

Year 4 Long Term Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | The Best of Britain Geography led | Anglo-Saxons History led | Vicious Vikings History led | Rise of the Robots Science led | Terrible Tudors History led | |
| Hook | Parcel and letter from Paddington | Anglo Saxon – dress up day, introduce to ways of life | Visit from Viking Man | Video from Year 1 – need robot help | Trip to the Historic Dockyard to see the Mary Rose | |
| Outcome | Parents invited to see models of iconic land marks and letters to Paddington | Anglo-Saxon museum – parents come in | Perform their battle cries to Y3 | Year 1s to look at robots that have been created | Tudor Banquet | |
| Key Questions | On a map of the UK, locate: Hampshire, Yorkshire, Portsmouth, London, Edinburgh, Cardiff Show a photo of Big Ben – where does this go on a map of the UK? Explain how to use an atlas to find information about Scotland | Why did the Anglo Saxons invade Britain? Explain how Anglo Saxon settlements are different to how we live now What legacy have the Anglo Saxons left in England? | Why did the Vikings invade Britain? How are the Vikings different to the Anglo-Saxons? How did the Vikings change Britain? | *assessed in Science* | How did having a Royal Navy help Tudor conquest? Why was Southsea a significant place in Tudor times? How did the Tudors rule England differently to the Anglo-Saxons? | |
| PSHE | PRIOR LEARNING: Understand how to keep safe online (SMART) Differentiate between the terms 'risk, 'danger' and 'hazard' and apply these terms to everyday situations e.g. around the home | PRIOR LEARNING: Recognise the 'special people' who work in their community and who are responsible for looking after them and protecting them Understand how people contact those special people when they need their help, including dialling 999 in an emergency | PRIOR LEARNING: Recognise that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership | PRIOR LEARNING: Recognise different types of relationship Recognise that their actions affect themselves and others Understand how to resist different types of teasing and bullying and who to go to and how to get help Recognise ways in which a relationship can be unhealthy and who to talk to if they need support | PRIOR LEARNING: Deepen understanding of different feelings- good and not so good. Extend vocabulary to describe a range of feelings Explain why you are feeling a particular emotion | PRIOR LEARNING: Learn about transition between key stages Explore theme of loss, separation , divorce and bereavement |
| | FUTURE LEARNING: Explore a range of scenarios that you may encounter when online (including on social media) or when using a mobile phone Recognise, predict and assess risks in different situations and understand how to manage them | FUTURE LEARNING: Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing | FUTURE LEARNING: Understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people Recognise and challenge stereotypes | FUTURE LEARNING: Understand that we all have rights to privacy Understand the concept of 'keeping something confidential or secret' | FUTURE LEARNING: Learn what positively and negatively affects their mental and emotional health Understand when you need to listen to your feelings in order to overcome them e.g. frustration, jealousy | FUTURE LEARNING: Explore theme of loss, separation, divorce and bereavement Recognise how their body will change as they move through puberty (SRE) Learn about human reproduction (SRE) |
| | Explore ways of keeping physically and emotionally safe Understand how to keep safe online (SMART) Understand key people who are responsible for keeping them healthy and safe and describe ways that they can help them do this Understand the importance of protecting personal information, including passwords, addresses and images Understand how to recognise and manage emotions within a range of relationships Describe the impact of our actions on others | Recognise and understand about different groups and communities Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Respect diversity and equality Understand what being part of a community means, and about the varied institutions that support communities locally and nationally | Understand how to respect equality and diversity in relationships Understand that differences and similarities between people arise from a number of factors Understand rights and responsibilities as members of families, other groups and ultimately as citizens Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child | Understand how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts Judge what kind of physical contact is acceptable or unacceptable and know how to respond Understand personal boundaries Know how to recognise risky or negative relationships including all forms of bullying and abuse Understand how to recognise bullying and abuse in all its forms Show respect for self and others and the importance of responsible behaviours and actions | Understand what is meant by a healthy lifestyle Learn what positively and negatively affects their physical health Learn that bacteria and viruses can affect health and that by following simple routines can reduce spreading them Know how to maintain physical, mental and emotional health and wellbeing Explain the intensity of different feelings Explore reasons why you act in a particular way when you are feeling a particular emotion Identify strengths and areas for improvement | Manage change such as puberty, transition and loss Recognise that you have a responsibility to keep yourself and others safe as you become more independent Understand where money comes from, keeping it safe and the importance of managing it effectively Understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer |

