


RISE PARK PRIMARY & NURSERY SCHOOL LONG TERM PLAN YEAR 4

	Autumn	Spring	Summer 1	Summer Two
Theme overview	Journeys (Shackleton and Anglo Saxons) Why do people go on different journeys? Hook 1 – Visitor – polar explorer Hook 2 – Classroom invasion (Peru class to invade Cuba )	The United Kingdom What is our Country like and what makes us a united kingdom? Hook – Exploring the local area (Trip)	Crime and Punishment How and why has crime and punishment changed in Britain? Hook – Chocolate mystery, create a crime scene with evidence pointing to the chocolate thief Diary entry – Wearing a Scold's Bridle	Ancient Egypt How do we know what life was like in Ancient Egypt?  Hook – Discovery of an ancient Egyptian tomb with artefacts and tomb paintings
English	Autumn1: Writing to inform 1. Using Shackleton's Expedition <ul style="list-style-type: none"> <li>Letter to update of mission                             <ul style="list-style-type: none"> <li>Diary Entry on Matthew Henson</li> </ul> </li> </ul> Autumn 2: Writing to entertain 1. Using Beowulf and the short film The Dragon Slayer <ul style="list-style-type: none"> <li>Setting Description</li> <li>Myth</li> </ul>	Writing to persuade Old text: One Plastic Bag Now using: Greta and the Giants <ul style="list-style-type: none"> <li>Speech</li> <li>Advertising leaflet</li> </ul> Writing to Entertain Using Coming to England – new text <ul style="list-style-type: none"> <li>Poems</li> <li>Descriptions</li> </ul>	Writing to entertain.  Using Sherlock Holmes and the case of the Disappearing Diamond  •Mystery Story <ul style="list-style-type: none"> <li>Play script</li> </ul>	Writing to inform.  Using: Until I met Dudley, The Egypt News – Boy King murdered.  •Explanation •Newspaper report
Reading	Zippel The Keyhole Ghost – Story Hamish and the World Stoppers - story Ernest Shackleton – Biography Wayne Rooney – Biography How to train your Dragon – story Harry Drinkwater's Diary – Diary The Saga of Eric the Viking – Story Matthew Henson – Biography (Geography) Anglo-Saxon and Scots Invaders – Non Chron report (History) Women's Footballer of the Year – Newspaper Report Treasure Island - Fiction	Paralympians – Non-chronological report (PSHE) Greta Thunberg – biography (Geography) Peter Pan – Classical story Sir David Attenborough – biography (geography) Poems about witches – poetry Armoured Dinosaurs – Non chron report How materials change – Non chron (science) Reign of the sea dragons – Information Dragonsitters Island – Emails Poems about the weather – Poetry (geography) Jungle Book – Classic stories	Grr – Poetry Pet care Bearded Dragons – Explanation Charlotte's Web – Story Big Foot – Poem The man who bought a mountain – story The girl who walked on air - story	Influential musicians – Non chron The Roman Mail – Newspaper report Howard Carter – Biography (History) Children's Baking Bread – Recipe The River Nile – Explanation Text (History)
Maths	Number - Place Value (4wks)	Number-multiplication/division (3wks) Measurement- area (1wk)	Number - Decimals (2wks) Measurement -Money (2 Weeks)	Statistics (1wk)

