



Broadbent Fold Primary School and Nursery

Long Term Planning - Year 4

Teacher: Miss Mainprize

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>BV - Identify British Values</p>	<p>We will ensure all pupils have a voice that is listened to, and demonstrate how <b>democracy</b> works. Class to vote for Pupil Leaders to represent Year 4 and to vote for other key roles such as Eco Warriors and class monitors.</p>	<p>Children are taught <b>the rule of the law</b>; that it is important to have rules, to ensure fairness and safety for everyone This is evident in the school's Ready, Respectful and Safe statement. They are encouraged to establishing and setting their own class rules in the form of positive expectations.</p>	<p>Every child is valued as an individual, and we aim to allow their unique personalities to shine through. Children are encouraged to be reflective, and to learn to take responsibility for themselves. This <b>individual liberty</b> includes reflecting on their own work. Within our school community, they are able to develop an understanding of how the concept of personal liberty works within a society.</p>			<p>Children should learn to become strong, tolerant and respectful members of our society. They are encouraged to explore these ideas through PSHE and RE. They are encouraged to show <b>mutual respect</b> by celebrating and considering the needs of others, and to develop their knowledge and understanding. To show <b>tolerance of those of different faiths and beliefs</b>, children and staff are encouraged to discuss their own faith and cultural traditions, whilst exploring the faiths and beliefs of others. School visits to places of worship and other world faiths encourage tolerance and respect.</p>



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Theme Question	<u>How did the Romans change Britain?</u>	<u>Can you hear me all the way around the World?</u>	<u>What was life like for Victorian children?</u>	<u>Can you explain the unexplained?</u>	<u>Where does water come from?</u>	<u>Where would you time travel to?</u>
Hooks: Trips/Visitors	<ul style="list-style-type: none"> <li>- A visit to The Grosvenor Museum in Chester for a Roman themed day</li> <li>- A Roman invasion re-enactment on the school field</li> </ul>	<ul style="list-style-type: none"> <li>- Compose our own colour themed music</li> <li>- Polish Day</li> <li>- Use experiments to investigate patterns in pitch and volume of sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Hot seating of Victorian children</li> <li>- Make a healthy Victorian vegetable pottage</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the pictures and captions of Harris Burdick by torchlight, to create the atmosphere of the dark cellar in which they were originally discovered...</li> <li>- Create a working lighthouse</li> <li>- Crumble Coding workshop</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the Water Cycle, making links to rivers and mountains.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the time travel features in the Lion, the Witch and the Wardrobe (wardrobe portal) and Harry Potter's The Prisoner of Azkaban (Time Turner necklace)</li> <li>- Re-enact the discovery of Tutankhamun's tomb</li> </ul>
Texts:	<p><b>Boudica's Army (I Was There!)</b> by Hilary McKay (Fiction)</p>	<p><b>The Terrible Thing that happened to Barnaby Brockett</b> by John Boyne (Fiction)</p> <p><b>Atlas work</b> (Non-fiction)</p> <p><b>The Sound Collector</b> by Roger McGough (Poetry)</p>	<p><b>Street Child</b> by Berlie Doherty (Fiction)</p>	<p><b>The Mysteries of Harris Burdick</b> by Chris Van Allsburg (Fiction)</p> <p><b>Real Life Mysteries</b> (Non-Fiction)</p> <p><b>The Secret Lake</b> by Karen Inglis (Fiction)</p>	<p><b>Rivers: A Visual History from River to Sea</b> by Peter Goes (Non-fiction)</p> <p><b>Sea Fever</b> by John Masfield (Poetry)</p>	<p><b>The Time Travelling Cat and the Egyptian Goddess</b> by Julia Jarman (Fiction)</p> <p><b>Ozymandias</b> by Percy Shelley (Poetry)</p>
English Genre Focus	Narrative	Non-chronological	Letter	Playscripts	Explanation Text	Narrative