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| | | | | Resolve differences by looking at alternatives points of view and explaining reasons for actions Know how to respond to risky or negative relationships and ask for help Recognise and manage 'dares' | Know how to make informed choices about health and wellbeing and how to recognise sources of help with this Recognise that substances and drugs such as alcohol and tobacco could damage immediate and future health and safety | |
| P4C | How can we prevent bullying? How can we make our world a nicer place? | | Is it ever ok to go to war? Is revenge ever a good thing? | | How could we help make our community healthier? Do women have equal rights? | |
| Learning Values | Respect – for classmates and teacher Tolerance – learn about different traditions across the UK | Initiative – children to choose and create roles for the production and practising in own time Resilience – learn how the Britons were resilient against various invaders e.g. the Picts and the Anglo-Saxons | Initiative – learn how the Vikings used their initiative in battle Respect – learn about the Viking funerals and hierarchy | Initiative – use your initiative to create your own circuit Collaboration – understand how a team works together in basketball to become successful | Tolerance – learn how the sailors survived in cramped quarters Collaboration – work in groups to be able to successfully complete an orienteering route Learn how the crew of the Mary Rose worked together | Resilience – To improve technique and personal bests in athletics |
| Outdoor Learning | Geography – Local field study: Collect data on the physical and human features of Copnor. | Science – school grounds plants and habitats – collecting data on the habitats and animals found in the pond area e.g. Tadpoles, butterflies, bees, mini-beasts | Sayers Croft Residential | ERIC outside | Farm visit – living things and their habitats Orienteering (OAA) Mary Rose trip | How Portsmouth has changed since Tudor times LOCAL WALK around Copnor identifying Tudor and modern day features |
| Life skills | Road safety Organisational skills – being ready for lessons | Y4 Christmas Production – planning, rehearsing, and performing as a group | Building shelters, independence away from home, leadership and teamwork | Basic electrical safety awareness | How to read a map and compass (OAA) | How to make bread (Tudor topic) and cakes (DT) |
| English | Genre: Persuasive letter Text Driver: A Bear called Paddington Purpose: To persuade Paddington to visit Portsmouth Genre: News Report Purpose: To inform people that there is a talking bear at the station Genre: Tour Guide Purpose: To inform parents about places to visit in the UK | Genre: Descriptive writing Text Driver: How to Train your Dragon Purpose: To help friend decide which dragon they would like to train Genre: Journey story Purpose: To entertain | Genre: Speech Text Driver: Beowulf Purpose: To inspire the people of Herot to take action Genre: Report Purpose: To inform people about the Vikings | Genre: Suspense story Text Driver: The Iron Man Purpose: To entertain Genre: Report Purpose: To explain how the robot they have designed works | Genre: Letter Text Driver: Twelfth Night Purpose: To inform Genre: Character description Purpose: Compare two characters in the story | Genre: Story Text Driver: My Friend Walter Purpose: To entertain Genre: News Report Purpose: To inform Tudor citizens about the stolen orb |
| Maths | Place value Addition and subtraction Fractions, decimals and percentages | Multiplication and division Geometry Measurements of length Time | Addition and subtraction – link with money Multiplication and division | Fractions Statistics | Four operations Measures | Geometry Revise and recap core number and calculation skills |
| Computing | PRIOR LEARNING: Teacher models playing an online game with someone who has taken false identity Play a game with each other where they only give their first name or what is appropriate. | PRIOR LEARNING: Use keyboard to revise Y2 skills and then align text: left, right and centre Create a PowerPoint where they change the layout and style of slides and create a title as well as content | PRIOR LEARNING: Use Scratch to Revise Y2 skills and move on to adding conditional statements (If ... then Go to....) Create sequences of instructions | PRIOR LEARNING: Understand that some programs work with numbers only, or words Create sequences of instructions to accomplish goals Navigate the Scratch programming environment | PRIOR LEARNING: Create a simple pictogram, and send it to a friend as an attachment to a Word document Type in a URL to find an appropriate website. Use a search engine to find text and images for | PRIOR LEARNING: |
