

Year 4 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4- topic title	The Best of Britain Lead: Geography	Anglo-Saxons Lead: History	Vicious Vikings Lead: History	Rise of the Robots Lead: Science	Terrible Tudors Lead: History	Terrible Tudors Lead: History
Hook	Paddington letter	Anglo-Saxon day	Viking man	GR: Robot pieces	Mary Rose	Carried over
Outcome	Model village	Anglo-Saxon museum	Dance presented to Year 3s	Create robots- Share with Year 1	Will continue to next term	Tudor Banquet
PSHE	Being me in my world	Celebrating Differences	Relationships	Dreams and Goals	Healthy Me	Changing Me
	Become a class 'team' Being a school citizen Rights, responsibilities and democracies Rewards and consequences Charters PREPARATION FOR NEW YEAR	I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are LINK TO CHRISTMAS/RITUALS	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitudes LINK TO LOOKING AT SCIENTISTS/INVENTIONS	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure LINKS TO DIGESTIVE	Become a class 'team' Being a school citizen Rights, responsibilities and democracies Rewards and consequences Charters PREPARATION FOR NEW YEAR
Learning Values	Tolerance Collaboration Initiative	Collaboration Initiative Resilience	Tolerance Collaboration Initiative	Tolerance Collaboration Initiative	Respect Tolerance Initiative	Tolerance Collaboration Initiative
Outdoor Learning	Field work (geography)	Pond dipping and investigations in the playground (science) How to catch a dragon	Residential visit	Finding Iron Man pieces	Visit to Mary Rose	Visit to Porchester Castle?
Contexts/ Life skills	Using Maps Understanding what the UK is	Create pieces for the museum	Staying away from home	Design and make own robot	Visit to Mary Rose	Preparing for a Tudor banquet

Year 4 Long Term Map

<p>English (Writing Outcomes)</p>	<p>Main Text: Informal letter English Book Hook: A suitcase arrives with various items including a letter. The children use their inference skills to work out that it is Paddington. The letter asks where he should go to tour England. Book links: Living in the England, Living in Wales, Living in Scotland and Living in Northern Ireland. Outcome: Letter to persuade Paddington to come to Portsmouth</p> <p>Main Text: Nessie the Loch Ness Monster English Book Hook: http://learnenglishkids.britishcouncil.org/short-stories/nessie-the-loch-ness-monster Geography lesson introducing the myth of the Loch Ness monster in Scotland. Outcome: Adventure story about a mythical creature/monster encounter.</p> <p>Main Texts: Living in the England, Living in Wales, Living in Scotland and Living in</p>	<p>Main Text: Spider Queen description English Book Hook: How to train your dragon Outcome: Dragon description</p> <p>Main Text: How to train your dragon English Book Hook: Mr Watt's journey story. Outcome: Journey Story</p> <p>Main Text: How to train your dragon English Book Hook: The classroom is a mess. Who has done it? Outcome: How to catch a dragon</p>	<p>Main Text: Beowulf English Book Hook: Year 6 invasion Outcome: Persuasive speech Skills to be taught: pronouns, modal verbs, conjunctions, re-cap fronted adverbials, repetition, tense.</p> <p>Main Text: Diary English Book Hook: Beowulf Outcome: Diary by Beowulf at different times of the book (before the fight, when he meets the king)</p>	<p>Main Text: Dragon Newspaper Report English Book Hook: Iron Man Outcome: Newspaper</p> <p>Main Text: Mini Mason story English Book Hook: Pie Corbett talk for writing. Outcome: problem, resolution and ending of the Mini Mason story.</p> <p>Main Text: Video Text and text version of Percy Jackson. Outcome: Robot passage</p>	<p>Main Text: Henry VII Usborne, The Tudors- A very Peculiar history by Jim Pipe. English Book Hook: A Coronation Day to introduce the Tudors. Outcome: A biography of a famous person.</p> <p>Main Text: Diary of a survivor English Book Hook: Mary Rose Museum Visit Outcome: To write a diary as if you were on the Mary Rose.</p> <p>Main Text: 'Elvis Presley was actually a really bad singer'. English Book Hook: Henry VIII Coronation. Outcome: Discuss whether Henry the VIII was a bad king.</p>	<p>Main Text: My friend Walter Outcome: Ghost story Main text: Discussion Outcome: A discussion about the most influential monarch</p> <p>Main Text: Tudor Banquet Explanation English Book Hook: Banquet Film clip Outcome: Write an explanation text 'How to prepare for a banquet with the queen'.</p>
-----------------------------------	---	--	--	---	---	---

