Coit Primary School Long Term Plan 2023 – 24 Year Group: 4

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Visitors in / Visits		Lyceum Theatre Trip	Library visit		Magna	
Mathematics Problem Solving: Finding rules and describing patterns Logic Problems Finding all possibilities Visual & Diagrammatic Problems	<u>Place Value</u> Numbers to 10,000 Partitioning Number lines Comparing and ordering Rounding <u>Addition and Subtraction</u> Add/subtract 1, 10, 100 Add/subtract 4-digit numbers no exchanging to exchanging Estimating and checking answers	<u>Area</u> Calculate by counting squares Compare area of shapes RECAP Recognise and name 2D and 3D shapes <u>Multiplication and Division</u> Multiples Times Tables Multiplying and dividing by individual tables Multiplying and dividing by 1 or 0	<u>Multiplication and Division</u> Multiply by 10 100 11 12 times table Multiply 3 numbers Factor pairs Written methods Multiply 2 and 3-digit by 1-digit Divide 2 and 3-digit by 1-digit <u>Length and Perimeter</u> Kilometres Perimeter of rectangles and rectilinear shapes <u>Fractions</u>	<u>Fractions</u> Add and subtract fractions Fractions of amounts <u>Decimals</u> Tenths and hundredths Tenths on place value grid and number line Divide by 10 Hundredths on place value grid and number lines Divide by 100	<u>Decimals</u> Make a whole Write decimals Compare order and round decimals Halve and quarters <u>Money</u> Pounds and pence Order and estimate amounts Calculate with money <u>Time</u> Hours minutes seconds Days months years Analogue to digital 12 and 24-hour	<u>Shape</u> Identify compare and order angles Triangles Quadrilaterals Lines of symmetry and complete symmetrical patterns <u>Statistics</u> Interpret charts Comparison sum and difference Line graphs

			Equivalent fractions Fractions greater than 1 Count in fractions			<u>Position and Direction</u> Describe position and movement on a grid
English	Class Texts George's Marvellous Medicine	Class Texts Stig of the Dump	Class Texts Stig of the Dump	Class Texts The Water Horse	Class Texts Romans on the Rampage	Class Texts Cliffhanger
	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both

	words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) -Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action. -Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart. -Using dictionaries to check the meaning of words that they have read. (KPI)	new words, they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) -When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text. -Using dictionaries to check the meaning of words that they have read. (KPI) -Confidently reading aloud	(KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) -Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. -Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes. -Beginning to choose from a wider range of books	understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) -Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice - Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes	(KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) -Using dictionaries to check the meaning of words that they have read. (KPI) -Discussing the style and type of vocabulary used by the author to support comprehension of texts -Checking that the text makes sense by questioning and explaining unfamiliar words or phrases -Asking questions as they read to improve their understanding of a text.	to read aloud and to understand the meaning of new words they meet. (KPI) - Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) -When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text -Identifying main ideas drawn from

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	-Checking that the text makes sense by questioning and <mark>explaining</mark> <mark>unfamiliar words</mark> or phrases. -Asking <mark>questions</mark> as they read to improve their understanding of a text.	(including performing) showing understanding through intonation, tone, volume and action. -Discussing the style and type of vocabulary used by the author to support comprehension of texts. -Checking that the text makes sense by questioning and <mark>explaining</mark> <mark>unfamiliar words</mark> or phrases. -Asking <mark>questions</mark> as they read to improve their understanding of a text. -Identifying main ideas drawn from more than one paragraph and <mark>summarising</mark> these. (KPI) -	including new authors not previously chosen. -Drawing <mark>inferences</mark> from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. -Justifying <mark>predictions</mark> with evidence from the text. -Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action. -Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart. -Drawing <mark>inferences</mark> from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. -<mark>Explaining</mark> how language, structure, and	-Drawing <mark>inferences</mark> from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. -Justifying <mark>predictions</mark> with evidence from the text.	more than one paragraph and <mark>summarising</mark> these. (KPI) - Confidently <mark>retrieving</mark> and recording information from non-fiction. (KPI -Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

		Confidently <mark>retrieving</mark> and recording information from nonfiction. (KPI)		presentation contribute to meaning.	

