

# CLASS 4 Long Term Plan 2015 – 2016

Subject	Curriculum Content								
English	Reading, Writing, Spelling, Grammar and Punctuation:								
	<b>Narrative:</b> <ul style="list-style-type: none"> <li>Write stories of adventure</li> <li>Learn by heart and perform a significant poem</li> <li>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum</li> <li>Write stories that contain mythical, legendary or historical characters or events.</li> </ul>			<b>Non-Narrative:</b> <ul style="list-style-type: none"> <li>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum</li> <li>Write letters</li> <li>Write non-chronological reports</li> <li>Write in a journalistic style</li> </ul>			<b>Poetry:</b> <ul style="list-style-type: none"> <li>Learn by heart and perform a significant poem</li> </ul>		
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics	
Art	Develop ideas Great artists, architects and designers								
	Drawing			Printing			Textiles		
Computing	To code <i>Textease Turtle, Scratch</i>		To communicate <i>Powerpoint, Movie Maker, Revelation Natural Art, Microsoft Word.</i>		To connect <i>Internet Browsers</i>		To collect <i>Microsoft Excel and Textease Branch</i>		
D&T	Cooking and nutrition <ul style="list-style-type: none"> <li>Prepare and cook</li> <li>Where possible use seasonal ingredients</li> <li>Learn how a variety of ingredients are grown, reared, caught and processed</li> </ul>			Using mechanical systems <ul style="list-style-type: none"> <li>Winders and cams</li> </ul>		Create structures <ul style="list-style-type: none"> <li>Structures eg. bridges, towers etc...</li> </ul>			
Geography	Map Skills & Knowledge <ul style="list-style-type: none"> <li>Maps, atlases and globes, digital computer mapping</li> <li>Compass Directions (eight points)</li> <li>World Features: equator, N &amp; S hemisphere, Arctic &amp; Antarctic Circles</li> </ul> <i>This will be taught throughout the following units of work.</i>		Geographical Study (Place/Location) Settlement Study: UK <ul style="list-style-type: none"> <li>Settlement</li> <li>Natural resources (energy, food, minerals and water)</li> <li>Land use</li> <li>Economic activity</li> </ul> <i>Year 8: Hills and Mountains</i>		Locational Knowledge <ul style="list-style-type: none"> <li>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these aspects have changed over time;</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>		Fieldwork Activity to be undertaken within at least one unit of work		
History	Changes in Britain from the STONE AGE to the IRON AGE <ul style="list-style-type: none"> <li>Bronze Age religion, technology and travel</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>			EARLY CIVILIZATIONS <ul style="list-style-type: none"> <li>Indus Valley</li> <li>Ancient Egypt</li> <li>Shang Dynasty of China</li> </ul>		A study of an aspect of theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066 <ul style="list-style-type: none"> <li>The changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>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 20<sup>th</sup> Century</li> <li>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>A significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>			
Languages	<i>La Jolie Ronde – French Y3/4</i> 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: <i>pitch, duration, dynamics, tempo, timbre, texture, structure, musical notation.</i>								
PE	Games [at least twice a year] <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate [eg. badminton, basketball, cricket, football, hockey, netball, rounders, tennis], and apply basic principles suitable for attacking and defending</li> </ul>		Gymnastics [at least once a year] <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>		Dance [at least once a year] <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>		Athletics [at least once a year] <ul style="list-style-type: none"> <li>Use running and jumping in isolation and in combination</li> <li>Develop flexibility, strength, technique, control and balance</li> </ul>		Outdoor & Adventurous Activities [at least once a year] <ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
PSHCE	New Beginnings <ul style="list-style-type: none"> <li>Body &amp; Soul Story</li> </ul>	Getting On and Falling Out <ul style="list-style-type: none"> <li>Anti-Bullying Week</li> </ul>	Going for Goals <ul style="list-style-type: none"> <li>Body and Soul: Love and Intimacy</li> </ul>	Good to be Me	Relationships <ul style="list-style-type: none"> <li>Growing and Changing</li> <li>Y4 Valuing Others and their Community</li> </ul>	Changes			
RE	Does a beautiful world mean a wonderful God? Christmas			What are the deeper meanings of the festivals? Focus on Easter		What does it mean to be a Sikh?		Special places/places of worship	
Science	Working Scientifically								
	Rocks (Y3) <i>Compare and Group according to physical appearance; Fossils; Soil = rocks and organic matter</i>	Forces & Magnets (Y3) <i>Movement on surfaces; Magnetic forces, poles, repel and attract, magnetism</i>		Animals including Humans <i>Digestion; Teeth; Food Chains (Y4)</i>		Sound (Y4) <i>Vibrations; Pitch &amp; Volume</i>	Living Things & their Habitats (Y4) <i>Grouping; Classification Keys; Environmental Change</i>	Plants (Y3) <i>Parts of plants; Requirements for life and growth; Water transportation; Pollination, seed formation, dispersal.</i>	