



Broadbent Fold Primary School and Nursery

Long Term Planning - Year 4

Teacher: Mrs Higham,

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BV - Identify British Values	<p>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.</p>	<p>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.</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 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.</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 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.</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>Can you explain the unexplained?</u>	<u>What was life like for The Tudors?</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"> ✓ A visit to The Chester Roman Museum! ✓ Take a journey through Roman History to learn about Boudica, Caesar, sort real Roman artefacts, wear Roman armour and even throw spears (safely!) to protect the school from the Celts! 	<ul style="list-style-type: none"> ✓ Science- sound based ✓ Making a string telephone ✓ Sound proofing a room ✓ Learning about Alexander Graham Bell ✓ Investigating countries around the world. 	<ul style="list-style-type: none"> ✓ Introduce the pictures and captions of Harris Burdick by torchlight, to create the atmosphere of the dark cellar in which they were originally discovered... ✓ Provide notebooks for children to create their own "Book of Ideas" to record their story ideas. ✓ Crumble Coding workshops 	<ul style="list-style-type: none"> ✓ Learn what life was like for the poor and rich residents. ✓ Create a "Toy Theatre" and perform a Shakespearean play. ✓ Go on a virtual tour of Ordsall Hall 	<ul style="list-style-type: none"> ✓ Explore the Water Cycle, making links to rivers and mountains. <p>Visit to Park Bridge</p>	<ul style="list-style-type: none"> ✓ 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)
Texts:	Boudica's Army (I Was There!) Pompeii	The Terrible Thing that happened to Barnaby Rook	The Mysteries of Harris Burdick (Fiction)	Diver's Daughter (Historical fiction)	Rivers: A Visual History from River to Sea	The Time Travelling Cat and the Egyptian Goddess



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	(Both Historical fiction based on fact)	(fiction) Atlas work (non- fiction)	Real Life Mysteries (Non-Fiction) The Secret Lake	based on fact)	(Non-fiction)	(Fiction - Adventure)
English Genre Focus:	Narrative- Stories with a Historical setting. Diary of a Roman Soldier	Non-Chronological reports - of geographical features of a chosen country around the world Poetry: Onomatopoeias, Winter landscape poem using alliteration and similes.	Playscript -Mystery stories based on Harris Burdick images and captions. Recount- Newspaper reports of a sighting of a mysterious creature	Formal Letter To write a formal letter from Sir Francis Drake to Queen Elizabeth I Biography To write a biography of a Tudor Royal and Jane Goodall	Explanation Texts - What is the water cycle? Persuasive texts - Create a text to persuade people to visit a famous river or mountain range. E.G Persuade Mrs Higham to climb Mount Everest. Poetry Performance poetry Sea Fever	Narrative - Adventure story - time travel. Poetry: Write a rhyming riddle linked to Time Travel. Ozymandias by Percy Shelley
<u>Wider curriculum opportunities</u>	Recount of the school trip	Postcards from around the world	Mystery letter	Diary as one of Henry VIII's wives	Newspaper about flooding	LGBTQ+ poetry- Just because
Significant People	Boudica Julius Caesar Martin Luther King (Black History week)	Alexander Graham Bell	Selection of Authors related to Harris Burdick mysteries	Jane Goodall (science week focus) Henry VIII, Queen Elizabeth I, William Shakespeare	Sir Edmund Hillary George Mallory	Tutankhamun Howard Carter Cleopatra



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Maths	Place Value Addition and subtraction Area Multiplication and division		Multiplication and division Measurement- length and perimeter Fractions Decimals		Decimals Money Time Statistics Properties of shape Position and direction	
Science	<ul style="list-style-type: none"> Scientific Enquiry National space week 4-10 October Find out about famous scientists and their inventions and experiments. Comparing and fair testing Pattern seeking Observing over time Classifying, identifying and grouping Research using secondary sources 	<ul style="list-style-type: none"> Sound How sounds are made Sound vibrations Pitch and volume (Relate to Music) Working scientifically-comparing and fair testing 	<ul style="list-style-type: none"> Electricity Uses of electricity Simple circuits and switch Conductors and insulators Working scientifically-pattern seeking 	<ul style="list-style-type: none"> Animals including humans Digestive system Teeth Food chains Working scientifically - observing over time 	<ul style="list-style-type: none"> States of Matter Compare and group materials Solids, liquids and gases Changing state Water cycle Working scientifically-comparing and fair testing 	<ul style="list-style-type: none"> Living things and their Habitats Grouping living things Classification keys Adaptation of living things Working scientifically-identifying, classifying and grouping.