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	<p>Stories with a historical setting</p> <p><b>Diary</b> Diary as a Roman soldier</p> <p><u>Cross Curricular</u> Recount of the school trip</p> <p><u>Oracy</u> Confidently summarise the contribution of one participant in a logical order.</p>	<p><b>reports</b> Geographical features of a chosen country around the world</p> <p><b>Poetry</b> Onomatopoeias Performance Poetry (The Sound Collector)</p> <p><u>Cross Curricular</u> Postcards from around the world</p> <p><u>Oracy</u> Project the voice to the back of the hall and maintain that without shouting. Write own short contribution to be delivered to an audience.</p>	<p>Formal letter from a Victorian child worker to Queen Victoria</p> <p><b>Biography</b> Biography of Queen Victoria</p> <p><u>Cross Curricular</u> Diary entry as a Victorian child</p> <p><u>Oracy</u> Take on a summariser role in a trio discussion. Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons.</p>	<p>Mystery stories based on Harris Burdick images and captions</p> <p><b>Newspaper Report</b> Newspaper reports of a sighting of a mysterious creature</p> <p><u>Cross Curricular</u> Mystery letter</p> <p><u>Oracy</u> Show awareness of taught collocations and understand when something just doesn't sound right.</p>	<p>What is the water cycle?</p> <p><b>Persuasive text</b> Persuade people to visit a famous river or mountain range</p> <p><u>Cross Curricular</u> Explanation text of the water cycle</p> <p><u>Oracy</u> Pause at appropriate points to allow for an audience's reaction.</p>	<p>Adventure story - time travel</p> <p><b>Poetry</b> Rhyming riddle linked to time travel</p> <p><u>Cross Curricular</u> Newspaper article about the discovery of Tutankhamun's tomb</p> <p><u>Oracy</u> Deliver a short teaching session to a group of younger children.</p>
Significant People	<p><u>Black History Week:</u> Martin Luther King</p> <p><u>History Focus:</u> Boudica and Julius Caesar</p>	<p><u>Science Focus:</u> Alexander Graham Bell</p>	<p><u>History Focus:</u> Queen Victoria and Lord Melbourne</p> <p><u>Science Focus:</u> Pierre Fauchard</p>	<p><u>Science Focus:</u> Thomas Edison and Joseph Swan</p>	<p><u>Geography Focus:</u> Sir Edmund Hillary and George Mallory</p> <p><u>Science Focus:</u> Anders Celcius and Daniel</p>	<p><u>History Focus:</u> Tutankhamun, Howard Carter and Cleopatra</p> <p><u>Science Focus:</u> Rachel Carson</p>



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<p>Maths</p>	<p>Number: Place Value            Number: Addition and subtraction            Measurement: Area            Number: Multiplication and division A</p>		<p>Number: Multiplication and division B            Measurement: length and perimeter            Number: Fractions            Number: Decimals A</p>		<p>Number: Decimals B            Measurement: Money            Measurement: Time            Geometry: Shape            Statistics            Geometry: Position and direction</p>	
<p>Science</p>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>- Know how sound is made, associating some of them with vibrating</li> <li>- Know how sound travels through a medium to our ears</li> <li>- Find patterns between pitch and the object producing a sound</li> <li>- Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>		<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>- Identify and name the parts of the human digestive system</li> <li>- Know the functions of the organs in the human digestive system</li> <li>- Identify and know the different types of human teeth</li> <li>- Know the functions of different human teeth</li> <li>- Use and construct food chains to identify producers, predators and prey</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- Identify and name appliances that require electricity to function</li> <li>- Construct a series circuit</li> <li>- Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</li> <li>- Predict and test whether a lamp will light within a circuit</li> <li>- Know the function of a switch</li> <li>- Know the difference between a conductor and an insulator; giving examples of each</li> </ul>	<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>- Compare and group materials based on their state of matter (solid, liquid, gas)</li> <li>- Know about and explore how some materials can change state when they are heated or cooled</li> <li>- Know the temperature (<math>^{\circ}\text{C}</math>) at which materials change state</li> <li>- Know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b>Living things and their Habitats</b></p> <ul style="list-style-type: none"> <li>- Recognise that living things can be grouped in a variety of ways</li> <li>- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>- Know how changes to an environment could endanger living things</li> </ul>



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Geography	<ul style="list-style-type: none"> <li>- Locate English cities where the Romans settled.</li> </ul>	<ul style="list-style-type: none"> <li>- Know the names of at least eight major capital cities across</li> </ul>		<ul style="list-style-type: none"> <li>- Know how to plan a journey within the UK, using a road map</li> </ul>	<ul style="list-style-type: none"> <li>- Know where the main mountain regions are in the</li> </ul>	