Main focus: 1. Instructions (recipe) Skills, cohesive devices, layout features 2. Poetry Oral: composing and rehearsing sentences, building a varied and rich vocabulary	**Main focus:** 1. Narrative 1st person dialogue within a dramatic event Skills – speech punctuation, creating settings, characters and plots using fronted adverbials Oral: composing and rehearsing sentences, building a varied and rich vocabulary 2. Non-chronological report Skills – layout features, cohesive devices 3. Explanation text Skills – causal conjunctions, formal language Oral: composing and rehearsing	**Main focus:** 1. Recount Skills- oral retelling of key events, cohesive devices Oral: debate 2. Persuasive advert Skills: persuasive language, causal conjunctions, formal language Oral: language of debate 3. Letter writing Skills: persuasive language, causal conjunctions, formal language	**Main focus:** 1. Narrative – 3rd person Settings (natural – caostal) Skills – speech punctuation, creating settings, characters and plots using fronted adverbials 2. Persuasive (letter writing) – Skills – organising paragraphs around a theme 3. Oral: Poetry	**Main focus:** 1. Non-chronological report Skills – adverbials, organisational devices 2. Oral: Poetry	**Main Focus:** 1. Balanced argument Skills: cohesive devices, formal language Oral: debate 2. Narrative – mysterious settings (suspense) Skills – apostrophes, similes, metaphors, stylistic features

		sentences, building a rich vocabulary			

Vocabulary, Grammar and Punctuation	Word	The grammatical difference between plural and possessive –s
		Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
	Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
		Fronted adverbials [for example, <u>*later that day*</u>, *I heard the bad news.*]
	Text	Use of paragraphs to organise ideas around a theme
		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted,* "Sit down!"]
		Apostrophes to mark plural possession [for example, *the girl's name, the girls' names*]
		Use of commas after fronted adverbials
	Terminology for pupils	determiner
		pronoun, possessive pronoun
		adverbial

Science	Animals including humans	Sound	States of Matter	Electricity	Living things and their habitats
	We will describe the simple functions of the basic parts of the digestive system in humans	We will identify how sounds are made, associating some of them with something vibrating	We will compare and group materials together, according to whether they are solids, liquids or gases	We will identify common appliances that run on electricity	We will recognise that living things can be grouped in a variety of ways
	We can identify the different types of teeth in humans and their simple functions	We will recognise that vibrations from sounds travel through a medium to the ear-We find patterns between the pitch of a sound and features of the object that produced it		We will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	We will explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment
	We will construct and interpret a variety of food chains, identifying producers, predators and prey	We will find patterns between the volume of a sound and the strength of the vibrations that produced it	We will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	We will identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	We will recognise that environments can change and that this can sometimes pose dangers to living things
		We will recognise that sounds get fainter as the distance from the sound source increases			
	Disciplinary (Working Scientifically) Concepts:	Disciplinary (Working Scientifically) Concepts:			
	Making predictions	Asking questions			
	Setting up tests	Making predictions	We will identify the part played by evaporation and condensation in the water cycle and associate the rate	We will recognise that a switch opens closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Disciplinary (Working Scientifically) Concepts:
	Observing and measuring	Observing and measuring			
		Recording data			
		Interpreting and communicating results			
		Scientific Enquiry Types:			

	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 Activities: How can you prove if Colgate is the best toothpaste? Which drink is the best to protect your teeth?	Identifying, Classifying and grouping Comparative and fair testing Research using secondary sources Pattern seeking TAPS Assessment Activities: String Telephones Investigating Pitch	of evaporation with temperature 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	We will recognise some common conductors and insulators, and associate metals with being good conductors 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	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 Activities: Local environmental survey

				Pattern seeking TAPS Assessment Activities: Drying materials Cornflour slime	Observing over time Comparative and fair testing Research using secondary sources Pattern seeking TAPS Assessment Activities: Does it conduct electricity?		
History	Historical Skills Chronological Knowledge	Change and Continuity To create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	Significance How do historians choose what is most important in history as there are too many events to use everything? 5Rs Resulting in change, Remarked upon, revealing resonated and remembered	Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.	Interpretation of History The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	Cause and Consequence How historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?	Historical Sources and Evidence What do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? HOW DO WE KNOW?