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Key Scientist	<p>Tim Peak</p> <p>Neil Armstrong</p>	<p>Alexander Graham Bell- telephone inventor</p> <p>James West- inventor microphones</p>	<p>Joseph Swan- Inventor of the light bulb</p>	<p>Pierre Fauchard- Father of Dentistry</p> <p>Marie Maynard Daly- biologist</p>	<p>Daniel Gabriel Fahrenheit- physicist temperature</p>	<p>Rachel Carson- marine biologist</p>
History	<ul style="list-style-type: none"> Know how Britain changed from the iron age. Know how the Romans 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. 	<ul style="list-style-type: none"> History of how the world came into being. 	<ul style="list-style-type: none"> Research Historical mysteries such as the Loch Ness Monster, the Bermuda Triangle and the Yeti. Local history -the Mystery at Gorse Hall 	<p>Locate the Tudor period on a timeline.</p> <p>Learn about the changing power of Tudor Monarchs. Using case studies such as Henry VII, Henry VIII and Elizabeth I.</p> <p>Research in order to find similarities and differences between two or more periods of history</p> <p>Know how to place features of historical events and people from the past societies and periods in a</p>	<p>Local history - possible visit to Park Bridge in Ashton Under Lyne to see the history of the River Mersey</p>	<p>Learn about the key features of Ancient Egypt</p> <p>Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them</p> <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</p>



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				chronological framework Know about the main events from a period of history, explaining the order of events and what happened		
Geography	<ul style="list-style-type: none"> Locate English cities where the Romans settled. Know why most cities are located by a river. 	<ul style="list-style-type: none"> Locate and place countries in their continents. Find capital cities. Time difference around the world. Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. 	<ul style="list-style-type: none"> Locate the Bermuda Triangle on a map and globe. Locate the Flannan Isles in Scotland Know how to plan a journey within the UK, using a road map 	<ul style="list-style-type: none"> Research some famous Tudor explorers and the places they discovered 	<ul style="list-style-type: none"> 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. Explain the features of a water cycle. 	<ul style="list-style-type: none"> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.
Computing / Esafety	<u>Computer safety</u> Research Know how to search for specific information and know which information is real, safe and secure.	Computer skills Learn how to create new folders and save correctly. <u>Coding</u> - using CODE.ORG follow and create algorithms and	Crumble <u>Coding</u> Workshop. Reasoning: make an accurate prediction and explain why they believe something will happen (linked to	<u>Creating Media</u> - photo editing. Using iMotion to make a stop motion movie. <u>Internet safety</u> Using the Internet	<u>Creating media</u> - audio editing Computer Animation To understanding computer animation by using Movie Maker- audio editing	<u>Data and information</u> Using spreadhseets, charts to organise science data, grouping and classifying animals.



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	<p>Improve <u>Microsoft Word skills</u>- font, size, alignment, borders, underline, bold, italics, colour</p>	<p>instructions to complete a series of activities.</p> <p><u>Data logging and information</u>- recording sound and graphing linked to science.</p>	<p>programming) Coding- programming- create their own sprite and arithism to make it move.</p>	<p>safetly, research of famous Tudors to write biographies.</p>	<p>Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>	
<p>P.S.H.E and S.R.E</p>	<p>PSHE Positive Friendships</p> <p>SRE: Health & Well Being How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and</p>	<p>PSHE Responding to hurtful behaviour. Respecting differencces and similarities. SRE Living in the Wider World Understand that there are basic human rights shared by all people and Societies. Children have their own special</p>	<p>PSHE What makes a community?</p> <p>SRE: Relationships To recognise and challenge stereotypes</p>	<p>PSHE: How data is shared and stored. Making decisions about money.</p> <p>SRE Relationships To judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>PSHE: Maintaining a balanced lifestyle. Oral hygiene and dental care.</p> <p>SRE: Relationships How to recognise bullying and abuse in all its forms (including prejudice based bullying both</p>	<p>PSHE: Medicines and household products. Drugs common to everyday life. Physical and emotional change. SRE :Health & Well Being How their body will, and their emotions may, change as they approach and move through puberty</p>



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	the media	rights set out in the UN Declaration of the Rights of the Child.			in person, online and through social media)	
Music	<p>Charanga - "Mamma Mia" Use notation to interpret and understand music.</p> <p>Penny Whistles</p>	<p>Charanga - Glockenspiel 1</p> <p>Penny Whistles</p>	<p>Charanga - "Stop!"</p> <p>Begin to identify the style of work of Beethoven, Mozart and Elgar</p> <p>Penny Whistles</p>	<p>Charanga - "Lean On Me"</p> <p>Identify and describe the different purposes of music</p> <p>Penny Whistles</p>	<p>Charanga - "Water Song"</p> <p>Penny Whistles</p>	<p>Charanga - Reflect, Rewind and Replay</p> <p>Penny Whistles</p>
Art	<ul style="list-style-type: none"> Explain some of the features of art from historical periods. Use digital photography. <p>Research Mosaics and create own artwork using Mosaic portraits.</p>	<ul style="list-style-type: none"> Know how to use line, tone, shape and colour to represent figures and forms in movement. <p>Recreate sketches of famous buildings around the world.</p>	<ul style="list-style-type: none"> Know how to use line, tone, shape and colour to represent figures and forms in movement. <p>Sketch and design a newly discovered mysterious creature. (Link to science and classification of animals: mammals, fish, reptiles, birds, amphibians</p>	<ul style="list-style-type: none"> Know how different artists developed their specific techniques. Know how to show facial expressions and body language in sketches and paintings. <p>Teach the basics of portrait drawing and sketch their own Tudor Monarch or Explorer. Research the Tudor artist Hans Holbein.</p>	<ul style="list-style-type: none"> Know how to show reflections. Use digital photographs to help create reflections. <p>Study some of the famous "reflection" paintings. Create their own reflection painting using a choice of medium. Create chalk pastel mountains</p>	<ul style="list-style-type: none"> Know how to print onto different materials using at least four colours. <p>Print hieroglyphs using potatoes</p>



