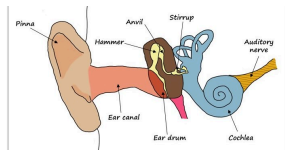


Long Term Plan- Year Four

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Gods and Mortals	Gods and Mortals	Romans	States and Matter	Sustainability	Megacities
English Text	<p>The Usborne Encyclopaedia of Ancient Greece - <b>J Chisholm</b>            Tools of the Ancient Greeks - <b>K Bordessa</b>,            The Ancient Greeks - B Knapp,            Greek Myths - <b>M Williams</b>,</p> 	<p>The Lion, The Witch and The Wardrobe (Classic novel) - <b>C.S Lewis</b>            The Lion, The Witch and The Wardrobe. (Picture book version) - <b>C.S Lewis and C Birmingham</b></p> 	<p>Roman Diary-the journal of Iliona a young slave-<b>R Platt</b>            Pompeii-a Roman Girl's Diary - <b>Sue Reid</b>            Ancient Rome.</p> 	<p>Journey to Jo'burg – <b>Beverley Naidoo</b>            The Long Walk to Freedom-Nelson Mandela's story – <b>Chris Van Wyk</b></p> 	<p>The Last Firefox – <b>Lee Newbery</b></p> 	<p>Kensuke's Kingdom - <b>M Morpurgo</b></p> 

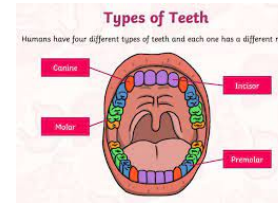
<b>English</b>	Writing to Entertain and Inform	Writing to Entertain	Writing to Recount	Writing to Persuade and Argue	Writing to Instruct and Explain	Writing to Recount and entertain
<b>Maths</b>	Place Value Addition & Subtraction Multiplication and Division Measures: Area Measures: Money	Place Value Addition & Subtraction Multiplication and Division Measures: Perimeter Fractions	Place Value Addition & Subtraction Multiplication and Division 2D Shape 3D Shape	Place Value Addition & Subtraction & Inverse Multiplication and Division Space: Translation and coordinates	Place Value Addition & Subtraction Multiplication and Division Measures: Money Measures: Perimeter and Area	Place Value Addition & Subtraction & Inverse Multiplication and Division Space: Translation and coordinates Statistics: Time Graphs
<b>Science</b>	<p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>Describe a range of sounds and explain how they are made</li> <li>Associate some sounds with something vibrating</li> <li>Compare sources of sound and explain how the sounds differ as distance from the sound source increases.</li> <li>Explain how to change a sound (louder/softer)</li> </ul>	<p><b><u>Living Things and Their Habitats</u></b></p> <ul style="list-style-type: none"> <li>Living Things and Their Habitats</li> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Classify and identify into broad groups</li> <li>Explore and use a classification key to group, identify and</li> </ul>	<p><b><u>Animals including Humans</u></b></p> <ul style="list-style-type: none"> <li>Identify, name and describe the functions of the basic parts of the digestive system in humans</li> <li>Identify the simple function of different types of teeth in humans</li> <li>Compare the teeth of herbivores and carnivores</li> <li>Identify, construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electric circuit</li> <li>Identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers</li> </ul>	<p>States of Matter</p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Explain what happens to materials when they are heated or cooled</li> </ul>	

- Recognise how vibrations from sound travel through a medium to an ear
- Describe the relationship between the pitch of the sound and the features of its source/object that produces it
- Find patterns between the volume of the sound and the strength of the vibrations that produced it, and the distance of the source
- Investigate how different materials can affect the pitch and volume of sounds

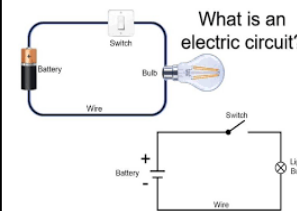


name a variety of living things (plants, vertebrates, invertebrates)

- Recognise that environments can change and this can sometimes pose a danger to living things
- Explain how environmental changes have an impact on living things