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	Number -addition/subtraction (3wks) Measurement – length and perimeter (2wk) Number -multiplication/division(3wks)		Number -Fractions (4wks) Number - Decimals (3Wks) Consolidation	Measurement - Time (2 Week)	Geometry-properties of shape (2wks) Geometry - Position and Direction (2wk) Consolidation
Science	Electricity Set of instructions How to make a light work.	Sound	States of Matter - Edu app (bunny rabbit app) to record and present changes over time in evaporation	Living things and their habitats	Animals Inc Humans Non-chronological report on teeth
History		<b>Anglo-Saxons</b> → Britain's settlement by Anglo-Saxons and Scots Plot events on a timeline using centuries. -Using a timeline, work out time differences between major events in history. -Understand how artefacts and evidence can help us to build up an accurate picture of how people lived in the past. Letter home from an invading Anglo-Saxon describing England		Crime and Punishment -A study of an aspect of British History that extends children's knowledge beyond 1066 -Plot events on a timeline using centuries. -Using a timeline, work out time differences between major events in history. -Interpret two versions of an event and say how they differ. -Find supporting evidence for a historical perspective.	Ancient Egypt - -Plot events on a timeline using centuries. -Using a timeline, work out time differences between major events in history. -Understand how artefacts and evidence can help us to build up an accurate picture of how people lived in the past.
Geography	Autumn1. Shackleton, Geography: Frozen lands		→Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical		

	<p>Position and significance of Arctic and Antarctic circle Maps, atlas globes to locate countries and features. Topographical features – mountains Skills: -Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE). -Use appropriate symbols to represent different physical features on a map.</p>		<p>features (including hills, mountains, coasts and rivers). →Understand geographical similarities and differences through studying an area of the UK – key physical and human features. →Identify key topographical features including mountains. →Describe and understand key aspects of physical geography including rivers, mountains and the water cycle. - Plan a journey from Nottingham to a place in England, taking account of distance and time. -Begin to use 4-figure grid references. - Explain how places change over time with reference to physical features. - Explain how the water cycle works and the global importance of water - Explain the main differences between cities and villages and understand why people are attracted to living in cities. -Explain how a locality has changed with reference to human features. <b>Cross curricular write - NC report on rivers(?)</b></p>		
Art	<p>Digital photography, lighting composition, basic video and film techniques</p>		<p>Spring 1: Print making</p>	<p>Painting, different techniques / brush sizes and scale – look at graffiti artists e.g. Banksy and  App – Sketchbook – spray paint tools etc</p>	
D&T		<p>To make torches with electrical circuits for a client with a disability.</p>	<p>Spring 2: Design and develop skills for making a pencil case (combine some art skills e.g. seam allowance, fastening, patterns)</p>		<p>Design and make flat bread, link to Ancient Egypt</p>
RE	<p><b>The journey of life and death</b> Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p>		<p><b>Symbols and religious expression</b> How do people express their religious and spiritual ideas on pilgrimages? <b>Postcard from Lourdes</b></p>	<p><b>Beliefs and questions</b> How do people's beliefs about God, the world and others have impact on their lives?</p>	<p><b>Religion, family and community; worship, celebration and way of living</b> How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p>

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Music	Objectives taught through guitars. Charanga Scheme – Mamma Mia and Glockenspiel Stage 2 App - xylophones		Objectives taught through guitars. Charanga Scheme – Stop! Charanga Scheme – Lean on Me		Objectives taught through guitars. Charanga Scheme – Blackbird	Objectives taught through guitars Charanga Scheme - Reflect, Rewind and Replay
PSHE	Being me Celebrating differences		Dreams and goals Healthy me		Relationships	Changing me
PE	Team work skills – Traditional	Gymnastics	Dance Net and Wall – Tennis, Badminton		Attacking and Defending Principles – Football, Hockey, Netball, Basketball, Handball, Rugby, Dodgeball	Athletics
Spanish	Las tapas – Tapas / food La ropa - Clothes		El Carnaval (música) - Music CC – English BOOK PROJECT Me llamo Celia Linked to Cuba and Santiago de Cuba.	El Carnaval – Carnival	Los deportes y los pasatiempos – Sports and hobbies	
ICT	Online Safety Coding		Spreadsheets Writing for Different Audiences		Logo Animation	Effective Teaching Hardware Investigators
Emotional Awareness	<p>RE: What values do the people you admire have and why do you admire them? What values do our family members have? What impacts do the actions of families/religious leaders have on others?</p> <p>DT: What impact do the actions of designers and makers have on others? How would people with specific needs be feeling?</p> <p>Geography: What impacts do the actions of humans have on others including the environment and animals and how might those affected be feeling. How would you deal with feelings of isolation if working on Hailey Six</p> <p>History: What impact did the actions of the invading Anglo Saxons have on others? Why did the invaders choose to</p>		<p>RE: - How might people be feeling before during and after a pilgrimage? What values does the person have that you admire and why? What impact do the actions of a pilgrim have on others?</p> <p>Geography - What impacts do the actions of humans have on others including the environment and animals and how might those affected be feeling. What values do environmentalists eg Greta Thunberg, David Attenborough have and do we admire them? Why?</p>		<p>Art: What kind of behaviours are different types of graffiti artists showing? What could this mean? How do communities react to graffiti and why?</p> <p>History: How did the actions of highway men impact people's lives? How and why do people's views of highway men differ and how have they changed over time? Where punishments of the past a good way to react to the crime? Why have punishments changed over time? Does the reflect the values of society?</p>	<p>History: What is the importance of a belief in the afterlife for different cultures?</p> <p>PSHE: How will my feelings change as I reach puberty?</p>