Year 4 Long Term Map

	<p>Northern Ireland.</p> <p>English Book Hook: Previous 3 weeks looking at all the countries Paddington has explored.</p> <p>Outcome: A tour guide to England, Wales, Scotland or Northern Ireland.</p>					
Maths	<p>Number and Place Value Addition and subtraction Fractions – specifically decimals (to support work in measures and conversions)</p>	<p>Multiplication and division Geometry Measures – length, area and perimeter and time</p>	<p>Number and Place value – including decimals and negative numbers Addition and Subtraction – link with money as a context Measures - Mass</p>	<p>Multiplication and Division Fractions Statistics</p>	<p>Four operations – use all measures and money as contexts Fractions Measures - capacity</p>	<p>Geometry Statistics Revise/recap core number and calculation skills</p>
Computing	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Identify dangers when presented with scenarios, social networking profiles etc. Articulate examples of good and bad behaviour online. Think before sending and comment on consequences of sending/posting. Question the 'validity' of what they see on the internet.</p>					
	<p>Record and present information integrating a range of appropriate media combining text and graphics in printable form and presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed-back LINK TO RESEARCH FOR ENGLISH</p>	<p>Choose information to put into a data table. Recognise which information is suitable for their topic. Sort and organize information to use in other ways. Create and search a branching database. Create a database from information I have selected.</p>	<p>Explore how search engines rank results and the impact of changing the order of search terms. Select online content appropriately. Identify content which is legal to use and reproduce. Select an appropriate programme to present findings from internet research.</p>	<p>Solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Write algorithms using conditional statements (if... then ...) and selection (when the sprite touches this colour ...) LINK TO CONTROLLING ROBOTS</p>	<p>Write algorithms using conditional statements (if... then ...) and selection (when the sprite touches this colour ...). In games, create alternative outcomes (eg. Game over, or move on to the next level) and also begin to use variables.</p>	<p>Show an understanding of the school network and how it links computers to resources in school and beyond. Compare this with other networks they may encounter at home or in the wider world (e.g. banks)</p>

Year 4 Long Term Map

<p>Science</p>	<p>identify how sounds are made, associating some of them with</p> <p>something vibrating recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p>LINK TO MUSIC AROUND THE UK- GET BACKPIPE PLAYER IN</p>	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group,</p> <p>identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>LINK TO HOW ANGLO SAXONS MOVED TO UK FOR BETTER CROPS ETC</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>LINK TO HOW VIKINGS COULDN'T DRINK WATER: WATER PROCEESS</p>	<p>identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>LINK TO ROBOTS</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>LINK TO SURGEON'S JOB ON THE MARY ROSE AND OR BANQUET</p>
<p>History</p>		<p>Britain's settlement by Anglo-Saxons and Scots (Roman withdrawal from Britain in AD410 and fall of the empire, Scots invasions from Ireland to North Britain- now Scotland, Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture)</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066)</p>		

Year 4 Long Term Map

		<p>Know that not everyone in the past lived in the same way</p> <p>Understand there are different viewpoints and representations of events and to explain why this may be</p> <p>Explain reasons for actions and consequences</p> <p>Describe in detail key events, people and places</p> <p>Evaluate sources of information and begin to cross-reference to see if other sources agree and look at their usefulness</p> <p>Ask and answer questions about the past using a range of sources and evidence</p>	<p>Know that not everyone in the past lived in the same way</p> <p>Make links between other events and periods in time – time line using appropriate dates and terms</p> <p>Explain reasons for actions and consequences</p> <p>Describe in detail key events, people and places</p> <p>Ask and answer questions about the past using a range of sources and evidence</p>		<p>A local history study</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
Geography	<p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>name and locate counties and cities of the United Kingdom</p> <p>Compare geographical regions by identifying</p>				