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The Stone Age	Chronological Knowledge	What changed over the Stone Age period?	Why was the Stone Age an important period for the development of settlements?	What did the Stone Age people use for tools? What did they make?	What sources and evidence do historians use to explain the stone age?	What caused the end of the Stone Age according to historians?	What can historians teach us about the development of skills during the stone age?
Book: The Boy with the Bronze Axe 26,000BC-3000BC Pre-historical Hunter gatherer Settlements Monument Agriculture Bronze and Iron Age Bronze 3000Bc=700 BC Iron 800BC-43AD Settlements Monument	6 key history time period BC/AD/CE/BCE			What did they wear?			How do historians think that this knowledge affected daily life in the Stone Age?_ What can historians tell us about the new stone age? What evidence or sources can they use?

Archaeologist Technology Metal working Invention Ruler Religion Trade Agriculture	Chronological Knowledge Sequence, duration and chronology Bronze-Iron Age	What changed over time during the Bronze and Iron Age? What stayed the same?	Why was the discovery of Iron such a big deal?	Do historians have any evidence to say that the Bronze age/Iron age people were religious? What did the Anglo Saxons trade and who did they trade with? Was this the same for Vikings?	Why are we not sure when the Iron age started/ended? What have historians learnt from the Bog bodies?	What happened because of the discovery of iron ore? Why did the Bronze and Iron Age end?	Historical Enquiry- Evidence and Sources How do historians know what iron age Britons looked like? What can historians tell us about the importance of the discovery of copper and tin for life in the Bronze and Iron Age?

| Romans AD43-AD410 Book: The Eagle of the Ninth

Settlements
Technology
Invention
Empire
emperor
/general
Invasion
Ruler
Resistance
Conquest
Architecture
Lifestyle
Culture
Legions
Wealth
Religion
Trade | Britain before Roman Invasion

Roman occupation lasted from AD 43 to AD 410 | What changed in Britain during the Roman period of reign in Britain?

Contrast Iron age to Roman Britain

What changed? | Why was the Roman invasion significant?

Who were significant figures in Roman Britain? | What were some of the differences/similarities between Romans and Celts? (religion, lifestyle, trade) | What sources do historians use to explain why different people had different views about the Romans? | Why did the Romans invade and what happened as a result?

How did life change in Britain under Roman rule? | Historical Enquiry

How great an impact do historians think that the Roman Empire has on modern day civilisation?

What reasons do historians provide for the reasons for the Roman invasion of England?

How do historians know about life on the Hadrian's wall?

What can historians say about how the native Britons welcomed or resisted the Romans and why?

What evidence is there to |
|---|---|---|---|---|---|---|---|

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						suggest that the Romans influenced the culture of the people already there? Who were the key significant figures according to historians during the Roman Empire and why?

Geography	Geographical Skills Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place ? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live?	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interdependence: Understanding the social, economic, environmental, or political connections between places	Sustainability: Exploring sustainable development and its impact on environmental interaction	Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies
Autumn Term Food Farming and Fair Trade	Thematic Maps Drought areas of the world Poverty areas of the world	How big are the biggest food producing countries in the world? What are the 10 most deprived	Where are the top food producing countries and what are the top 4? Where are the fair	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	What products do Fair Trade farmers make? Why Fair Trade started?	Has Fair Trade made life better for Farmers? What is a drought and what impact does it have on people: hunger malnutrition

Transport Routes across the world World Maps Grid References Atlas/Globe	areas in England?	trade areas of the world? What do these areas have in common?			Social Cultural Economic Decision making by farmers	How does it work? Benefits of fair-traded products Economic Social Cultural Poverty Maps and Poverty Zones in Sheffield? Why is there a rise of food banks in Yorkshire?	starvation (crops cannot grow)

Spring Term: Water Book: The Drop in My Drink The Story of water on our Planet Fieldwork: Water Treatment works	Hydrology maps Ocean /sea Maps Thematic Maps World Religions Charity Maps of the world Map water journey	Oceanic scales Seas	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?

