ms Alexia's Group: -Pontikaki's family -Let's play all together -Celebrations -Once upon a time</p> <p>Mrs Katerina's Group: - Do you watch TV? (sports/ dances- time- days of the week/ wh- questions) - Units revision - At home (rooms/furniture/ house objects- wh- questions -My bedroom (bedroom objects/furniture/ prepositions of place)</p>	<p>Ms Alexia's Group: -Seasons -Summer holidays</p> <p>Mrs Katerina's Group: - Village and town (buildings/ environment- adjectives) - At the playground (adjectives/ playground objects/ adverbs - At the circus (opposites/ adjectives comparative) - Units revision</p>



	<p>Alexia's group: Unit 1: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ" -Unit 2: Complex sounds "σβ, σγ, σμ" -Unit 3: Complex sounds "ια, ιο, ιε, ιω, ιου" -Unit 4: Complex sound "ντζ"</p>	<p>-At school (classroom objects – verbs play/read/write/talk/look-plural form (male nouns) -The schools begin (classroom objects- plural (m/f)- school subjects</p> <p>Alexia's group: Unit 5: Apostrophe -Unit 6: Complex sounds "τρ, βρ, γρ, δρ, κρ, θρ, πρ, φρ. χρ" -Unit 7: Complex sounds "ντρ, μπρ, γκρ, στρ, σπρ, σφρ" -Unit 8: Complex sounds "ρτ, ρπ, ρβ, ργ, ρδ, ρθ, ρκ, ρμ, ρλ, ρν, ρσ, ρφ, ρχ"</p>	<p>Alexia's group: Unit 9: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ" -Unit 10: Complex sounds "σβ, σγ, σμ" -Unit 11: Complex sounds "ια, ιο, ιε, ιω, ιου" -Unit 12: Complex sound "ντζ"</p>	<p>Alexia's group: Unit 13: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ" -Unit 14: Complex sounds "σβ, σγ, σμ" -Unit 15: Complex sounds "ια, ιο, ιε, ιω, ιου"</p>	<p>Alexia's group: Unit 16: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ" -Unit 17: Complex sounds "σβ, σγ, σμ" -Unit 18: Complex sounds "ια, ιο, ιε, ιω, ιου" -Unit 19: Complex sound "ντζ" Unit 20: Complex sounds "στ, σπ, σκ, σφ, σχ, σθ"</p>
Music	<p>Ongoing Skills: Sing simple songs from memory with accuracy of pitch, in a group or alone; understand the importance of articulating the words to communicate the song to an audience; listen carefully, with attention to detail; demonstrate increasing aural memory and physical control. Listen to, and explore, a range of high-quality live and recorded music ensuring each year group encompasses music drawn from different traditions and cultures and from great composers and musicians.</p>				
Music	Music of Ancient Egypt	Seasonal Performance Preparation and Rehearsal	Music within "Leisure & Entertainment" Film Music Silent Movies Musical Theatre	Music from South America	Music from Australia
Computing	Design, write and debug programs in scratch	Understand Algorithms, design basic programmes. Work with variables	Use logical reasoning. Understand basic network	Select, open and use and combine a variety of software	Use technology safely, respectfully and understand the Hardware and software being used.
PE	Swimming and Water Safety	Tag Rugby	Athletics (prep for Sports Day)	Invasion Games (Hockey & Football)	Swimming and Water Safety Cricket