| | FUTURE LEARNING: Understand that information can be stored and shared on the internet - understand websites such as Wikipedia are made by users (link to E-Safety) Use strategies to check the reliability of information (cross check with another source such as books) | FUTURE LEARNING: PowerPoint: Make use of more advanced features in presentations (animations, sounds, video, and hyperlinks to different pages) Explore alternative to PowerPoint and assess effectiveness (e.g. Prezi) | FUTURE LEARNING: Scratch: Create and edit variables Use conditional statements (if, then and else) Bug fixing: Recognise that different solutions exist for the same problem Use sequence and broadcasting to create a digital story in Scratch Combine a variable with relational operators (< > =) to determine when a program changes e.g. score > 5 say 'you win'. | | FUTURE LEARNING: Explore a record database to find out information Use filters in a database to find out specific information | |
| | Teacher 1 sends a photo over internet to teacher 2 | Create a PowerPoint using all previous skills but now include hyperlinks | Debug a Scratch program to ensure it works. (Needs to be harder than Beebot debugging in Y2) | In games, create alternative outcomes e.g. Game over, or move on to the next level and also begin to use variables | Type in a term to a Search engine and get groups to investigate the information coming back from item | Use a database to answer a set of questions Use a database to answer a set of Qs, but some data will be missing |

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| | Teacher 2 sends it to T3 with a pretend bully comment and T3 shares with class Text images and multi-media Create a power point using all previous skills but now include hyperlinks | | Write algorithms using conditional statements (if... then ...) and selection (when the sprite touches this colour ...) | Use procedures in programs to create a sub routine Write a program using variables | 100, 200, 300 And compare for usefulness Design a questionnaire and collect a range of data on a theme Choose information to put into a data base package and test Draw information from a database/chart | Use a database with too much information to answer a set of Qs Create and search a branching database Create a database from information the child has selected |
| Science | PRIOR LEARNING: N/A | PRIOR LEARNING: Compare two habitats and explore and construct simple food chains Describe conditions in different habitats | | PRIOR LEARNING: N/A | PRIOR LEARNING: Identify that animals get nutrition from food Recognise the use of the skeleton and muscles needed for movement, protection and support Identify and group animals with and without skeletons and research different food groups | PRIOR LEARNING: N/A |
| | FUTURE LEARNING: N/A | FUTURE LEARNING: Compare life cycles, describe the process of reproduction and compare how different animals reproduce | | FUTURE LEARNING: Associate brightness and volume with voltage and recognise symbols when drawing circuit diagrams Identify the effect of changing one component at a time | FUTURE LEARNING: Describe changes as humans age SRE: Research gestation periods and find out and record lengths of mass of babies Recognise the impact of healthy lifestyle on functions of the body | FUTURE LEARNING: Reversible and irreversible changes Soluble and insoluble |
| | SOUND | LIVING THINGS AND THEIR HABITATS | | ELECTRICITY | ANIMALS INCLUDING HUMANS | STATES OF MATTER |
| | Identify how sound is made and recognise how vibrations travel through a medium to the ear Find patterns between pitch and the size of the instrument/object and volume and how hard it is plucked/hit Recognise how distance effects the volume of sound Working scientifically Make earmuffs from a variety of different materials to investigate which provides the best insulation against sound Make and play their own string instruments by using what they have found out about pitch and volume | Use the school grounds to classify living things e.g. plants, mini-beasts, pond-life, bird's nests Recognise that environments can change due to positive and negative impact of humans e.g. deforestation, litter, plastic pollution Link to Year 5 Geography – Coasts Link to Year 6 – Geography – South America Explore how a change in the environment can pose dangers to living things e.g. polar ice caps melting means that polar bears starve Working scientifically Use and make simple guides or keys to explore and identify local plants and animals | | Identify common electrical appliances Construct a simple circuit and name the various parts Understand the role of a switch within a circuit and how closing the loop makes a complete circuit Recognise common conductors and insulators and identify metals that are good conductors Working scientifically Observe patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit | Identify different