- Draw a circuit as a pictorial representation.
- 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
- Recognise that a switch opens and closes a circuit
- Associate a switch opening with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators
- Associate metals with being good conductors



- Measure or research the temperature at which different materials change state in degrees Celsius
- Describe how materials change state at different temperatures
- Use measurements to explain changes to the state of water
- Explain everyday phenomena including the water cycle

Key Vocabulary:  
 solid, liquid, gas, state, change, melting, freezing, boiling point, evaporation, temperature, water cycle

<p><b>Computing and Digital Skills</b></p>	<p><b>Online Safety Unit 4.2 (4 lessons)</b></p> <ul style="list-style-type: none"> <li>To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. <b>DL1</b></li> <li>To identify the risks and benefits of installing software including apps. <b>DL1</b></li> <li>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. <b>DL1</b></li> <li>To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with</li> </ul> <div data-bbox="459 949 694 1181" data-label="Image"> </div>	<p><b>Micro:bits Unit 4.11 (4 lessons)</b></p> <ul style="list-style-type: none"> <li>To understand how sensor inputs from the accelerometer can be used to detect movement, such as when a step is taken. To understand how variables can be used to keep track of things in a program. <b>CS1 CS2 CS3</b></li> <li>To understand how inputs, outputs and computer code work together to make control systems. To understand what logic is and how it can be used to make different outputs happen according to different inputs. <b>CS1 CS2 CS3</b></li> <li>To be able to make a control system and game. <b>CS1 CS2 CS3</b></li> <li>Apply these concepts to make a computer simulation of a real-world tool. <b>CS1 CS2 CS3</b></li> </ul> <p><b>Hardware Investigators Unit 4.8 (2 lessons)</b></p> <ul style="list-style-type: none"> <li>To understand the different parts that make up a computer. <b>CS4</b></li> <li>To recall the different parts</li> </ul>	<p><b>Effective Searching Unit 4.7 (3 lessons into 2)</b></p> <ul style="list-style-type: none"> <li>To locate information on the search results page. <b>CS4 IT1 DL1</b></li> <li>To use search effectively to find out information. To assess whether an information source is true and reliable. <b>CS4 IT1 DL1</b></li> </ul> <div data-bbox="1108 622 1355 758" data-label="Image"> </div> <p><b>Logo Unit 4.5 (4 lessons)</b></p> <ul style="list-style-type: none"> <li>To learn the structure of the coding language of Logo. To input simple instructions in Logo. <b>CS1 CS2 CS3</b></li> <li>To use 2Logo to create letter shapes. <b>CS1 CS2 CS3</b></li> <li>To use the Repeat function in Logo to create shapes. <b>CS1 CS2 CS3</b></li> </ul> <p>To use and build procedures in Logo. <b>CS1 CS2 CS3</b></p> <div data-bbox="1388 965 1624 1157" data-label="Image"> </div>	<p><b>Animation Unit 4.6 (3 lessons)</b></p> <ul style="list-style-type: none"> <li>To discuss what makes a good animated film or cartoon. To learn how animations are created by hand. To find out how animation can be created in a similar way using the computer. <b>IT2</b></li> <li>To learn about onion skinning in animation. To add backgrounds and sounds to animations. <b>IT2</b></li> </ul> <p>To be introduced to 'stop motion' animation. To share animation on the class display board and by blogging. <b>IT2</b></p> <div data-bbox="1635 646 1915 790" data-label="Image"> </div>	<p><b>Making Music Unit 4.9 (4 lessons)</b></p> <ul style="list-style-type: none"> <li>To identify and discuss the main elements of music. <b>IT2</b></li> <li>To understand and experiment with rhythm and tempo. <b>IT2</b></li> <li>To create a melodic phrase. <b>IT2</b></li> <li>To electronically compose a piece of music. <b>IT2</b></li> </ul>	<p><b>Coding Unit 4.1 (6 lessons)</b></p> <ul style="list-style-type: none"> <li>To create a simple computer program <b>CS1 CS2 CS3</b></li> <li>To begin to understand selection in computer programming. To understand how an IF statement works. <b>CS1 CS2 CS3</b></li> <li>To understand how to use co-ordinates in computer programming. <b>CS1 CS2 CS3</b></li> <li>To understand the 'repeat until' command. To understand how an IF/ELSE statement works. <b>CS1 CS2 CS3</b></li> <li>To understand what a variable is in programming. To use a number variable. <b>CS1 CS2 CS3</b></li> </ul> <p>To create a playable game. <b>CS1 CS2 CS3</b></p> <div data-bbox="1937 1149 2161 1292" data-label="Image"> </div>
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<b>History</b>	<p>World History</p> <p>Ancient Greece – life, achievements and influence. What did the Ancient Greeks give to us?</p> <ul style="list-style-type: none"> <li>● Learn how we know about the Ancient Greeks who lived over 2500 years ago.</li> <li>● Learn what life was like in Ancient Athens</li> <li>● Learn what life was like in Ancient Sparta</li> <li>● Learn what beliefs the Ancient Greeks had.</li> <li>● Learn what their interest in theatre and festivals tells us about Ancient Greeks.</li> <li>● Learn who Alexander the Great was.</li> <li>● Learn how the Ancient Greeks have influenced our life today, the legacy of the Ancient Greeks e.g. democracy</li> <li>● Learn what was happening elsewhere across the globe.</li> </ul>	<p>British History</p> <p>The Roman Empire and its impact on Britain – How did the Romans change Britain?</p> <ul style="list-style-type: none"> <li>● Learn what Britain was like before the Romans invaded.</li> <li>● Learn what the Roman Empire was and how the Romans kept control of it.</li> <li>● Learn about the invasion of Britain from Caesar's first attempt.</li> <li>● Learn why Boudica stood up to the Romans.</li> <li>● Learn what the Romans built and how it changed the life of people living in Britain: cities, roads, houses and inventions.</li> <li>● Learn what we can tell about Roman life from the Villa and how archaeology helps us to learn about their lives.</li> </ul>	<p>Local Study</p> <p>Land use over time – history of the River Wandle. How has the area around the Wandle changed over time and why?</p> <ul style="list-style-type: none"> <li>● Learn how the use of the Wandle changed over time.</li> <li>● Learn about the river during the Victorian era and William Morris.</li> <li>● Learn why William Morris put his factory at Merton Abbey Mills and what it was like.</li> <li>● Learn what a snuff mill is.</li> <li>● Learn about the industries in Wandsworth linked to the Wandle.</li> <li>● Learn how the Wandle has changed over time.</li> <li>● Learn why these changes have happened.</li> </ul>			

