



Broadbent Fold Primary School and Nursery
Long Term Planning - Year 4
Teachers: Miss Laitl & Mrs Slate

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BV - Identify British Values	We will ensure all pupils have a voice that is listened to, and demonstrate how democracy 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.	Children are taught the rule of the law ; 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.	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 individual liberty 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.		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 mutual respect by celebrating and considering the needs of others, and to develop their knowledge and understanding. To show tolerance of those of different faiths and beliefs , 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.	



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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/ Career links	- A visit to The Grosvenor Museum in Chester for a Roman themed day - A Roman invasion re-enactment on the school field <u>Careers link-</u> role of a soldier - Archologists and their role	- Compose our own colour themed music - Polish Day - Use experiments to investigate patterns in pitch and volume of sounds <u>Careers link-</u> Jobs linked to telephone- *Alexander Bell link Jobs in the phone industry, engineers	- Hot seating of Victorian children - Make a healthy Victorian vegetable pottage <u>Careers link-</u> what jobs did people have in Victorian Britain? Role of a chef to prepare food.	- Introduce the pictures and captions of Harris Burdick by torchlight, to create the atmosphere of the dark cellar in which they were originally discovered... - Create a working lighthouse - Crumble Coding workshop <u>Careers link-</u> role on an electrician	- Explore the Water Cycle, making links to rivers and mountains. <u>Careers link-</u> role of maintaining rivers, canals etc	- 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) - Re-enact the discovery of Tutankhamun's tomb <u>Careers link-</u> jobs in the travel industry
Texts:	Boudica's Army (I Was There!) by Hilary McKay (Fiction)	The Terrible Thing that happened to Barnaby Brockett by John Boyne (Fiction) Atlas work (Non-fiction) The Sound Collector by Roger McGough (Poetry)	Street Child by Berlie Doherty (Fiction)	The Mysteries of Harris Burdick by Chris Van Allsburg (Fiction) Real Life Mysteries (Non-Fiction) The Secret Lake by Karen Inglis (Fiction)	Rivers: A Visual History from River to Sea by Peter Goes (Non-fiction) Sea Fever by John Masefield (Poetry)	The Time Travelling Cat and the Egyptian Goddess by Julia Jarman (Fiction) Ozymandias by Percy Shelley (Poetry)



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English Genre Focus	Diary Diary as a Roman soldier Narrative Stories with a historical setting <u>Cross Curricular</u> Recount of the school trip <u>Oracy</u> To consider movement when addressing an audience To ask probing questions	Non-chronological reports Geographical features of a chosen country around the world Poetry Onomatopoeias Performance Poetry (The Sound Collector) <u>Cross Curricular</u> Postcards from around the world <u>Oracy</u> To consider how tone, volume and pace influence meaning To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk	Letter Formal letter from a Victorian child worker to Queen Victoria Biography Biography of Queen Victoria <u>Cross Curricular</u> Diary entry as a Victorian child <u>Oracy</u> To develop an awareness of audience To be able to give supporting evidence e.g. citing a text, a previous example or a historical event	Playscripts Mystery stories based on Harris Burdick images and captions Newspaper Report Newspaper reports of a sighting of a mysterious creature <u>Cross Curricular</u> Mystery letter <u>Oracy</u> To use specialist vocabulary when discussing a known topic To use more natural and subtle prompts for turn taking	Explanation Text What is the water cycle? Persuasive text Persuade people to visit a famous river or mountain range <u>Cross Curricular</u> Explanation text of the water cycle <u>Oracy</u> To consider the impact of their words on others when giving feedback	Narrative Adventure story - time travel Poetry Rhyming riddle linked to time travel <u>Cross Curricular</u> Newspaper article about the discovery of Tutankhamun's tomb <u>Oracy</u> To reflect on their own oracy skills and identify areas of strength and areas to improve