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Design and Technology	<ul style="list-style-type: none"> Know how to sculpt clay and other mouldable materials. <p>Make Roman coins from Airclay and paint in metallic paint.</p> <p>Measure, mark out, cut and shape materials with some accuracy. - create a class mosiac which is accurate and depicts a Roman scene out of clay.</p>	<p>Make calendars and Christmas cards</p> <ul style="list-style-type: none"> Evaluate and suggest improvements for design. Explain how the original design has been improved. <p>Use a variety of materials and equipment to make string telephones and musical instruments.</p>	<ul style="list-style-type: none"> Make links to scientific knowledge by using lights, switches or buzzers. <p>Make a circuit, including a buzzer, switch and/or bulb.</p> <p>Making a lighthouse- use simple electrical components to make a functional product</p> <p>Create their own mystery creature using crispy cakes and icing- Know how to be both hygienic and safe when using food. Bring a creative element to the food product being designed.</p>	<p>Make a Tudor house using appropriate materials and observing specific dimensions (homework project).</p> <p>Know how to be both hygienic and safe when using food. Bring a creative element to the food product being designed.</p> <p>Create a healthy eating meal -Tudor Veg soup - chopping, slicing, peeling, mixing.</p>		<ul style="list-style-type: none"> Know which material is likely to give the best outcome. <p>Make a Time Travel object to feature in their adventure story)</p> <p>Make an Egyptian shudoof Know which tools to use for a particular task and show knowledge of handling the tools.</p> <p>Know which material is likely to give the best outcome. Measure accurately.</p>
P.E.	<p>Swimming</p> <ul style="list-style-type: none"> Improve swimming strokes. To swim competently, confidently and 	<p>Swimming</p> <ul style="list-style-type: none"> Improve swimming strokes. To swim competently, confidently and proficiently over a 	<p>Swimming</p> <ul style="list-style-type: none"> Improve swimming strokes. To swim competently, confidently and 	<p>Swimming</p> <ul style="list-style-type: none"> Improve swimming strokes. To swim competently, confidently and proficiently over a 	<p>Swimming</p> <ul style="list-style-type: none"> Improve swimming strokes. To swim competently, confidently and proficiently over a 	<p>Swimming</p> <ul style="list-style-type: none"> Improve swimming strokes. To swim competently, confidently and proficiently over a distance of at least 25



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	<p>proficiently over a distance of at least 25 metres.</p> <ul style="list-style-type: none"> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Dance- Roman- to dance in rhythm improving timing, movement and expressionism. 	<p>distance of at least 25 metres.</p> <ul style="list-style-type: none"> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Team games- Handball Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	<p>proficiently over a distance of at least 25 metres.</p> <ul style="list-style-type: none"> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Yoga Developing mindfulness, stretching, poses 	<p>distance of at least 25 metres.</p> <ul style="list-style-type: none"> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Gymnastics Sequence a series of movements using roll, jump, balance and on hands on the floor and at height. 	<p>distance of at least 25 metres.</p> <ul style="list-style-type: none"> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Athletics Sprint over a short distance and show stamina when running over a long distance. Jump in different ways Throw in different ways and hit a target, when needed 	<p>metres.</p> <ul style="list-style-type: none"> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Cricket Throw and catch accurately with one hand. Hit a ball accurately with control. <p>Vary tactics and adapt skills depending on what is happening in a game</p>
MFL	<p>This unit will focus on revisiting vocabulary taught last year. Pupils will practise to greet each other and ask simple questions about name and</p>	<p>In this unit pupils will look at vocabulary for clothing and use already learnt vocabulary (colours) to describe clothes.</p>	<p>Unit 3 will focus on food (fruit and vegetables and other common food and drink items). Pupils will learn to express their likes and dislikes.</p>	<p>In this Unit pupils will become familiar with the sports and activities.</p>	<p>In this Unit, pupils will be introduced to the key vocabulary needed to describe weather. Using simple sentences pupils will create weather reports.</p>	<p>This Unit will focus on season and will use vocabulary learn in the previous units to express their likes/dislikes about seasons/weather and give simple reasons.</p>



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	wellbeing. They will revisit words for animals and will use simple phrase to describe animals.					
R.E	<u>Expressing</u> Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious responses (eg. Humanist)</i>	<u>Believing strand</u> L2.3 Why is Jesus inspiring to some people?			<u>Living</u> L2. 9 What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (eg. Humanist)</i>	
	Why do some people think that life is a journey? What significant experiences mark this? Strand: Expressing	Why is Jesus inspiring to some people? Strand: Believing			What can we learn from religions about deciding what is right and wrong? Strand: Living	