Year 4 Long Term Map

	<p>human and physical characteristics around the UK. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – compare Portsmouth and the children’s local geographical knowledge with another contrasting area in the UK. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>					
RE	<p>Myth (Hindu) Enquire: They can <u>describe</u> key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A & B concepts) LINK TO MYTHICAL CREATURES IN ENGLISH</p>	<p>Holy – Mary, Mother of God Apply: They can <u>describe</u> examples of how their responses are, or can be, applied in their own lives and the lives of the others</p>	<p>Temptation (Christianity) Communication: Children can <u>describe</u> their own responses to the human experience of the concepts studied</p>	<p>Ritual (Christianity) Paschal Candle Contextualise: They can <u>describe</u> how these concepts are contextualised within some beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. LINKS TO EASTER TIME</p>	<p>Devotion (Hinduism) Hindu Worship Evaluate: They can <u>evaluate</u> human experience of the concepts by <u>describing</u> their value to people and through dialoguing with others can <u>recognise, identify</u> and <u>describe</u> some issues raised.</p>	<p>Symbols Stones as symbols Choose any of the 5 objectives that may need additional assessment LINK TO SYMBOLS OF TUDO TIMES EG THE ROSE</p>
PE	<p>Gym KNOW: <i>..the safety issues regarding space when showing matching/mirroring actions with a partner;</i> APPLY: <i>..they can show a sequence with a partner that is either matching</i></p>	<p>Games – ball skills KNOW: <i>why it is important for each player to be marked during a game;</i> APPLY: <i>..they can mark and tackle a player within a game situation;</i> UNDERSTAND:</p>	<p>Games – handball KNOW: <i>..how to protect the ball from a defender;</i> APPLY: <i>..they can control and protect the ball with increasing success;</i> UNDERSTAND: <i>..the need for quick control;</i></p>	<p>OAA KNOW: <i>..how to tie knots to secure equipment;</i> APPLY: <i>..they can allocate physical tasks and responsibilities to one another and complete them effectively;</i> UNDERSTAND:</p>	<p>Games – cricket - To develop a bowling technique. - To develop fielding skills. - To develop consistent throwing and catching skills. Athletics</p>	<p>Multi-skills - Identify key personal and social skills. - Development of ABC’s Tennis -Catching at contact point -Apply skills to game - Use ready position</p>

Year 4 Long Term Map

	<p><i>or mirroring their partner's rolling/rotating actions;</i> UNDERSTAND: <i>..the importance of timing when creating an extended rolling/rotating sequence with their partner;</i></p> <p>Games – hockey KNOW: <i>..how to use different body parts/sticks to cushion the ball/missile;</i> APPLY: <i>..they can bring under control a ball/missile they have received from different locations;</i> UNDERSTAND: <i>..the importance of good balance and correct body positioning when playing a game;</i></p>	<p><i>..the importance of ensuring the tackler wins the ball when tackling;</i></p> <p>Gymnastics KNOW: <i>..the safety issues concerning the use of a landing area;</i> APPLY: <i>..they can achieve flight from an elevated surface;</i> UNDERSTAND: <i>..the importance of gaining height when showing shapes in the air;</i></p>	<p>Dance – Battle of Stamford Bridge Explore and develop ideas through improvisation related to the Viking era. Compose dances by using, adapting and developing steps; independently, with a partner and as a group. Link music to movement expressively. Practise dance in order to refine the quality. Comment on work in order to improve skills and performance. Explore space, change of speed, level and direction. Demonstrate competence in actions and dynamics.</p>	<p><i>..the importance of the safety of each member of the group when involved in physical tasks;</i></p> <p>Dance KNOW: <i>..how their own action can initiate the action of another person and the need to keep in rhythm to ensure success;</i> APPLY: <i>..they can link individual actions to those created by others in their group;</i> UNDERSTAND: <i>..that their actions can be used to represent those of a machine;</i></p>	<p>-To demonstrate good technique when running at speed and for sustained periods - To demonstrate good technique in jumping activities. - To demonstrate a range of good throwing actions.</p>	<p>- To show awareness of direction and space - To develop a rally</p>
Music	<p>Around the world Exploring the pentatonic scale • Composing and notating pentatonic melodies LINK TO AROUND THE UK</p> <p>Sounds To classify instruments by the way sounds are produced • Learning some simple beatboxing sounds LINK TO AROUND THE SCIENCE</p>	<p>PRODUCTION</p> <p>Recycling Making instruments • Performing verse and chorus structure • Interpreting notation and improvising LINK TO SAXONS MUSIC</p> <p>Building –</p>	<p>Poetry Building an extended performance piece from a poem • Paying attention to notation, accent, diminuendo (quieting) and balance LINK TO VIKINGS POETRY</p> <p>Environment – Exploring how different timbres can be descriptive • Learning how to accompany a song on tuned percussion</p>	<p>Communication – Copying rhythms and a short melody • Using music to communicate a meaning</p> <p>Time – Singing in three independent parts • Playing and singing repeated patterns (ostinato) from notation • Understanding syncopation and using off-beat rhythms in improvisation</p>	<p>In the past – Understanding simple musical structures • Learning a dance and playing music used for celebrations</p> <p>Food and drink – Combining expressive use of the voice with physical movement • Singing a call and response chant LINKS TO TUDOR BANQUETS</p>	<p>Ancient world – Understanding that melodies have phrases • Exploring layers and Layering</p> <p><u>Optional unit -</u> Singing Spanish Singing in a minor key in groups • Singing in two parts with accompaniment • Performing repeating rhythms • Combining tuned</p>