Summer Term: Mountains Book: Cliff-hanger	4 figure Grid References Lines of latitude/longitude Map of mountains UK/Europe/America OS maps contours Contour maps	What are the scales of the Mountain Ranges in Uk/Europe/World Biggest/smallest?	Where are mountain ranges located in the Yorkshire Region/Uk/British Isles/Europe/USA? In which regions/countries/continents are the mountain ranges found?	What is a mountain/hill/hillock? What are the physical features of a mountain? Mountain formation What are the features of mountains? What are the Zones of a mountain? How is a mountain formed? What are the names of the different types of Mountains?	What is the cultural significance of mountains?	What is it like to live and work on/near a mountain?	What is the impact of tourism in the Himalayas/Rockies?	What causes a landslide/avalanche? What impact does this have on a mountain? Human Impact Physical impact

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Computing

Strand 0 – What is a computer?

0.3 – Key skills: Using a School Computer

Strand 1 – Communicating: Text and images	Strand 2 – Communicating: Multimedia	Strand 3 – Understanding and sharing data	Strand 4 – Computational thinking: programming A	Strand 4 – Computational thinking: programming B
1.4 How do I use a computer as an artist?	2.4 What makes an excellent multimedia story?	Connecting Computers (Teach Computing unit)	4.4 Decomposition and infinite loops	5.4 Simple selection in Scratch
In this unit children learn how to create digital artwork in a paint package and by editing their own and other people's photos (considering copyright). Children will explore how to create, edit, organise and store images for a specific purpose/audience, and	In this unit children will evaluate animations or photo stories to consider what makes it good and collectively produce a quality checklist. They will discuss their ideas for stories with peers. Children will storyboard on a given theme, and create resources.	In this unit, children will develop their understanding of digital devices. They will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The children will also	In this unit, children will recognise that we can decompose programs into smaller parts to make them easier to solve and debug. They will use infinite (forever) loops in programs to keep something happening.

Algorithm

Program | In this unit, children will recognise that programs flow differently depending on whether events, loops and selection statements are used. The will use selection to change what happens in a program depending on if a condition is met.

Algorithm

Sequence

Repetition

Selection |

	understand how the size of an image affects quality. This unit presents an opportunity to discuss image manipulation and body image.* Use art and photo-editing apps to create artwork. Add photos to create a montage. Logic Abstraction Machines Program	They will review and discuss how they could improve their work by adding music, titles and effects, and according to checklist. Choose to do animation or photo story depending on resources. All films are rated according to the PEGI system – discuss appropriate content for their age. Machines Algorithms Program Data	discover the benefits of connecting devices in a network. Logic Machines Algorithms Program Data	Input Decomposition Repetition	
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	Gymnastics (GS4PE) Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of	Cricket (GS4PE) Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep	Athletics (GS4PE) Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and	Rounders (GS4PE) Pupils learn how to score points by striking a ball into space and running around cones or

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 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

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.

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

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

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.

