



St Anne's CE Primary School

Long Term Plan 2020-2021

Year 4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | |
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| Question | What have we learnt from the Rotten Romans? | | Why is music mesmerising? | | Which plants and animals live in our local area? | | | | | |
| English | Escape from Pompeii Christina Balit | Roman Diary Richard Platt | The Pied Piper Michael Morpurgo | The Incredible Book Eating Boy Oliver Jeffers | The Promise Nicola Davies | The Wind in the Willows Kenneth Grahame | | | | |
| Poetry/ Classic | Fire poetry- Bush Fire Jacky Kay | | The Pied Piper- Robert Browning | | The Dancing Bear- Charles Causely | | | | | |
| Science | Electricity How could we cope without electricity for one day? -identify common appliances that run on electricity -construct a simple series electrical circuit, -series and parallel circuits -recognising common conductors and insulators -electrical safety -where does our electricity come from? | | Sound Why is music mesmerising? -identifying how sounds are made -find patterns between pitch/objects: volume/strength of vibrations; volume/distance from objects | | Animals, including Humans -Digestive system What happens to the food we eat? -teeth and their functions - construct and interpret food chains | | Living things and their Habitats -classification -changing environments | | States of Matter -Group materials according to state -changing materials -evaporation and condensation in the water cycle | |
| History | What did the Romans do for us? NC ref: The Roman Empire and its impact on Britain | | We've got it all! Why is the North East special? Local Geography/History study NC ref: A Local history study | | Were the Ancient Greeks Groovy? NC ref: a study of Greek life and achievements | | | | | |

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| | Focus: Key features of a global empire, chronology (duration) Roman invasion, settlement and legacy. Use of primary sources – supported inference and lines of enquiry | | Focus: Historical evidence/use of evidence, change, cause and consequence, significance/significant people Focus: a study of an aspect of history or a site that is significant in the locality | and their influence on the western world Focus: Historical evidence Significance, creating and pursuing a line of enquiry, exploring legacy | |
| Geography | | Making maps Focus: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | We've got it all! Why is the North East special? Regional focus with lead on location and place. Understand geographical similarities and differences through the study of human and physical geography of the region Focus: Fieldwork, map work, reading photographs | | What can we discover about Greece today? From migrants to Mama mia Places, features and people. Focus: location and place, change, cause and effect. |
| Computing | Programming Rapid Router - levels 1-32(https://www.codeforlife.education/rapidrouter/) https://hourofcode.com/uk/learn - find appropriate coding | | Scratch make more complex screens – with more complex moves http://code-it.co.uk/csplanning - | | Textease Turtle – Pictures of Plants / animals / Local area - use on screen turtle to move around More complex routes – more difficult - drawing shapes |
| Digital Literacy | | What makes a healthy media choice? https://www.commonsense.org/educatio | | BBC HH Video http://www.bbc.co.uk/cbbc/watch/p00nxznx | Kidsmart– Safe Searching Google – How search works |

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| <p>Digital Citizenship</p> <p>ICT Communication Publishing and collaborating</p> <p>Digital Video Digital Images Handling Databases</p> | <p>Photos to word – publisher - add instructions, sequence photos to make a set of instructions http://cookit.e2bn.org/historycookbook/index-30-romano-british.html You are a publisher who has been asked to create promotional materials for a new Italian restaurant in Bishop Auckland. Design what you need</p> | <p>n/digital-citizenship/lesson/my-media-choices Digital footprint and identity https://www.commonsense.org/education/digital-citizenship/lesson/our-online-tracks</p> | <p>Geographical powerpoint on Europe rivers / places / people</p> | <p>Being a digital Citizen https://www.commonsense.org/education/digital-citizenship/lesson/super-digital-citizen</p> <p>Garage band app – create some mesmerising music, use instruments and video</p> | | <p>A creators rights and responsibilities https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities</p> <p>Plan a short information video on a place in the North East – share with others Photos of the North east – distort / amend using pixlr Can we guess where it is ? www.pixlr.com/editor Database – Your top ten places to visit in the North-East</p> |
| <p>P.E.</p> | <p>Aerobic Exercise Jogging and moving Swimming</p> | <p>Jogging and running Short sprints Longer running</p> | <p>(tbc) Swimming Health Related fitness</p> | <p>(tbc) OAA Dance</p> | <p>(tbc) Athletics Kwik cricket</p> | <p>(tbc) Quadkids Athletics</p> |
| <p>MFL</p> | <p>Spanish Welcome to our school</p> | <p>Spanish</p> | <p>Spanish Family tree and faces</p> | <p>Spanish</p> | <p>Spanish</p> | <p>Spanish Summer time</p> |