types of teeth and their simple functions Understand the functions of the basic parts of the digestive system Construct and interpret various food chains, identifying producers, predators and prey Working scientifically Compare the teeth of carnivores and herbivores, and suggest reasons for differences Find out what damages teeth and how to look after them Draw and discuss ideas about the digestive system and compare them with models or images | Group materials based on the state of matter Observe that some materials change state when they are heated or cooled and research the temperature at which this happens Identify the role of evaporation and condensation within the water cycle and the speed of evaporation based on temperature Working scientifically Group and classify a variety of different materials Explore the effect of temperature on substances such as chocolate, butter, cream and the temperature at which changes happen. Link to Year 4 Maths – Spring 1 – Negative Numbers Observe and record evaporation over a period of time Link to Year 4 Maths – Spring 2/Summer 2 Statistics Link to Year 6 – Geography – Rivers (South America) |
| History & Geography | PRIOR LEARNING: Draw a sketch map of simple annotations showing human and physical features of local area. Present data and findings using graph and charts (bar charts, pictograms and tables) | PRIOR LEARNING: Start to select and organise information from historical sources | PRIOR LEARNING: N/A | | PRIOR LEARNING: Compare different types of settlements | |
| | FUTURE LEARNING: Begin to explore six figure grid references Draw a map and use eight points of a compass | FUTURE LEARNING: Explain why the past may be represented in different ways Use photographs and primary sources to interpret information | FUTURE LEARNING: N/A | | FUTURE LEARNING: N/A | |

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| | <p>Record a conclusion to fieldwork questions supported by data</p> <p>Revise the four countries of the UK and the capital cities</p> <p>Name and locate counties and main cities of the UK</p> <p>Identify mountainous areas, flat lands, rivers, urban and rural areas of the UK</p> <p>Link to Yr5 History – Victorians – industrial revolution</p> <p>Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area</p> <p>Link to Yr2 History – Charles Dickens – dense population and housing in Portsmouth</p> <p>Locate the destination of labelled photos on a map of the UK</p> <p>Devise and ask questions to each other about natural resources using specific geographical vocabulary</p> <p>Use Google Maps to measure and compare distances (in km) around the UK</p> <p>Link to Yr3 History – Romans (Roads)</p> <p>Identify the benefits and limitations of data collection methods</p> <p>Present data and findings using maps and graphs (links to maths: scatter graph)</p> <p>Link to Year 4 Maths – Spring 2 / Summer 2 – Statistics</p> <p>Use an atlas <i>including the contents page and index</i></p> <p>Revise the location of countries studied in Year 3 before locating <i>France, Germany, Canada, Japan, Australia and South Africa</i></p> <p>Identify the eight-point compass directions (<i>North, North East, East, South East, South, South West, West, North West</i>) to describe locations across the UK and around the world</p> <p>Link to Year 4 Maths – Summer 2 – Geometry - Position and Direction</p> <p>Use four-figure grid references to locate features on a map</p> | <p>Independently use specific vocabulary to describe people, places and events</p> <p>Spot similarities and differences between times, and linking back to previous work: Anglo Saxons and Vikings and relate back to Romans from Y3</p> <p>Identify and reason about changes in periods of time</p> <p>Compare and evaluate different sources</p> <p>Begin to understand that the use of historical sources is down to interpretation</p> | <p>Spot similarities and differences between times, and linking back to previous work:</p> <p>Anglo Saxons and Vikings and relate back to Romans from Y3</p> <p>Identify and reason about changes in periods of time:</p> <p>Use reasoning to begin to consider the changes in time between Anglo Saxons, Vikings and Tudors – make links to similarities between these time periods and Y3 time periods:</p> <p>Has writing changed much?</p> <p>Have buildings changed much?</p> <p>What reasons could there be for this?</p> | | <p><i>Lasting legacy of settling in United Kingdom and significant individuals (Henry VII)</i></p> <p>Local history study focussing on the Tudors</p> <p>Link to Yr5 History – Sketch map of Southsea seafront</p> <p>Compare the complex reasons for events and people's actions and their legacy</p> <p>Explore the reasons why Henry VIII had so many wives</p> <p><i>Local area study of Southsea Castle & The Mary Rose</i></p> <p>Compare how Tudors now rule whole of England (<i>Focussed on Portsmouth as part of the local study – the birth of the Royal Navy</i>) Link to Yr2 - Geography – Physical features of Portsmouth</p> <p>compared to Anglo Saxons who were in kingdoms</p> <p>Use reasoning to begin to consider the changes in time between Anglo Saxons, Vikings and Tudors – make links to similarities between these time periods and Y3 time periods: Has writing changed much? Have buildings changed much? What reasons could there be for this?</p> <p>Consider how having a Royal Navy helped Tudor conquest</p> <p>Compare and evaluate different sources</p> <p>Begin to understand that the use of historical sources is down to interpretation</p> <p>Use Tudor portraits to discuss bias in historical sources</p> <p>Use the Cowdray Engraving</p> |