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	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 Collaboration Sequence Technique	and underarm bowling, batting Key Concepts: Agility Coordination Competition Fairness Technique	Agility Balance Coordination Fitness	Key Skills: Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting Key Concepts: Agility Coordination Competition Fairness Technique

Football (GS4PE)	Dance (GS4PE)	Fitness (GS4PE)	Netball (GS4PE)	Tag Rugby (GS4PE)	Sports Day Practice
Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending,	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli,	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending,	In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games,	Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be

attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. Key Skills: Dribbling, passing, ball control, tracking, jockeying, turning Key Concepts: Movement Balance Agility	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 Key Concepts: Movement	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 activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks Key Skills: Agility, balance,	attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Key Skills: passing, catching, footwork, intercepting, shooting Key Concepts: Agility	developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements. Key Skills: Throwing, catching, running, dodging, tagging, scoring Key Concepts: Movement Balance Agility Coordination	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. Key Skills: Running, throwing, catching, teamwork Key Concepts: Movement Agility Coordination Competition Collaboration Fairness Technique

	Coordination Competition Collaboration Fitness Fairness Technique	Balance Coordination Collaboration Sequence Evaluation and improvement	coordination, speed, stamina, strength, power Key Concepts: Movement Balance Agility Coordination Fitness Sequence Evaluation and improvement	Coordination Fitness Collaboration Competition Technique	Competition Collaboration	

Art & Design

Drawing	Printing and digital art	Mixed media/ collage
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)	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:	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:

	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:	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	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

	Line Shape Form Tone Texture		

Design and Technology

Mechanisms	Electrical	Textile
To design and make an interactive Christmas card for children to give to their parents/carers	**To design a torch for a child to use to help them see in the dark.**	**To Design a PE bag to contain a PE kit for a Y4 child**
NC- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors	NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Skill retrieval from previous years: Levers, sliders, strengthening and stiffening, hinges	Investigate, disassembly, evaluate:	**Skill retrieval from previous years**: Patterns and templates, running stitch, back stitch, whip stitch joining fabrics
Investigate, disassembly, evaluate:	**Skill retrieval from previous years**: Free standing structures, strengthening and stiffening	Investigate, disassembly, evaluate
Children investigate, analyse and evaluate books, cards and other products which have a range of lever and linkage mechanisms	Investigate, disassembly, evaluate:	Investigate a variety of textile bags for all purposes.
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?	Look at a variety of light up equipment. How does it work?\n\nInvestigate torches. Disassemble different examples to look at it's component parts\nDiscuss purposes of lights and investigate different types/styles of lights/torches\n\nResearch Thomas Edison and the invention of the lightbulb\n\nDiscuss collaborative approach to invention (Alessandro Volta, Humphrey Davy and Joseph Swan played a critical role in the development of this technology).	Disassemble bags and create patterns from them\n\nInvestigate panels/nets used to create different shapes.\n\nImprove on existing designs, giving reasons for choices. Identify some of the great designers in different areas of study to generate ideas from their designs\n\nInvestigate different fastenings and their uses.
Focus Practical tasks:\n\nExperiment with a range of lever and linkage mechanisms to the children	**Focus Practical tasks:**	**Focus Practical tasks**

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

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

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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

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

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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
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

	Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved	Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved	**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 and weave **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	4.1Christian and Hindu answers to questions: What is God like? What	4.3 Worship, pilgrimage and community: what matters to Hindus	4.2 Values: what matters most? Exploring right and wrong with

matters most in life? What happens when we die? Religion: Christianity and Hinduism Key strands: Beliefs, Teaching and Sources Ways of expressing meaning in religion Questions of meaning, purpose and truth	and Christians, and to us? How can we make sure everyone belongs? Religion: Christianity and Hinduism Geography link	Christians and Humanists: an RE investigation. Religion: Christianity Non-religion: humanist Key Strands: Beliefs, teaching and sources Religious practices and ways of life Questions of values and commitment		