		<ul style="list-style-type: none"> <li>• Learn about the legacy of the Romans and the impact of this today.</li> <li>• Learn what was happening elsewhere across the globe.</li> </ul>	
<b>Geography</b>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country - Greece.</p> <p>Understand human geography, including: types of settlement and land use, economic activity. use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Greece</p> <ul style="list-style-type: none"> <li>• Begin to learn where the countries in Europe are.</li> <li>• Learn where Greece is, what countries/seas border it</li> <li>• Learn what the physical features of Greece are.</li> <li>• Learn how Greece compares to the UK - climate, population, global positioning etc</li> <li>• Learn how the Ancient Greeks influenced life in Greece today in terms of tourism.</li> <li>• Learn to navigate Athens using 4 figure grid references and 8 points of a compass.</li> </ul>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Map of Europe, mark on where Roman Empire expanded to)</p> <p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</p> <p>Extreme Earth – Mountains, Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> <li>• Learn about the layers of the Earth.</li> <li>• Recap Continents and learn what tectonic plates are.</li> <li>• Learn about the key features of a mountain/mountain range and how they are formed.</li> <li>• Learn what a volcano is and how it is formed.</li> <li>• Learn whether all volcanoes will erupt – Pompeii to Edinburgh Castle.</li> </ul>	<p>Describe and understand key aspects of physical geography, including rivers (link Nile and Amazon, find longest rivers on the world map and label)</p> <p>Describe and understand key aspects of physical geography, including the water cycle.</p> <p>Rivers</p> <ul style="list-style-type: none"> <li>• Learn where the major rivers of the world are.</li> <li>• Learn why people settle near rivers.</li> <li>• Learn how rivers were used.</li> <li>• Learn about how rivers are formed – refer to the Wandle.</li> <li>• Map the river Wandle source to tributary.</li> <li>• Learn how to measure the flow of a river</li> <li>• Learn what the key features of a river are.</li> <li>• Learn about erosion and deposition.</li> <li>• Learn about flooding prevention – Thames Barrier</li> <li>• Learn about the water cycle.</li> </ul>