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	<ul style="list-style-type: none"> <li>- Know why most cities are located by a river.</li> </ul>	<p>the world</p> <ul style="list-style-type: none"> <li>- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</li> <li>- Know what is meant by the term 'tropics'</li> </ul>			<p>UK</p> <ul style="list-style-type: none"> <li>- Know, name and locate the main rivers in the UK</li> <li>- Know and label the main features of rivers and mountains</li> <li>- Know the names of, and locate, a number of the world's longest rivers and highest mountains</li> <li>- Explain the features of the water cycle</li> </ul>	
Computing / Esafety	<p><b><u>Computing Systems and Networks - The Internet</u></b></p> <ul style="list-style-type: none"> <li>- Know how to search for specific information and know which information is real, safe and secure.</li> <li>- Recognise acceptable and unacceptable behaviour using technology</li> <li>- Select and use</li> </ul>	<p><b><u>Creating Media - Audio Production</u></b></p> <ul style="list-style-type: none"> <li>- Produce and upload a podcast using GarageBand.</li> </ul>	<p><b><u>Programming - Reptition in Shapes</u></b></p> <ul style="list-style-type: none"> <li>- Make an accurate prediction and explain why they believe something will happen</li> <li>- Give an 'on-screen' robot specific instructions that takes them from A to B</li> <li>- Experiment with variables to control models</li> </ul>	<p><b><u>Data and Information - Data Logging</u></b></p> <ul style="list-style-type: none"> <li>- Collect, review and analyse data to answer questions</li> <li>- Crumble Coding Workshop.</li> </ul>	<p><b><u>Creating Media- Photo Editing</u></b></p> <ul style="list-style-type: none"> <li>- Develop understanding of how digital images can be changed and edited, and how they can then be resaved and reused.</li> </ul>	<p><b><u>Programming - Repetition in Games</u></b></p> <ul style="list-style-type: none"> <li>- Make an accurate prediction and explain why they believe something will happen</li> <li>- Give an 'on-screen' robot specific instructions that takes them from A to B</li> <li>- Experiment with variables to control models</li> </ul>



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	<p>software to accomplish given goals</p> <ul style="list-style-type: none"> <li>- Know how to search for specific information and know which information is useful and which is not</li> </ul>					
P.S.H.E and S.R.E	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Positive friendships, including online</li> <li>- Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> <li>- Respecting differences and similarities; discussing difference sensitivity</li> </ul>		<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>- What makes a community; shared responsibilities</li> <li>- How data is shared and used</li> <li>- Making decisions about money; using and keeping money safe</li> </ul>		<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Maintaining a balanced lifestyle; oral hygiene and dental care</li> <li>- Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> <li>- Medicines and household products; drugs common to everyday life</li> </ul>	
Music	<p><u>Sing Up Unit:</u></p> <ul style="list-style-type: none"> <li>- This Little Light of Mine</li> </ul>	<p><u>Sing up Units:</u></p> <ul style="list-style-type: none"> <li>- The Pink Panther Theme</li> <li>- Composing with colour</li> </ul>	<p><u>Sing Up Unit:</u></p> <ul style="list-style-type: none"> <li>- The Doot Doot Song</li> </ul>	<p><u>Sing Up Units:</u></p> <ul style="list-style-type: none"> <li>- Fanfare for the Common Man</li> <li>- Spain</li> </ul>	<p><u>Sing Up Units:</u></p> <ul style="list-style-type: none"> <li>- Global Pentatonics</li> <li>- The Horse in Motion</li> </ul>	<p><u>Sing Up Unit:</u></p> <ul style="list-style-type: none"> <li>- Favourite Song</li> </ul>
Art	<ul style="list-style-type: none"> <li>- Explain some of the features of art from historical periods (Research Mosaics and create own mosaic).</li> <li>- Know how to sculpt clay and other</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use line, tone, shape and colour to represent figures and forms in movement (Recreate sketches of famous buildings around the world)</li> </ul>	<ul style="list-style-type: none"> <li>- Know how different artists developed their specific techniques.</li> <li>- Know how to show facial expressions and body language in sketches and</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to use line, tone, shape and colour to represent figures and forms in movement (motion pictures)</li> </ul>	<ul style="list-style-type: none"> <li>- Use photographs to help create reflections in sketchbooks</li> <li>- Use line, tone, shape and colour to show reflections (Create their own</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to print onto different materials using at least four colours (Print hieroglyphs using potatoes)</li> </ul>