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Significant People	<u>Black History Week:</u> Martin Luther King <u>History Focus:</u> Boudica and Julius Caesar	<u>Science Focus:</u> Alexander Graham Bell	<u>History Focus:</u> Queen Victoria and Lord Melbourne <u>Science Focus:</u> Pierre Fauchard	<u>Science Focus:</u> Thomas Edison and Joseph Swan	<u>Geography Focus:</u> Sir Edmund Hillary and George Mallory <u>Science Focus:</u> Anders Celcius and Daniel Fahrenheit	<u>History Focus:</u> Tutankhamun, Howard Carter and Cleopatra <u>Science Focus:</u> Rachel Carson
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Maths	Number: Place Value Number: Addition and subtraction Measurement: Area Number: Multiplication and division A		Number: Multiplication and division B Measurement: length and perimeter Number: Fractions Number: Decimals A		Number: Decimals B Measurement: Money Measurement: Time Geometry: Shape Statistics Geometry: Position and direction	
Science		Sound - Know how sound is made, associating some of them with vibrating - Know how sound travels through a medium to our ears - Find patterns between pitch and the object producing a sound - Find patterns between the volume of a sound and the strength of the vibrations that produced it - Recognise that sounds get fainter as the distance from the sound source increases	Animals including humans - Identify and name the parts of the human digestive system - Know the functions of the organs in the human digestive system - Identify and know the different types of human teeth - Know the functions of different human teeth - Use and construct food chains to identify producers, predators and prey	Electricity - Identify and name appliances that require electricity to function - Construct a series circuit - Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) - Predict and test whether a lamp will light within a circuit - Know the function of a switch - Know the difference between a conductor and an insulator; giving examples of each	States of Matter - Compare and group materials based on their state of matter (solid, liquid, gas) - Know about and explore how some materials can change state when they are heated or cooled - Know the temperature (°c) at which materials change state - Know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Living things and their Habitats - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - Know how changes to an environment could endanger living things



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History	- Know how Britain changed from the iron age to the end of the Roman occupation - Know how the Roman occupation of Britain helped to advance British society - Know how there was resistance to the Roman occupation and know about Boudica - Know about at least one famous Roman emperor		The Victorians- Know a significant turning point in history - The Victorians and the significance of invention. What is it like to be a Victorian child? - -Study Local Victorian history.	- Research Historical mysteries such as the Loch Ness Monster, the Bermuda Triangle and the Yeti. - Local history -the Mystery at Gorse Hall		- Know about, and name, some of the advanced societies that were in the world around 3000 years ago - Know about the key features of Ancient Egypt
Geography	- Locate English cities where the Romans settled. - Know why most cities are located by a river.	- Know the names of at least eight major capital cities across the world - Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. - Know what is meant by the term 'tropics'		- Know how to plan a journey within the UK, using a road map	- Know where the main mountain regions are in the UK - Know, name and locate the main rivers in the UK - Know and label the main features of rivers and mountains - Know the names of, and locate, a number of the world's longest rivers and highest mountains	



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					- Explain the features of the water cycle	
Computing / Esafety	<u>Computing Systems and Networks - The Internet</u> - Know how to search for specific information and know which information is real, safe and secure. - Recognise acceptable and unacceptable behaviour using technology - Select and use software to accomplish given goals - Know how to search for specific information and know which information is useful and which is not	<u>Creating Media - Audio Production</u> - Produce and upload a podcast using GarageBand.	<u>Programming - Repetition in Shapes</u> - Make an accurate prediction and explain why they believe something will happen - Give an 'on-screen' robot specific instructions that takes them from A to B - Experiment with variables to control models	<u>Data and Information - Data Logging</u> - Collect, review and analyse data to answer questions - Crumble Coding Workshop.	<u>Creating Media- Photo Editing</u> - Develop understanding of how digital images can be changed and edited, and how they can then be resaved and reused.	<u>Programming - Repetition in Games</u> - Make an accurate prediction and explain why they believe something will happen - Give an 'on-screen' robot specific instructions that takes them from A to B - Experiment with variables to control models
P.S.H.E and S.R.E	<u>Relationships</u> - Positive friendships, including online - Responding to hurtful behaviour; managing confidentiality; recognising risks online		<u>Living in the Wider World</u> - What makes a community; shared responsibilities - How data is shared and used - Making decisions about money; using and keeping		<u>Health and Wellbeing</u> - Maintaining a balanced lifestyle; oral hygiene and dental care - Physical and emotional changes in puberty;	