		<ul style="list-style-type: none"> <li>• Learn where volcanoes are located: Italy, The ring of fire and Hawaii, Iceland.</li> <li>• Learn how earthquakes occur.</li> <li>• Learn how Tsunamis occur.</li> </ul>	
<b>Art and design</b>	<p><b><u>Sculpture and painting- Greek pots</u></b> (Medium: mixed)</p> <p>LO: To explore and research Ancient Greek art and famous potters and painters.</p> <p>LO: To learn and practise different sketching techniques.</p> <p>LO: To experiment with different effects to sketch an Ancient Greek building.</p> <p>LO: To explore designs and plan a Greek pot.</p> <p>LO: To use clay to sculpt a Greek pot using different tools and techniques.</p> <p>LO: To evaluate.</p>	<p><b><u>Collage- Mosaics</u></b> (medium: mixed)</p> <p>LO: To explain what a mosaic is and describe how mosaics were used in the past.</p> <p>LO: To use collage techniques like tearing, overlapping, and layering to create texture and pattern in my artwork.</p> <p>LO: To design and begin making a detailed image using paper collage in the style of a mosaic.</p> <p>LO: To give thoughtful feedback on my artwork and others', and suggest ways to improve mosaic designs.</p> <p>LO: To describe key features of Renaissance art and practise using thin brushes to paint with detail and shading.</p>	<p><b><u>Painting- portray different moods</u></b> (Medium: Acrylic paint)</p> <p>LO: To understand how art can be used to convey a message.</p> <p>LO: To know who Warhol, Banksy and Basquiat are.</p> <p>LO: To know how to build and mix colour using shade, tints and tones.</p> <p>LO: To design and create a stencil.</p> <p>LO: To create a piece of art considering shape, scale, detail and colour.</p> <p>LO: To evaluate.</p>

		LO: To create a small painting in the style of Renaissance ceiling art using brush control and colour techniques.	
<b>Design Technology</b>	<p>Cooking and nutrition: Greek Day Greek Salads and foods</p> <p>Understand and apply the principles of a Greek diet. Prepare vegetables for a Greek dish Know how ingredients are grown Peer evaluate dishes based on produce used and taste</p>	<p>Cooking and nutrition – pizza Children make their own pizza link to geography and history Discuss which products to use, how to make the dough and choice of toppings. Evaluate the pizza based on flavour, texture and taste.</p> <p>Structures – Roman Shield Design, make, and evaluate a Roman shield What materials would you use if you could use anything? Using materials available in the classroom, how can it be reinforced to make it stronger? What pattern and design will it have? Evaluate the shield based on functionality</p>	<p>Electricity – Circuits Design and make a steady hand buzzer game. I know how an electrical circuit can be used to create a steady hand buzzer game that activates when the wire is touched. I know how to design a steady hand game that is durable and visually engaging using sketches and annotated labels. I know how to evaluate my design through peer discussions before building the game. I know how to construct my game using appropriate materials and secure joining techniques to ensure it works effectively. I know how to evaluate my final product, considering how well it functions and how appealing it looks.</p>
<b>Music</b>	<p style="text-align: center;"><b><u>Ukulele</u></b></p> <p>Know the main parts of the ukulele (body, neck, bridge, sound hole, frets, tuning keys, head) Know what dynamics (loud and quiet/forte and piano) is.</p>	<p style="text-align: center;"><b><u>Ukulele</u></b></p> <p>Know what melody and harmony is Has begun to read musical scores Can incorporate Am and F chords into songs</p>	<p style="text-align: center;"><b><u>Ukulele</u></b></p> <p>Can to play a five-chord song Can recognise changes in tempo and dynamics</p>