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| <p>RE</p> | <p>PRIOR LEARNING:</p> <p>Enquire:</p> <p>Describe a concept and relate it to familiar stories I have read</p> <p>Research into and use a range of words correctly when I talk about a religion</p> <p>Make enquiries into concepts and associate them to the world around me</p> <p>Contextualise:</p> <p>Understand the links between concepts and religious stories</p> <p>Describe the feelings I have about things that are important to me</p> | <p>FUTURE LEARNING:</p> <p>Enquire:</p> <p>Through my enquiry, develop a greater religious vocabulary</p> <p>Explore some of the ways in which people show that religion is important to them</p> <p>Ask a range of thoughtful questions when studying religion</p> <p>Contextualise:</p> <p>Contextualise the concept within religious practice and explore the diversity of practice and belief</p> <p>Identify similarities and differences between the stories of different cultures and religions</p> |
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| | <p>Describe the importance of sacred places</p> <p>Communicate: Express a personal response to the concept Describe feelings and experiences I have about a range of important issues Explain some of the ways in which religion can influence a person's life</p> <p>Evaluate: Begin to see some similarities in different religions and link together aspects of religious life and practice Recognise and describe accurately some things to do with religion (<i>link to Christians and the Christmas Story</i>) Describe some of the ways in which people show that religion is important to them and recognise different viewpoints Understand the importance of religious stories to believers</p> | <p>Identify similarities and differences between the stories of different cultures and religions</p> <p>Communicate: Communicate my understanding of the concept Share my own beliefs about life and death, referring to ideas from religion Link the things that are important to me and to other people</p> <p>Evaluate: Make comparisons between different styles of worship and explain different viewpoints Describe and evaluate some ways in which people show that religion is important to them Ask a range of thoughtful questions when studying religion Recognise that some features are different in the same religion</p> | | | | |
| | <p>Symbol – The Cross Enquire: Identify and explain the significance of symbols of worship Contextualise: Compare my ideas with others Evaluate: Describe some symbols used in festivals and explain their meaning Communicate: Discuss my own and others' ideas</p> | <p>Holy – Mary, Mother of God. Enquire: Explore and define some of the key words used when studying religion Contextualise: Describe some of the ways in which people show that religion is important Evaluate: Begin to explain simply some of the links between different features of a religion Communicate: Discuss my own and others' ideas</p> | <p>Food Rituals – Christianity & Hindu Enquire: Explore and define some of the key words used when studying religion Contextualise: Describe how special times are important to some people Describe some of the ways in which people show that religion is important Evaluate: Make connections between religions Communicate: Share my own experiences of a concept</p> | <p>Sacrifice – What does Easter mean? Enquire: Ask a range of questions about puzzling ideas Contextualise: Describe some of the ways in which people show that religion is important Evaluate: Realise that some features of a religion influence my own life Communicate: Describe some of the beliefs of a religion</p> | <p>Rituals – Paschal Candle Enquire: Explore and define some of the key words used when studying religion Contextualise: Describe how special times are important to some people Evaluate: Show ways in which people reflect at a special time Communicate: Explain how ritual and symbolism help in worship</p> | <p>Protection - Hindu Communicate: Share my own experiences of a concept Enquire: Explore and define some of the key words used when studying religion Contextualise: Identify a concept within a religious story and make links to my own experiences Evaluate: Begin to explain simply some of the links between different features of a religion Realise that some features of a religion influence my own life</p> |