RHE						
	Online Safety Passwords C5 * Mutual respect and tolerance Friendships Are all friends the same? Mutual respect and tolerance Friendships Are friendships always fun? Mutual respect and tolerance Mental Wellbeing M2) Are we happy all the time?	Mutual respect and tolerance Democracy Rule of Law Community C1) How do we make the world fair? Rule of Law Online Safety Copyright C3 * Mutual respect and tolerance Individual liberty Community C2) Where do you feel like you belong?	Online Safety Os5) Digital media (N1) Online Safety Os6) Verifying content and echo chambers (N3) Mutual respect and tolerance Racism Lesson 3: Redefining racism	Mutual respect and tolerance Individual liberty Family Fa3) Are boys and girls the same? Online Safety Media Bias N2 * Mutual respect and tolerance Racism Lesson 4: Understanding racial socialisation and stereotypes	Online Safety Advertising C1 * Rule of Law Drugs and Alcohol H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping Rule of Law Drugs and Alcohol 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	Growing Up G1) What is a period-CW resource pack 4/pack 5 Rule of Law Drugs and Alcohol Drugs-Safety rules and risks-Alcohol and smoking Tolerance and mutual respect Community Inclusion, belonging and addressing extremism Belonging to a community

		Mutual respect Community C3) How can we help the people around us?				

Y4 music Charanga	Mamma Mia	Glockenspiel Stage1 Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect Rewind and Replay
Style of Music and Theme	Style-Pop ABBA's Music		Style of Music- Grime Writing lyrics linked to a theme	Style of Music- Gospel Soul/Gospel Music and helping one another	Style of Music- Pop The Beatles, equality and civil rights	Style of Music- Classical The history of music consolidation

SONGS					
• Mamma Mia by Abba • Dancing Queen by Abba • The Winner Takes It All by Abba • Waterloo by Abba • Super Trouper by Abba • Thank You for The Music by Abba	Anna Clyne Night Ferry https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4	• Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky March by Strauss (Classical) • Can't Stop the Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) • Libertango by Astor Piazzolla (Tango) Mountain Theme Grieg In the hall of the mountain king https://www.bbc.co.uk/programmes/articles/1rpRf1Q7cK683F9Llwq Tb5x/in-the-hall-of-the-mountain-king-by-edvard-grieg	• He Still Loves Me by Walter Williams and Beyoncé • Shackles by Mary Mary • Amazing Grace by Elvis Presley • Ode to Joy Symphony No 9 by Beethoven • Lean on Me by The ACM Gospel Choir Mountain Theme Mussorgsky A Night on Bare Mountain https://www.bbc.co.uk/programmes/articles/1gKvMXSQVvq yfcvlXjjnkr5/a-night-on-the-bare-mountain-by-modest-mussorgsky	• Yellow Submarine by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles • Let It Be by The Beatles Romans story set to music 7/8 units https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-rocking-romans-songs-index/z79phbk	

Listen and Appraise					
Listen and Appraise		**Listen and Appraise**	**Listen and Appraise**	**Listen and Appraise**	**Musical learning focus:**
Identify structure of the piece		**Identify the structure**	**Identify the piece's structure**	**Identify the themes:** equality and civil rights	**Listen and Appraise**
Intro verse bridge chorus		Intro and 6 rapped verses each with a sung chorus	Intro verse1 chorus verse 2 bridge chorus bridge verse 2 outro	**Identify instruments and voices:** solo male vocals in the verses, another male vocal in the choruses, acoustic guitar percussion birdsong	Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
Identify instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as keyboard, electric guitar, bass drum		**Identify the instruments/**voices- digital/electronic sounds/turntables/s ynthesisers/drums	**Identify the instruments/**voices male vocal, backing vocal piano bass drums organ	**Reflect on the words in the song-** what picture does it create	Singing Play instruments within the song Improvisation using voices and instruments Composition
Vocal Line-how many singers male or female		**Vocal Line-How many singers?** Male/Female	**Find the pulse and identify tempo changes, changes in dynamics and texture**	**Vocal lines** **Tempo-**changes	Share and perform the learning that has taken place
Backing accompaniment **Which instruments play a solo?**		Male/Female Rapper Male Female backing vocals	**Vocal Line-How many singers?**	**Dynamics** of the song-which part is loud/quiet	
Hooks? **Texture:** thick thin or in between?		**Textures :** thick thin or in between? **Layers-**multi- layered or just ½	Male/Female Male Female backing vocals	How do instruments and voices play throughout the song	
Tempo? Fast/slow/in between		**Tempo** **Dynamics** how does this vary during the songs	Which instruments play solo? **Textures :** thick	**Identify riff/hook/solo**	

