



Long Term Planning Overview Year 4

Curriculum Area	Autumn (T1 & T2)	Spring (T3 & T4)	Summer (T5 & T6)
Theme	Raging Romans – Term 1 & Term 2	The Great Outdoors – Term 3 Protecting Our Planet – Term 4	Anglo-Saxons – Term 5 Vicious Vikings – Term 6
Cultural Days – SMSC & British Values	Black History Month: James Meredith		
English texts	Escape from Pompeii – Term 1 Roman Diary: The Journal of Iliana – Term 2	The Story of the White Rhino – Term 3 <i>The Skies above Me – Term 3</i> The Promise – Term 4 <i>The Windmill Farmer (animation) – Term 4</i>	Wolves in the Walls – Term 5 How to Train a Dragon – Term 6
Art & Design	3D Form: Roman Mosaics using tiles (T1) As artists, we will: <ul style="list-style-type: none"> • Look at Roman mosaics from the times of the Roman Empire and discuss themes • Explore how mosaics were incorporated into Roman architecture • Design and plan our own mosaic • Explore creating our own geometric Roman mosaics • Shape card/foam or other materials into mosaic tiles • Evaluate the work of ourselves and others 	Painting with oils: Landscapes inspired by John Constable (T3) As artists, we will: <ul style="list-style-type: none"> Look at John Constable’s art and discuss techniques he used. • Use varied brush techniques to create shapes, textures, patterns and lines; • Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • Create different textures and effects with paint; • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	Drawing, Sketching, Shading & Painting: Viking Art (T6) As artists, we will: <ul style="list-style-type: none"> • Look at Viking symbols and Viking style artwork and discuss themes • Identify symmetry within patterns • Collect images of Viking warriors/designs that will inform our own design and attempt to recreate these in sketch books • Experiment with different grades of sketch pencil to create tone in line and shape • Create a comic book/story board about the Viking invasion, applying sketching and colour to our artwork (<i>class comic book</i>) • Evaluate the work of ourselves and others
Design Technology <i>Lesson sequence:</i>	Erupting volcano (T2) As designers and engineers, we will:	Electrical systems – simple circuits and switches – working windmill (T4)	Anglo-Saxon brooch (T5) As designers and engineers, we will:

<ol style="list-style-type: none"> 1. Background research 2. Design criteria 3. Planning 4. Making 5. Making 6. Evaluation <p><i>Links to Design and Technology Guidance – use unit plans to inform MTP</i></p>	<ul style="list-style-type: none"> • Design, create and evaluate our creation • Choose suitable materials • Articulate the purpose of the creation, including the creating process • Devise annotated diagrams and plans • Create clear steps/instructions • Select from a range of tools to cut, join and assemble materials • Choose and apply suitable joining techniques 	<p><i>Outcome: children produce a working windmill using an electric motor to power the turbine</i></p> <p>As designers and engineers, we will:</p> <ul style="list-style-type: none"> • Design, create and evaluate our creation • Choose suitable materials based on their properties • Articulate the purpose of the creation, including the creating process • Create clear steps/instructions • Devise annotated diagrams and plans • Explore how to strengthen and reinforce the product • Learn how a simple circuit can operate a light and apply this to model • Choose and apply suitable joining techniques 	<ul style="list-style-type: none"> • Design, create and evaluate our creation • Choose suitable materials based on their properties • Design clear steps and instructions with how to make a brooch • Devise annotated diagrams and plans • Use appropriate joining methods • Select from a range of tools to design a brooch • Use different methods to put a design on a brooch
<p>History</p>	<p>The Roman Empire and its impact on Britain: The Romans (T1)</p> <p>As historians, we will:</p> <ul style="list-style-type: none"> • Describe the Roman Empire and its invasion of Britain • Learn about Julius Caesar's attempted invasion in 55-54BC • Research Roman life • Look at maps to find invasion points • Understand the power of the Roman Empire by AD42 • Explain battles that the Roman invasion faced, its successful invasion and conquest under Claudius explain the importance of Hadrian's Wall • Explain Britain's resistance to the Roman invasion (Boudica) • Explain the Romanisation of Britain and the benefits this brought (e.g. farming, roads, cities such as Bath, technology) 	<p><i>History will be taught in the summer term</i></p>	<p>Britain's settlement by Anglo-Saxons and Scots: Anglo Saxons (T5) AND The Viking and Anglo Saxon struggle for the Kingdom of England (T6)</p> <p>As historians, we will:</p> <ul style="list-style-type: none"> • Place the Anglo-Saxon invasion of England on a timeline showing significant world historical events • Locate where Anglo-Saxon invaders originated from (Denmark, Germany, Netherlands) on a map and write about why they invaded England • Locate early Anglo-Saxon settlements in the UK – the 7 Kingdoms • Annotate a diagram of an Anglo-Saxon home in an early settlement and look at a map/image of an Anglo-Saxon village • Explain Anglo-Saxon religion and what it means to believe in many gods (paganism) • Discover how the conversion to Christianity happened and that this was a pivotal point in Britain's history