| PE | <p>PRIOR LEARNING: Hockey How to hold the stick, body position Static push pass and stop Non-contact flat stick tackle</p> | <p>PRIOR LEARNING: Gymnastics: Height Using benches, create sequences that showed two changes in height, speed and direction Balance – use a variety of points and patches Jumps/turns – How can we jump and turn on/off the bench?</p> | <p>PRIOR LEARNING:</p> | <p>PRIOR LEARNING: Basketball Chest, bounce and shoulder pass Introduce dribbling with the ball Dance Create a simple dance Compare and adapt movements and motifs to create a larger sequence Perform with some awareness of rhythm and expression Perform learnt skills and techniques with control and confidence</p> | <p>PRIOR LEARNING: Cricket Introduction to a defensive and attacking shot in cricket How to hold the cricket bat How to stand at the stumps Run down and field a ball back to a partner Catch with two hands – high and low Throw a ball underarm in different ways Develop a safe and effective underarm bowl</p> | <p>PRIOR LEARNING: Athletics Throw with greater control and accuracy Jumping – Use one and two feet to take off and to land with Land safely and with control Running – 30m sprints, Copnor mile Focus on their arm and leg action to improve their sprinting technique Begin to combine running with jumping over hurdles</p> |
| | <p>FUTURE LEARNING: Hockey Introduce slap pass = more speed and power Soft touch receiving Passing and receiving on the move Push pass and slap How to draw a defender Crosses and 1 touch shots at goal Dribbling – open side only</p> | <p>FUTURE LEARNING: Rugby Lines of running – looping, coming into the line and dummies Defence – staying flat Restarts Gymnastics: Using equipment Introduce low apparatus Jumps/turns – half/full turns, tuck and straddle jumps – pointed toes Progression – introduce music</p> | <p>FUTURE LEARNING: Handball Passing and moving with speed Jump shot at goal Dummy passes and shots Screen and blocking players (transferable skills from basketball)</p> | <p>FUTURE LEARNING: Basketball Dribble accurately with control and being able to change direction How to use your body to shield the ball Introduce set shot and rebounding</p> | <p>FUTURE LEARNING: OAA Introduce a variety of teamwork and leadership activities each week e.g. River crossing with only 2 hoops, plank walking, passing hoop around circle</p> | <p>FUTURE LEARNING: Tennis Introduce backhand Introduce underarm serve Complete a forehand/backhand rally with a partner Athletics Throwing – intro of shot-put technique Jumping – Long jump Running –Accelerate from a variety of starting positions and select their preferred position</p> |
| | <p>Hockey Recap on how to hold the stick, body position, wide base Passing and receiving on the move Push pass only Tackling on the move – channelling and timing tackle</p> | <p>Gymnastics: Mirroring and matching Build on previous skills, introduce matching/mirroring actions with a partner Balance - control and timing in pairs Fast and slow changes</p> | <p>Handball Passing and moving with into space Shooting at goal Marking, dodging and intercepting Gymnastics</p> | <p>Dance Compose a dance that reflects a particular style Confidently improvise with a partner or on their own Compose longer dance sequences in a small group</p> | <p>Cricket How to run between the stumps – how to work in pairs and slide bat into crease Introduce long and short barrier Catch with one hand – high, low, left and right</p> | <p>Athletics Throwing – foam javelins Measure the distance of throws Continue to develop techniques to throw for increased distance Jumping – speed bounce and standing broad jump</p> |

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| | <p>Shooting at goal – passing and shoot</p> <p>Dance Compose a dance that reflects a particular style Confidently improvise with a partner or on their own Compose longer dance sequences in a small group Demonstrate precision and some control in response to stimuli Begin to vary dynamics and develop actions and motifs in response to stimuli Demonstrate rhythm and spatial awareness</p> | <p>Progression onto partner balances</p> <p>Jumps/turns – synchronised</p> <p>Rugby Passing – pop, gut, spin Run forward, pass backwards Lines of defence – touch tackling</p> | <p>Build on previous skills, introduce matching/mirroring actions with a partner Balance - control and timing in pairs Fast and slow changes Progression onto partner balances Jumps/turns – synchronised</p> | <p>Demonstrate precision and some control in response to stimuli Begin to vary dynamics and develop actions and motifs in response to stimuli Demonstrate rhythm and spatial awareness</p> <p>Basketball Y3 skills plus passing and moving with accuracy down the court, basics of shooting at backboard How to use your hands to defend</p> | <p>Throw a ball overarm in different ways Develop a safe and effective overarm bowl</p> <p>OAA: Map reading Co-ordinates Compass work Intro to orienteering</p> <p>Links with Best of Britain topic – Geography – how to locate places on a map and give compass directions Links with Sayers Croft residential – leadership tasks, orienteering, map skills</p> | <p>Running – reaction time for starts, high knees, stride length Confidently demonstrate an improved technique for sprinting Carry out an effective sprint finish Perform a relay, focusing on the baton changeover technique Speed up and slow down smoothly</p> <p>Tennis Introduction of the V grip and ready position Forehand swing, angle of racket Racket skills Return a feed ball with accuracy</p> |
