

CLASS 4 Long Term Plan 2014 – 2015

Subject	Curriculum Content										
English	Reading, Writing, Spelling, Grammar and Punctuation:										
	Narrative: <ul style="list-style-type: none"> Stories of mystery and suspense Stories that contain mythical, legendary or historical characters or events 		Non-Narrative: <ul style="list-style-type: none"> Letters Non-chronological reports Recounts Explanations 		Poetry: <ul style="list-style-type: none"> Haiku Cinquain Learn by heart and perform a significant poem 		Extra Units: <ul style="list-style-type: none"> Stories set in places that children have been Formal writing Instructions 				
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions (including decimals & percentages)	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics			
Art	Develop ideas Great artists, architects and designers <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. 										
	Digital Media <ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. 		Painting <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece. 			Collage <ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. 					
Computing	To code Using Scratch and Flowol		To communicate Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications Microsoft Word, PowerPoint, Movie Maker, Revelation Natural Art.		To connect <ul style="list-style-type: none"> Either contribute to blogs or collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. 		To collect <ul style="list-style-type: none"> Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. Microsoft Excel and Textease Branch				
D&T	Cooking and nutrition <ul style="list-style-type: none"> Prepare and cook Where possible use seasonal ingredients Learn how a variety of ingredients are grown, reared, caught and processed 		Cutting and joining materials <ul style="list-style-type: none"> Create a product using wood 			Use electrical systems <ul style="list-style-type: none"> Use switches, bulbs, buzzers and motors 					
Geography	Geographical Knowledge & Map Skills <ul style="list-style-type: none"> 4 Figure Grid References World Features: Latitude, Longitude, Tropics of Cancer & Capricorn, Greenwich Meridian, Time Zones (link to Night & Day Y5 Science) <i>This will be taught throughout the following units of work.</i>		Settlement Study: EUROPE <ul style="list-style-type: none"> Settlement Natural resources Land use Economic activity Year A: Rivers & the Water Cycle (link to Y4 Science)			Fieldwork Activity to be undertaken within at least one unit of work					
History	the ROMAN EMPIRE and its impact on Britain <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55 – 54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's wall British resistance eg. Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity 		Britain's settlement by ANGLO-SAXONS and Scots <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman 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 Christian conversion – Canterbury, Iona and Lindisfarne 		the VIKING and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> 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 		A study of an aspect of theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066 <ul style="list-style-type: none"> The changing power of monarchs using case studies such as John, Anne and Victoria Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present, or leisure and entertainment in the 20th Century The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day A significant turning point in British history, for example, the first railways or the Battle of Britain 				
Languages	La Jolie Ronde – French Y3/4 and Y5/6 Read fluently Write imaginatively Speak confidently Understand the culture of the countries in which the language is spoken										
Music	Ukulele Lessons, delivered by LMSA and Art Forms: Musical Notation – Staves and Chord Graphics Performance – Instruments Performance – Singing Musical Appreciation Listening & Recall Performance: Singing (Carol Service and KS2 Production) Musical vocabulary needs to be taught relating to: pitch, duration, dynamics, tempo, timbre, texture, structure, musical notation.										
PE	Games [at least twice a year] <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [eg. badminton, basketball, cricket, football, hockey, netball, rounders, tennis], and apply basic principles suitable for attacking and defending 		Gymnastics [at least once a year] <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best 		Dance [at least once a year] <ul style="list-style-type: none"> Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best 		Athletics [at least once a year] <ul style="list-style-type: none"> Use running and jumping in isolation and in combination Develop flexibility, strength, technique, control and balance 		Outdoor & Adventurous Activities [at least once a year] <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team 		
PSHCE	New Beginnings (Y4 OR Y5) <ul style="list-style-type: none"> Body & Soul Story Y5 Recognising Risk and Responsibility 		Getting On and Falling Out (Y4 OR Y5) <ul style="list-style-type: none"> Anti-Bullying Week Y5 Friendship groups and peer pressure 		Going for Goals (Y4 OR Y5) <ul style="list-style-type: none"> Body and Soul: Love and Intimacy 		Good to be Me (Y4 OR Y5) <ul style="list-style-type: none"> Y5 Drugs and Volatile Substances 		Relationships (Y4/5) <ul style="list-style-type: none"> Growing and Changing Y4 Valuing Others and their Community 		Changes (Y4 OR Y5) <ul style="list-style-type: none"> Y5 Learning and Enterprise
RE	How should we live and who can inspire us? Christmas			Where, how and why do people worship? Whole school activities in Week of Prayer for Christian Unity			What does it mean to be a Muslim?		What do stories from the Bible reveal about Jesus?		
Science	Working Scientifically										
	States of Matter (Y4) & Properties and Changes of Materials (Y5) Solids, Liquids and Gases; Changes of State – heat & cool (°C); Water Cycle – evaporation & condensation; Compare and group; Dissolve and Evaporation – solutions; Separating Mixtures; Reversible and Irreversible Changes;		Earth & Space (Y5) <i>(Including gravity – taken from Y5 Forces)</i> Movement in Solar System; The Moon; Spherical Bodies; Night and Day – rotation;		Year A Electricity (Y4) Appliances; Series Circuits, Switches; Insulators & Conductors;		Animals including Humans (Y4/5) Year A: Changes as humans age (Y5)		Living Things & their Habitats (Y5) Differences in Life Cycles; Reproduction in plants and animals		