Year 4 Long Term Map

		<p>Learning about verse and chorus song structure</p> <ul style="list-style-type: none"> • Understanding texture • Learning about layered structure in a rhythmic piece 				percussion, untuned percussion and singing
Art	<p>Mix colour, shades and tones with increasing confidence.</p> <p>Use light and dark within painting and show understanding of complimentary colours</p> <p>Confidently control the types of marks made and experiment with different effects</p> <p>British landscapes/British artists</p>	<p>Study into Anglo-Saxon art</p>	<p>Mix colour, shades and tones with increasing confidence.</p> <p>Draw for a sustained period of time at an appropriate level. Including line, tone, pattern, texture.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Make a slip to join to pieces of clay.</p>		<p>Draw for a sustained period of time at an appropriate level. Including line, tone, pattern, texture.</p> <p>Experiment with different grades of pencil</p> <p>Confidently control the types of marks made and experiment with different effects</p>	<p>Mix colour, shades and tones with increasing confidence.</p> <p>Use light and dark within painting and show understanding of complimentary colours</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why.</p>
DT	<p>Model village of a place in the UK</p> <p>Planning - order the main stages and resources needed in order for the project to succeed.</p> <p>Make a structure by measuring cutting and gluing a variety of materials.</p>	<p>Dragon eye</p> <p>Anglo-Saxon cups</p> <p>Shields</p>		<p>Junk Robots - Make design decisions that take account of the availability of resources.</p> <p>Develop their own design criteria and use these to inform their ideas</p> <p>*generate realistic ideas, focusing on the needs of the user</p>		<p>Learn about inventors, designers, chefs and manufacturers who have developed ground-breaking products in Britain and the wider world.</p> <p>Bake bread for the Tudor Banquet</p>

Year 4 Long Term Map

				<p>Include electrical work from science</p> <p>Learn about inventors who have developed ground-breaking products in Britain.</p>		
French	<p>Where in the World</p> <p>UK, where they speak French, equator, continents, animals</p> <p>LINK TO UK</p>	<p>All Around Town</p> <p>Where you live, in my town, counting in tens, counting to 100, my address</p>	<p>Time</p> <p>Telling the time, the school day,</p>	<p>Going Shopping</p> <p>Fruit, vegetables, clothes, French money, let's go shopping</p>	<p>On the Move</p> <p>Transport, getting to school, directions,</p>	<p>Holidays and Hobbies</p> <p>Seasons, the weather, weather around the world, holidays, sports, hobbies</p>