| Music | <p>PRIOR LEARNING: Read simple pitch notation Learn how sounds are produced and how instruments are classified Develop an understanding of call and response Recognise rhythm patterns Sing in two-part harmony Accompany a song with a melody Exploring timbre (pitch) Understand call and response structure Enhance and extend the performance of a poem using vocal patterns</p> | | | <p>FUTURE LEARNING: Learn about the use of sound effects in movies Identify changes in tempo and their effects Explore and understand phrase structure of a song melody Listen to music and describe its effects and use of the musical dimensions Sing a song in unison and three-part harmony Sing a song with expression and sustained notes Explore beat and rhythm through a song</p> | | |
| | <p>Classify instruments by the way sounds are produced – focusing on sound and pitch. Learn some simple beatboxing sounds and how to compose raps e.g. rhythm, rhyming, keeping in time</p> | | <p>Listen to Viking music and describe its effects and use of the musical dimensions Try and replicate the music with a range of instruments Play a repeated pattern (ostinato) Viking thunderclap - sing a call and response chant</p> | <p>Listen to robotic music. What instruments are being used? How does it make it feel like a robot? Pay attention to notation, accent, diminuendo (quieting) and balance Explore layers and layering of sounds Build an extended performance piece using a variety of instruments</p> | | <p>Listen to court / banquet music. What instruments were used? Tudor song e.g. Green sleeves - Sing in three independent parts Learn about verse and chorus song structure</p> |
| Art | <p>PRIOR LEARNING: Paper and paste- Use cross-ply lamination technique with newspaper and PVA to create a volcano structure</p> | <p>PRIOR LEARNING: Use different shading techniques such as stippling, hatching, cross-hatching, scribbling to create a realistic dinosaur picture with texture</p> | <p>PRIOR LEARNING: Consider how paint can be dabbled, splatted, flicked to create texture on the imaginary creature</p> | <p>PRIOR LEARNING: Mix tertiary colours to create a colour wheel Consider how different colours make you feel</p> | <p>PRIOR LEARNING: Record line, shape, colour and texture from direct observation e.g. draw a piece of fruit or a flower</p> | |
| | <p>FUTURE LEARNING: Revisit using glue guns to independently stick wooden elements of the design together</p> | <p>FUTURE LEARNING: Develop understanding of finishing sculpture e.g. glazing, painting or polishing clay models</p> | <p>FUTURE LEARNING: Experiment with a range of different drawing media in one picture e.g. fine liners, pastels, chalk</p> | <p>FUTURE LEARNING: Create an eyeball painting in the style of 'My Dog Sighs'- Use colour placement to create different textures which look like the details in an eyeball</p> | <p>FUTURE LEARNING: Blend and smudge chalk pastels and charcoals to create Victorian silhouette Understand and test out layering paint in My Dog Sighs painting</p> | |
| | <p>Use a range of sculpting materials such as junk, clay, felt, cotton wool to create a landmark from around the UK Consider which materials would be best to create different aspects of the design and why Think about how each material will be best assembled</p> | <p>Research how pattern and colour was used by Anglo Saxon designers in shield designs Clay- explore modelling materials such as clay to create mythical creatures (dragon eye) Use plastic clay modelling tools to create texture and effect Explore how adding water to the material will help to manipulate the material and will aid in assembling the model- used as a glue</p> | <p>Evaluate how water colours can be used in similar ways as poster paint to create texture Use watercolours to make a Viking ship coming to invade Britain Watch: How to draw a Viking: https://www.youtube.com/watch?v=ew4IKtloUTM Draw own Viking step by step, following the tutorial on how to shade and add depth and character</p> | <p>Add white and black to lighten and darken paint colours Create a paint strip Robots – design, draw and label your own Robot ready to make in DT</p> | <p>Use soft and hard pencils to draw a Tudor style self-portrait Revisit line, shape, colour and texture from direct observation e.g. draw a piece of fruit or a flower Add shadows to introduce depth Study the artwork of Hans Holbein who drew/painted many of the Tudor monarchs Study his use of colour and style and how it differs to modern day</p> | |

Year 4 Long Term Map

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| DT | <p>PRIOR LEARNING: Food: Design a Healthy Meal Explore where different food comes from and research basic nutrition on food packaging Food tasting and evaluating Plan their own healthy meal Make healthy meal, use simple tools to squeeze, mix, cut, ingredients</p> | | | | | |
| <p>FUTURE LEARNING: Construction: Make wooden bridge – focusing on engineering design and Isambard Brunel Learn how to use different types of joints and structures Food: Make a WW2 meal Analyse how foods now are produced, how grown, how transported and compare to the ration book staples Research recipes from WW2 and choose a recipe to make following instructions Demonstrate their ability to accurately weigh, measure, cut, and mix ingredients</p> | | | | | | |