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	- Respecting differences and similarities; discussing difference sensitivity		money safe		external genitalia; personal hygiene routines; support with puberty - Medicines and household products; drugs common to everyday life	
Music	Through The Tameside Music Service children will: -Listen -Perform -Imrpovise and compose -Learn read notation This will include the listening and learning to play the violin		Through The Tameside Music Service children will: develop further: -Listen -Perform -Imrpovise and compose -Learn read notation -This will include the listening and learning play the violin -Whole class will perform to an audience.		Through the Tameside Music Service will become more indepedent when... -Listen -Perform -Imrpovise and compose -Learn read notation -This will include the listening and learning play the violin -Whole class will perform to an audience.	
Art	- Explain some of the features of art from historical periods (Research Mosaics and create own mosaic). - Know how to sculpt clay and other mouldable materials (create clay mosaic tile)	- Know how to use line, tone, shape and colour to represent figures and forms in movement (Recreate sketches of famous buildings around the world)	- Know how different artists developed their specific techniques. - Know how to show facial expressions and body language in sketches and paintings. - Use sketchbooks to help create facial expressions (Portrait of Queen Victoria.)	- Know how to integrate digital images into artwork (Dreamscape)	- Use photographs to help create reflections in sketchbooks - Use line, tone, shape and colour to show reflections (Create their own reflection painting using a choice of medium.)	- Know how to print onto different materials using at least four colours (Print hieroglyphs using potatoes) - Know how to use line, tone, shape and colour to represent figures and forms in movement (motion pictures)



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Design and Technology	- Measure, mark out, cut and shape materials with some accuracy. - Persevere and adapt work when original ideas do not work - 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		- Know how to be both hygienic and safe when using food. - Bring a creative element to the food product being designed (Create a healthy Victorian vegetable pottage)	- Links scientific knowledge by using lights, switches or buzzers - Use electrical systems to enhance the quality of the product - Present a product in an interesting way - Produce a plan and explain it - Persevere and adapt work when original ideas do not work - Explain how the original design has been improved - Use IT where appropriate, to add to the quality of a product (Make a lighthouse that works)		- Know which material is likely to give the best outcome. - Know which tools to use for a particular task and show knowledge of handling the tool - Use ideas from other people when designing - Produce a plan and explain it - Persevere and adapt work when original ideas do not work - Evaluate products for both their appearance and purpose - Evaluate and suggest improvements for a design (Make an Egyptian shudoof)
P.E.	Swimming - Improve swimming strokes. - To swim competently, confidently and proficiently over a distance of at	Swimming - Improve swimming strokes. - To swim competently, confidently and proficiently over a distance of at least 25 metres.	Swimming - Improve swimming strokes. - To swim competently, confidently and proficiently over a distance of at least	Swimming - Improve swimming strokes. - To swim competently, confidently and proficiently over a distance of at least 25 metres.	Athletics 4 - Sprint over a short distance and show stamina when running over a long distance. - Jump in different ways - Throw in different	Cricket - Throw and catch accurately with one hand - Hit a ball accurately with control - Vary tactics and adapt skills



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	least 25 metres. - Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Dance (Romans) - Take the lead when working with a partner or group - Use dance to communicate an idea	- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Hockey - Vary tactics and adapt skills depending on what is happening in a game - Hit a ball accurately with control	25 metres. - Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Gymnastics (Arching and bridges) - Move in a controlled way - Include change of speed and direction in a sequence - Work with a partner to create, repeat and improve a sequence with at least three phases	- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Invasion Games - Throw and catch accurately with one hand - Hit a ball accurately with control - Vary tactics and adapt skills depending on what is happening in a game	ways and hit a target, when needed Yoga - Move in a controlled way - Work with a partner to create, repeat and improve a sequence with at least three phases	depending on what is happening in a game Orienteering - Follow a map in a (more demanding) familiar context - Follow a route within a time limit
MFL (Polish)	Revisit vocabulary taught previously greetings, emotions, days of the week, months of the year Be introduced to the key vocabulary needed to describe their family. Learn about Polish traditions and festivals such as St Andrew's Day and Christmas.	- Revisit numbers 1-10 and be introduced to numbers 11-20. - Name items of clothing and describe them using colours Know how Easter is celebrated in Poland.	- Name animals using the Dear Zoo book Use short positive and negative phrases for example 'This is/this is not'.			
R.E.	Expressing Strand: Why do some people think that life is a journey and what significant experiences mark this?	Believing Strand: Why is Jesus inspiring to some people?	Living Strand: What can we learn from religions about deciding what is right and wrong?			



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