	<p>behave that way? How did you feel as an invader/being invaded? How would both feel if the situation turned violent? Is this a good way to react? Why/why not</p>			
<p>Knowledge of the World</p>	<p>Children will locate the European countries that today best represent the home countries of the Anglo-Saxons, and will discuss some of the similarities between them and the United Kingdom. We will understand how and where we and other civilisations fit into the History of the world. We will develop knowledge and understanding of places in the world beyond that we already know.</p> <p>Why do people go on journeys? What different types of journeys are there? Where do people go and why? Why have people been on journeys throughout history?</p>	<p>Looking at how places change over time – the impact of humans on landscape. Look at the journey of a river and how it impacts the environment. Deepen understanding into the impact human activity has on our local environment, especially the environment including positive impacts.</p> <p>Why is our country called the United Kingdom? Why are rivers so important to human settlement? How do rivers impact the landscape?</p>	<p>The laws of the land and how they have change, how they govern our lives. Understand the relationship between actions and consequences.</p> <p>Why are crimes punished? What are the consequences of breaking the law? Why and how have our laws changed?</p>	<p>Knowing that different cultures have different beliefs and that these change over time. Knowing how artefacts are used to inform our knowledge of our and world history. How have the beliefs of Egypt changed over time? How can we learn about the past? Science - Deepen understanding into the impact human activity has on our local environment, especially the environment including positive impacts. What impact do humans have on our environment?</p>
<p>Possibilities &amp; Enquiries</p>	<p>Looking at our journey through life - What are our aspirations, where do we see ourselves in the future? What journeys have we already been on? And Why? We look at why peoples across history have made journeys. We will look at our aspirations and consider where we want to go in life What journeys have we already been on and why? We will look at how problems are overcome through the use of design, make evaluate process to design and make a torch. Considering why people need the product, how it is changed and adapted to serve different needs.</p>	<p>Potential leaders, looking at the impact we can have on the environment and change. What would happen if there was no water? What can we do to save water?</p>	<p>Investigate different views linked to art. Why do artists choose to display their work in different environments eg studio vs public buildings? Why have punishments changed over time in Great Britain?</p>	<p>How do we learn about ancient civilisations?</p>

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Diversity	<p>Investigating the impact people have on the places they journey to. Science, settlement etc.</p> <p>Consider how people with a physical disability can travel from one place to another.</p> <p>Consider the problems with a physical disability face when using everyday objects and what Adaptations could be made to support them (torches).</p>		History: How the treatment of children has changed.	History: Compare and celebrate the differences between countries, beliefs etc.
Trips & Visits	<p>Artic Explorer</p> <p>Digital photographer</p> <p>Nottingham Contemporary</p>	A journey to another place in England - Year 4 residential Camp	Street Artist Galleries of Justice	