			<ul style="list-style-type: none"> • Describe how the Anglo-Saxons defended themselves against armies: armour and hillforts • Locate and plot areas where the Vikings travelled from and invaded, drawing conclusions based on their locations • Identify what it meant to be a Viking soldier, exploring their religion, methods of transport, and burials • Locate and explore Viking trade networks and traded materials discussing the impact this had • Identify why the Vikings made settlements and how we can find out where Vikings have settled, making links between place names in the UK • Place the Viking invasion on a timeline showing significant world historical events • Discuss the historical significance of King Alfred the Great and the Battle of Edington <p>Outcomes could be:</p> <ul style="list-style-type: none"> ➤ Writing a brochure to visit Lindisfarne as a historical site, outlining the historical significance, evidence and why ➤ Write a recount detailing the Battle of Edington
<p>Geography</p>	<p>Volcanoes (T2)</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Label and describe the parts/features of a volcano (crater, ash, ash cloud, lava, magma chamber, earth's crust) • Locate where volcanoes are found, including the most prolific for eruptions, using maps and atlases • Explain how volcanoes are formed, mapping the position of tectonic plates • Learn about volcanoes, and explain the impact they have on towns and cities 	<p>Rivers, Coasts, Mountains and the Water Cycle (T3)</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Identify where the world's and Britain's longest river are located using maps and atlases • Describe physical geographical features of rivers (e.g. source, mouth, estuary, meander) • Locate the world's and Britain's tallest mountains using maps and atlases • Explain the processes of the water cycle • Describe how different weather is formed (e.g. tornado) 	<p><i>Geography will be taught mainly in the Spring term</i></p>

	<ul style="list-style-type: none"> Learn about what humans are doing to protect against these natural disasters (warning systems/design of buildings/coastal research) Research the volcanic disruption that destroyed the Roman city of Pompeii 	<p>Renewable energy – wind turbines, solar panels, wave generators (link to previous unit of rivers and mountains) (T4)</p> <p>As geographers we will:</p> <ul style="list-style-type: none"> Identify what we mean by renewable and non-renewable energy Identify renewable energy sources with links to prior learning: hydroelectric power, wind turbines, solar panels, wave power Locate forms of renewable energy that are being used in UK using OS map and symbols Investigate how a renewable and non-renewable energy source can impact the environment Identify what we mean by sustainable energy Discuss the pros and cons of a renewable and non-renewable energy source with what is sustainable 	
<p>Science</p> <p>Working Scientifically MUST be taught using the Science Skills document.</p> <p>A science skill should be taught at the beginning of every science lesson and applied to the learning later in the lesson. Skills should be re-visited regularly.</p>	<p>Working Scientifically T1 – Asking a question (Scientific Enquiry) T1 – Collecting data – what is being measured/observed? (Scientific Enquiry) T1 – Collecting data (variables) – what might affect what is being measured/observed? T2 – Asking a question that could lead to a fair test (Scientific Enquiry) T2 – Predict what might happen (Practical Investigation) T2 – Planning – (Practical Investigation)</p> <p>Animals including humans – digestion and teeth (T1)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Describe the names and functions of parts of the digestive system (mouth, oesophagus, stomach, kidneys, intestines) 	<p>Working Scientifically Re-visit skills from Terms 1 & 2 and introduce: T3 – Gathering Evidence (Practical Investigation) T3 – Sorting & Classifying (Communicating) T4 Notice Patterns and Relationships (Interpreting Evidence) T4 – Suggest Improvements (Interpreting Evidence)</p> <p>States of Matter (T3)</p> <p>As scientists we will:</p> <ul style="list-style-type: none"> Group materials as to whether they are solids, liquids or gases Explain how the particles in solids, liquids and gases behave Investigate how and why some solids behave like liquids (e.g. sand can be poured) 	<p>Working Scientifically Re-visit skills from Terms 3 & 4 and introduce: T5 - Record Findings (Communicating) T5 - Report Findings (Communicating) T5&6 – Revisit all previous skills Use skills (as appropriate) to perform simple tests Living things and their habitats – Help our habitats (T5)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Group living things in a variety of ways (e.g. bird, mammal, fish, reptile, amphibian), vertebrates and invertebrates Interpret keys to identify animals Create keys to help to classify and identify animals Group and classify a variety of flowering and non-flowering plants

