

CLASS 4 Long Term Plan 2018 – 2019

Subject	Curriculum Content							
Art	Develop ideas Great artists, architects and designers							
	Digital Media			Painting			Collage	
Computing	To code <i>Scratch and Flowol</i>		To communicate <i>Microsoft Word, PowerPoint, Movie Maker</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"> 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 		
English	Reading, Writing, Spelling, Grammar and Punctuation: Range of texts and genres including narrative, non-narrative and poetry							
Geography	<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) <p><i>This will be taught throughout the following units of work.</i></p>		Settlement Study: EUROPE <ul style="list-style-type: none"> Settlement Natural resources Land use Economic activity <p>Year B: Hills and Mountains</p>			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: sits 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							
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions (including decimals & percentages)	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics
Music	Ukulele Lessons, delivered by LMSA and Art Forms: Musical Notation – Staves and Chord Graphics Performance – Instruments and 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"> 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 			
PSHE	Identify, society and equality Y4: Democracy Y5: Stereotypes, Discrimination and Prejudice Body and Soul	Drug, Alcohol and Tobacco Education Y4: Making Choices Y5: Different Influences Body and Soul	Physical Health and Wellbeing Y4: What is important to me? Y5: In the Media Body and Soul	Keeping Safe and Managing Risk Y4: Playing Safe Y5: When Things Go Wrong Body and Soul	Sex and Relationship Education: Y4 and Y5: Growing and Changing Body and Soul	Careers, Financial Capability and Economic Wellbeing Y5: Borrowing and Earning Money Body and Soul		
RE	Creation and Science: Conflicting or Complementary? CREATION/FALL	How do religions help people live through good times and bad times? (thematic unit that compares belief & practices between different faiths & beliefs)	What does it mean for Muslims to follow God?	What difference does the Resurrection make for Christians? SALVATION	Why do some people believe in God and some people not? (thematic unit that compares belief & practices between different faiths & beliefs)			
Science	Working Scientifically							
	States of Matter (Y4) & Properties and Changes of Materials (Y5) <i>Solids, Liquids and Gases; Changes of State – heat & cool (°C); Water Cycle – evaporation & condensation;</i> <i>Compare and group; Dissolve and Evaporation – solutions; Separating Mixtures; Reversible and Irreversible Changes;</i>	Earth & Space (Y5) <i>(Including gravity – taken from Y5 Forces) Movement in Solar System; The Moon; Spherical Bodies; Night and Day – rotation;</i>	Year A Electricity (Y4) <i>Appliances, Series Circuits, Switches, Insulators & Conductors;;</i> Year B Sound (Y4) <i>Vibrations; Pitch & Volume;</i>	Animals including Humans (Y4/5) <i>Year A: Changes as humans age (Y5)</i> <i>Year B: Digestion; Teeth; Food Chains (Y4)</i>	Living Things & their Habitats (Y5) <i>Differences in Life Cycles; Reproduction in plants and animals</i>			