	Dynamics		Singing	thin or in between?	Tempo	
	Arrangement of when voices/sing/play		Rapping in unison and in parts	**Layers**-multi-layered or just ½	**Arrangement** of instruments and voices	
	Copy back play invent rhythmic patters			**Tempo**	**Singing**	
	Some reading of notes			**Dynamics** how does this vary during the songs	In unison	
	Singing			**Arrangements** which voices/instruments sing /play in each section including the bridge section		
	In unison					
	Playing					
	Instrumental parts					
	Tchaikovsky The Nutcracker					
	https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z4y3rwx					

Improvisation and performance	Compose a simple melody using simple rhythms and use it part of a performance	Glockenspiel 1 Improvise with DEE CEE's Blues using C and D notes Compose using the notes C D E F Glockenspiel 2 Revise play and read the notes CDEFG Learn to play a range of tunes Compose using C D E F G	Compose own rapped lyrics class topic or theme that you decide as a class. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?	Compose a simple melody using simple rhythms and use it as part of the performance	Compose a simple melody using simple rhythms and use it as part of the performance	
Performances	Harvest Festival	Watching Christmas Pantomime Violin Quarter				
Performance	*Harvest Festival*	Watching Christmas Pantomime Violin Quarter	Spring show case for children to perform to KS2 classes	Summer 1 Reflect Rewind and Replay Children to choose their performance song	Summer 2 End of year showcase for parents/grandparents	

French

AUTUMN TERM		SPRING TERM		SUMMER TERM	
Stage 1 Lessons 31 - 42		Stage 1 Lessons 43 - 53		Stage 2 Lessons 1 - 12	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
J'ai/Tu as Dans ma trousse Items of clothing x 5 Je mets/Tu mets Oui/Non Des	Gender of nouns Plural nouns 1st and 2nd person – avoir 1st and 2nd person – mettre	C'est Days of the week Numbers 11-20	Plural nouns	C'est Ce n'est pas Qui est-ce? Colours x 6 De quelle couleur est-ce?	Negative - ne.. pas 3rd person singular être Position of colour adjective
STRUCTURES/FEATURES	PHONICS – GRAPHEMES	STRUCTURES/FEATURES	PHONICS – GRAPHEMES	STRUCTURES/FEATURES	PHONICS – GRAPHEMES
Sentence with pronoun, verb and singular/plural nouns Rising intonation- question Elision	Silent letter rules a/**ai**/c **before e**/c before i/ch/e + 2 cons./ e in 1 syllable/ **è**/ **eau**/ –**es**/eu/j/g/in/**o not at end**/oi/**on**/r/u/**y**	Counting nouns beginning with a consonant Elision	Silent letter rules a/an/c before e/ch/**e + 1 cons.**/e + 2 cons./**ei/en**/ eu/j/i/in/o not at end/ on/ou/qu/r/u/un/z	Short positive and negative sentences Rising intonation- question Question word Formation of negative sentence Elision Liaison	Silent letter rules a/an/c before e/e + 1 cons./e in 1 syllable/e + 2 cons./en/ eu/g before e/i/o not at end/ ou / qu/r/**s between vowels**/un/

STORIES/RHYMES/ SONGS	DICTIONARY/CULT URE	STORIES/RHYMES/ SONGS	DICTIONARY/CULT URE	STORIES/RHYMES/ SONGS	DICTIONARY/CULT URE
Stories Je m'habille et je te croque **Rhymes/Songs** Beau front Eiffel Tower	Eiffel Tower	**Stories** Par une sombre nuit de tempête **Rhymes/Songs** 11 à 20 Days of the week 1,2,3 je m'en vais au bois	Bi-lingual dictionary - meanings 2 times table	**Rhymes/Songs** De quelle couleur est-ce? Une souris verte	French speaking countries in Europe