	<p>Know what a major chords (a chord is two or more notes played together at the same time) is.</p> <p>To use simple crotchet/quaver strumming techniques</p> <p>To be able to smoothly change chord from C to G</p> <p>To be able to finger pick</p>	<p>Can pluck open strings (arpeggiated chords) and learn the Travis finger picking technique</p>	<p>Can smoothly chord change across the five chords</p> <p>Knows performance technique and etiquette</p> <p>Can follow a conductor</p>			
RE	<p><b>Islam</b></p> <p><b>Approaches to Life</b></p> <p>Does praying at regular intervals help Muslims in their everyday lives?</p>	<p><b>Christianity</b></p> <p><b>Festivals</b></p> <p>What is the most significant part of the Nativity story for Christians today?</p>	<p><b>Judaism</b></p> <p><b>Approaches to Life</b></p> <p>How do Jewish beliefs, teachings and stories impact on daily life?</p>	<p><b>Hinduism</b></p> <p><b>Festivals</b></p> <p>(Diwali &amp; Navaratri)</p> <p><b>Christianity</b></p> <p><b>Festivals</b></p> <p>Is forgiveness always possible for Christians?</p>	<p><b>Christianity</b></p> <p><b>Sacred Writings</b></p> <p>Why is the Bible important for Christians?</p>	<p><b>Buddhism</b></p> <p>Is it possible for everyone to be happy?</p>
PSHE	<p><b><u>Being Me in My World</u></b></p> <p>Explore attitudes and actions make a difference to the class team</p> <p>Understand who is in my school community, the roles they play and how I fit in.</p>	<p><b><u>Celebrating Difference</u></b></p> <p>Tell you a time when my first impression of someone changed as I got to know them.</p> <p>Explain why bullying might be difficult to spot and what to do</p>	<p><b><u>Dreams and Goals</u></b></p> <p>Talk about own hopes and dreams.</p> <p>Know how to cope with disappointment and help others cope with theirs.</p>	<p><b><u>Healthy Me</u></b></p> <p>Recognise when people are putting me under pressure and can explain ways to resist</p>	<p><b><u>Relationships</u></b></p> <p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Give ways that might help me manage my</p>	<p><b><u>Changing Me</u></b></p> <p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p>

	<p>Understand how democracy works through the school council.</p> <p>Understand that my actions affect myself and others; I care about other people' feelings and try to empathise with them.</p> <p>Understand how groups come together to make decisions.</p> <p>Understand how democracy and having a voice benefits the school community</p>	<p>about it if I'm not sure.</p> <p>Explain why it is good to accept myself and others for who we are.</p>	<p>Plan and set new goals even after a disappointment.</p> <p>Know how to work out the steps to take to achieve a goal, and do this successfully as part of a group.</p> <p>Explain what it means to be resilient and to have a positive attitude.</p>	<p>this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>feelings when missing a special person or animal.</p>	<p>Explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>Can offer some suggestions about how I might manage feelings when changes happen.</p>
<b>PE</b>	<p>Swimming</p> <p>Game Sense Invasion</p> <p>Football</p>	<p>Bridges</p> <p>Problem Solving</p>	<p>Cats</p> <p>Basketball</p>	<p>Levels and Direction</p> <p>Basketball</p>	<p>Tag Rugby</p> <p>Handball</p>	<p>Cricket</p> <p>Tennis</p>
<b>Spanish</b>	<p><b>Welcome to school</b> (Recap core language, rooms in a school, classroom objects)</p>	<p><b>My town, your town</b> (Commands, shops, asking and giving directions)</p>	<p><b>Alien faces and family</b> (Epiphany, family members, personal info, face parts and numbers)</p>	<p><b>Moving our bodies</b> (Face and body parts nouns and commands, yoga with body parts, alien creation)</p>	<p><b>At the doctors and jungle animals</b> (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)</p>	<p><b>Summertime</b> (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay)</p>