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	mouldable materials (create clay mosaic tile)		<p>paintings.</p> <ul style="list-style-type: none"> <li>- Use sketchbooks to help create facial expressions (Teach the basics of portrait drawing and sketch Queen Victoria.)</li> </ul>		reflection painting using a choice of medium.)	
Design and Technology	<ul style="list-style-type: none"> <li>- Measure, mark out, cut and shape materials with some accuracy.</li> <li>- Persevere and adapt work when original ideas do not work</li> <li>- Communicate ideas in a range of ways including by sketches and drawings which are annotated - create a class mosaic which includes accurately measured tiles made out of clay</li> </ul>		<ul style="list-style-type: none"> <li>- Know how to be both hygienic and safe when using food.</li> <li>- Bring a creative element to the food product being designed (Create a healthy Victorian vegetable pottage)</li> </ul>	<ul style="list-style-type: none"> <li>- Links scientific knowledge by using lights, switches or buzzers</li> <li>- Use electrical systems to enhance the quality of the product</li> <li>- Present a product in an interesting way</li> <li>- Produce a plan and explain it</li> <li>- Persevere and adapt work when original ideas do not work</li> <li>- Explain how the original design has been improved</li> <li>- Use IT where appropriate, to add to the quality of a product (Make a lighthouse that works)</li> </ul>		<ul style="list-style-type: none"> <li>- Know which material is likely to give the best outcome.</li> <li>- Know which tools to use for a particular task and show knowledge of handling the tool</li> <li>- Use ideas from other people when designing</li> <li>- Produce a plan and explain it</li> <li>- Persevere and adapt work when original ideas do not work</li> <li>- Evaluate products for both their appearance and purpose</li> <li>- Evaluate and suggest improvements for a design (Make an</li> </ul>



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P.E.	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Improve swimming strokes.</li> <li>- To swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> </ul> <p><b>Dance (Romans)</b></p> <ul style="list-style-type: none"> <li>- Take the lead when working with a partner or group</li> <li>- Use dance to communicate an idea</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Improve swimming strokes.</li> <li>- To swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>- Vary tactics and adapt skills depending on what is happening in a game</li> <li>- Hit a ball accurately with control</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Improve swimming strokes.</li> <li>- To swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> </ul> <p><b>Gymnastics (Arching and bridges)</b></p> <ul style="list-style-type: none"> <li>- Move in a controlled way</li> <li>- Include change of speed and direction in a sequence</li> <li>- Work with a</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Improve swimming strokes.</li> <li>- To swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>- Throw and catch accurately with one hand</li> <li>- Hit a ball accurately with control</li> <li>- Vary tactics and adapt skills depending on what is happening in a game</li> </ul>	<p><b>Athletics 4</b></p> <ul style="list-style-type: none"> <li>- Sprint over a short distance and show stamina when running over a long distance.</li> <li>- Jump in different ways</li> <li>- Throw in different ways and hit a target, when needed</li> </ul> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>- Move in a controlled way</li> <li>- Work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>- Throw and catch accurately with one hand</li> <li>- Hit a ball accurately with control</li> <li>- Vary tactics and adapt skills depending on what is happening in a game</li> </ul> <p><b>Orienteering</b></p> <ul style="list-style-type: none"> <li>- Follow a map in a (more demanding) familiar context</li> <li>- Follow a route within a time limit</li> </ul>



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			partner to create, repeat and improve a sequence with at least three phases			
MFL (Polish)	<ul style="list-style-type: none"> <li>- Be introduced to the key vocabulary needed to describe their family.</li> <li>- Learn about Polish traditions and festivals such as St Andrew's Day and Christmas.</li> </ul>		<ul style="list-style-type: none"> <li>- Revisit numbers 1-10 and be introduced to numbers 11-20.</li> <li>- Name items of clothing and describe them using colours</li> <li>- Know how Easter is celebrated in Poland.</li> </ul>		<ul style="list-style-type: none"> <li>- Name animals using the Dear Zoo book</li> <li>- Use short positive and negative phrases for example 'This is/this is not'.</li> </ul>	
R.E.	<p><b><u>Expressing Strand:</u></b> Why do some people think that life is a journey and what significant experiences mark this?</p>		<p><b><u>Believing Strand:</u></b> Why is Jesus inspiring to some people?</p>		<p><b><u>Living Strand:</u></b> What can we learn from religions about deciding what is right and wrong?</p>	