| | | <p>Construction: Make a rectangular frame Focus: Technical knowledge Step 1: Learn to use tools correctly Step 2: Follow instructions to make a wooden frame Measure wood Cut wood Glue wood (glue gun) Use triangles to reinforce the corners Step 3: Evaluation of techniques and why have they used triangles to reinforce the corners?</p> | | <p>Link to Science topic of electricity and topic unit: Robots Use knowledge of insulators and conductors make a robot from card with a buzzer or lights that turn on and off from a switch</p> | | <p>Food: Make bread for Tudor Banquet Focus: Technical Knowledge Step 1: Look at food packaging (types of flour) and analyse the nutritional value Step 2: Make bread and explore the science behind yeast With guidance: Use equipment accurately to weigh and measure ingredients, demonstrate skill in mixing and kneading independently Step 3: Eat at Tudor banquet</p> |
| French | <p>PRIOR LEARNING: Listen and show understanding of single words through physical response Recognise a familiar question and respond with a simple rehearsed response</p> | <p>PRIOR LEARNING: Name objects and actions and link words with a connective in a simple rehearsed statement Recognise a familiar question and respond with a simple rehearsed response</p> | <p>PRIOR LEARNING: Read and show understanding of familiar single words Write and say familiar words to describe people, places, things and actions using a model</p> | <p>PRIOR LEARNING: Listen and show understanding of single words through physical response Use a French dictionary to find the meaning of a word</p> | <p>PRIOR LEARNING: Write and say familiar words to describe people, places, things and actions using a model Join in with actions to accompany familiar songs, stories and rhymes and say some of the words</p> | <p>PRIOR LEARNING: Read and show understanding of familiar single words Name a noun, adjective, verb, pronoun, conjunction in French Use the 1st and 2nd person pronouns with a regular verb</p> |
| <p>FUTURE LEARNING: Listen and show understanding of more complex familiar phrases and sentences Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help</p> | <p>FUTURE LEARNING: Use familiar vocabulary to say more complex sentences such as presenting ideas using a scaffold Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help</p> | <p>FUTURE LEARNING: Read and show understanding of a complex sentence using familiar language Write and say a more complex sentence to describe people, places, things and actions using a language scaffold</p> | <p>FUTURE LEARNING: Listen and show understanding of more complex familiar phrases and sentences Use a French dictionary to find the meaning of nouns in the plural, adjectives and conjugated verbs</p> | <p>FUTURE LEARNING: Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help</p> | <p>FUTURE LEARNING: Read and show understanding of a complex sentence using familiar language Produce positive and negative sentences with high frequency verbs and pronouns</p> | |
| <p>Where in the World UK, where they speak French, equator, continents, animals FOCUS: Listening & Speaking Listen and show understanding of short phrases Ask and answer several simple and familiar questions with a rehearsed response Listen and demonstrate understanding of words in songs and rhymes</p> | <p>All Around Town Where you live, in my town, counting in tens, counting to 100, my address FOCUS: Listening & Speaking Use familiar vocabulary to say simple sentences to give information using a language scaffold Ask and answer several simple and familiar questions with a rehearsed response Read aloud familiar short sentences</p> | <p>Time Telling the time, the school day FOCUS Speaking, Reading & Writing Write and say simple phrases to describe people, places, things, actions using a language scaffold Use familiar vocabulary to say simple sentences to give information using a language scaffold Read and show understanding of simple familiar phrases and short sentences</p> | <p>Going Shopping Fruit, vegetables, clothes, French money, let's go shopping FOCUS: Listening, Reading & Writing Listen and show understanding of short phrases through physical response Use a French dictionary to find the meaning of a word or its translation Write simple familiar short phrases from memory</p> | <p>On the Move Transport, getting to school, directions, FOCUS: Speaking & Writing Ask and answer several simple and familiar questions with a rehearsed response Write and say a more complex sentence to describe people, places, things and actions using a language scaffold Join in with the words of a rhyme, song or story sometimes from memory</p> | <p>Holidays and Hobbies Seasons, the weather, weather around the world, holidays, sports, hobbies FOCUS: Reading & Writing Read and show understanding of simple familiar phrases and short sentences Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural Demonstrate understanding of the position of some adjectives</p> | |