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| | <ul style="list-style-type: none"> • Greetings • Numbers and colours • Nouns: masculine/feminine | My local area/your local area <ul style="list-style-type: none"> • Robots/commands/actions • Shops/signs/directions • Christmas poem | <ul style="list-style-type: none"> • Epiphany • Meet the alien family | Celebrating carnival/body parts <ul style="list-style-type: none"> • Carnival of animals • Body parts and aliens • Alien family "Easter egg hunt" | Feeling unwell/Jungle animals <ul style="list-style-type: none"> • I don't feel well • Walking through the jungle-fantastical animal descriptions | <ul style="list-style-type: none"> • Weather plus Enormous turnip performance story • Ice-creams |
| RE | What do we know about the Bible and why is it important to Christians? | Why do Christians call Jesus the Light of the World? | What do Christians believe about Jesus? | Why is Lent such an important period for Christians? | How and why do people show care for others? | Why do people visit Durham Cathedral today? |
| PSHE SRE | The value of trees Why do we need trees? Why are forest being destroyed? What can I do to stop deforestation? Protecting local habitats Understand the term endangered species Understand threats to local habitats Democracy Rule of Law | Understanding cancer Who can help? Making a gift Designing a well-being room The Big Vote - Cancer, early prevention and detection Individual Liberty | Go Givers Community Centre Design a community centre and activity programme Individual Liberty Mutual Respect and Tolerance. | Homelessness Why might someone become homeless? Who can help the homeless? How can I make a difference? Social action Democracy Individual Liberty | How should we farm? Farming methods: advantages and disadvantages Water: Our most precious resource Qualities of water and why it is vital Problems facing people who do not have clean water Water shortages Mutual Respect and Tolerance. Individual Liberty | Dilemmas Ethical dilemmas arising in everyday life Democracy Individual Liberty Mutual Respect and Tolerance. Rule of Law |

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| <p>Generating Ideas To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.</p> <p>Making Use a range of materials creatively to design and make products. Develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space. Investigate the nature and qualities of different materials and processes systematically. Apply technical skills learnt to improve the quality of work.</p> <p>Evaluating Describing the differences and similarities between different practices and disciplines, making links to their own work Regularly reflect upon their work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Knowledge About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. Describe some of the key ideas, techniques and</p> | <p>Project 1: Children find out about Roman art from the Google Art Institute (connection to Gods, portraits of the nobility, jewellery, weapons, costumes and mosaics on architecture).</p> <p>Pupils draw profile portraits of each other in their sketchbooks. In pairs, one pupil acts as a model whilst the other draws them in profile. Swap over. Print photos of profile view, print and trace for greater accuracy. Pupils create a design for a coin using their profile drawing. Add Roman headdress and hairstyles, Roman writing and patterns. Colour, paint or collage these as required. Pupils create mosaics based on a Roman style. 3D sculpture project using mouldable materials to make</p> | <p>Project 2: 'Painting about our Lives as the Romans Did'</p> <p>Artists Studied: Roman</p> <p>Progression: Pupils' ability in art will increase by producing a range of studies and investigations into Roman art in their sketchbooks. Select preferred Roman art and explain choices. Draw portrait profiles both on small and large scales and create a collaged coin from the results.</p> | <p>Project 3: Food Printing.</p> <p>Artists Studied: Kandinsky, Tom Phillips</p> | <p>Project 4: Music Art Pupils will investigate the artwork of Wassily Kandinsky and Tom Phillips to learn how these artists have represented sounds and instruments in an abstract way through art. Replicating this, they will then practise drawing various sounds of instruments, building and extending this 'library' of mark-making until they feel confident that they can represent sounds through marks, lines and colour. This will lead into their own abstract paintings based on music.</p> <p>Progression: Pupils will make progress in their ability to understand and apply abstract techniques to express sounds, feelings and emotions. They will understand how Kandinsky and Tom Phillips have used line, colour, shape and texture to create</p> | <p>Project 5: Drawings of people moving. Drawings of facial expressions-Opie Portraits Children take photos of their faces then trace over them in simple outlines in the style of artist Julian Opie to develop into large-scale paintings. Artists Studied: Julian Opie.</p> | <p>Project 6: Drawings of plants in the local environment.</p> |
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| <p>working practices of a variety of artists, craftspeople, architects and designers that they have studied. Be able to demonstrate how tools they have chosen to work with, should be used effectively and with safety.</p> | <p>replicas of Roman items</p> | | | <p>feelings in an abstract way.</p> | | |
| <p>DT</p> | <p><u>Textiles</u> How did the Romans carry their money?</p> <p><u>Mechanisms – Electrical and Mechanical Components</u> How will our chariots move?</p> <p><u>Cooking and Nutrition</u> Where does my food come from?</p> <p><u>Mouldable Materials</u> How did the Romans make their pots?</p> <p><u>Green Tree Schools Award</u> Winter Twig ID Spotter</p> | | <p><u>Materials</u> Can you use a variety of natural and made materials to make a percussion instrument?</p> <p><u>Cooking and Nutrition</u> The Eatwell Plate What toppings will I choose for my wheat pancake?</p> <p><u>Green Tree Schools Award</u> Framing Nature</p> <p><u>Mechanisms</u> How interactive can we make our book?</p> | | <p><u>Construction/Materials</u> What containers can we grow our plants in?</p> <p><u>Famous Designers</u> How have chairs changed over time? From Vikings to Eames?</p> <p><u>Green Tree Schools Award</u> Signs of Summer Spotter Sheet</p> <p><u>Textiles</u> How can we use sheep fleece to make fabric?</p> <p><u>Cooking and Nutrition</u> Why would I like to eat this food?</p> | |
| <p>Music</p> | <p><u>Ukulele</u> Listen & Appraise - Musical Activities -</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p> | | <p><u>African Drumming</u> Listen & Appraise - Musical Activities -</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p> | | <p><u>Mamma Mia</u> Listen & Appraise - Musical Activities -</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition <p>Perform/Share</p> | |
| <p>Visits/ Visitors</p> | | <p>(tbc)Visit to school by The Bowes Museum- outreach programme- Romans</p> | <p>(tbc)Segadunum Roman Fort</p> | | <p>(tbc)Low Barns Nature Reserve</p> | |