- Identify the different teeth type, locating them in a diagram of the mouth
- Explain the functions of different teeth type and compare human teeth type to that of other animals including omnivores, herbivores and carnivores
- Explain how we should care for our teeth: the importance of brushing, a healthy diet and calcium as well as what damages them
- Interpret and create a variety of food chains using the language of producers, predators and prey
- Investigate food chains that exist in the local eco-system and record appropriately

Sound (T2)

As scientists, we will:

- Explain how sounds are produced and how sound travels using diagrams to support
- Learn that sound is caused by a vibration
- Find patterns between the volume of a sound and the size of the vibrations that produce it through investigation
- Describe what can change the volume of a sound (louder/quieter)
- Make observations about what happens to the volume of a sound as you move away
- Explain using diagrams to support how sound travels through the ear
- Investigate and describe what can change the pitch of a sound (high/low), recording observations
- Plan a fair test into materials that can best insulate/reduce sound, making predictions and drawing conclusions
- Present observations/findings to a fair test

- Investigate the temperature at which materials change shape (e.g. ice, water, steam)
- Develop a fair test and make predictions, record data/observations and draw conclusions (e.g. observing evaporation of a puddle over time)
- Describe the role that evaporaton and condensation play in the water cycle

Electricity (T4)

As scientists, we will:

- Identify common appliances that run on electricity (mains powered and battery)
- Construct a simple series electrical circuit
- Draw simple pictoral circuits including and naming the basic parts of an electrical circuit: cells, buzzer, lamp, switch, wires
- Investigate with circuits and draw conclusions as to what happens to a bulb/buzzer when a switch is open/closed using the language of complete/incomplete circuit
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Classify materials as to whether they are conductors or insulators of electricity
- Explain how to stay safe around electrical items around the home

- Investigate the human impact on the environment: the positive and negative effects of nature reserves and garden ponds
- Explain the negative impact of litter, pollution and deforestation on habitats
- Explain how humans can protect the environment for plant and animal habitats and eco-systems

Famous scientists, their findings and impact – Alexander Graham Bell (T6)

As scientists, we will:

- Research the findings and achievements of Alexander Graham Bell
- Write about the scientific achievements of AGB

<p>Computing</p>	<p>Online Safety: Self-image and Identity (T1)</p> <ul style="list-style-type: none"> • Explain how my online identity can be different to my offline identity. • Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. <p>Online Relationships (T1)</p> <ul style="list-style-type: none"> • Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) • Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. <p>Online Reputation (T2)</p> <ul style="list-style-type: none"> • Describe how to find out information about others by searching online. • Explain ways that some of the information about anyone online could have been created, copied or shared by others. <p>Computing Systems and Networks- The Internet (T1)</p> <ul style="list-style-type: none"> • To describe how networks physically connect to other networks • To recognise how networked devices make up the internet • To outline how websites can be shared via the World Wide Web • To describe how content can be added and accessed on the World Wide Web • To recognise how the content of the 	<p>Online Safety: Online Bullying: (T3)</p> <ul style="list-style-type: none"> • Recognise when someone is upset, hurt or angry online. • Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). <p>Managing Online Information (T4)</p> <ul style="list-style-type: none"> • Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. • Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. • Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. <p>Creating Media- Photo Editing (T3)</p>	<p>Online Safety: Health, Well-being and Lifestyle (T5)</p> <ul style="list-style-type: none"> • Explain how using technology can be a distraction from other things, in both a positive and negative way. • Identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. <p>Privacy and Security (T6)</p> <ul style="list-style-type: none"> • Describe strategies for keeping personal information private, depending on context. • Explain that internet use is never fully private and is monitored, e.g. adult supervision. • Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. • Know what the digital age of consent is and the impact this has on online services asking for consent. <p>Copyright and Copyright and Ownership (T6)</p> <ul style="list-style-type: none"> • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. <p>Programming A – Repetition in Shapes (T5)</p> <ul style="list-style-type: none"> • To identify that accuracy in programming is important • To create a program in a text-based language • To explain what 'repeat' means • To modify a count-controlled loop to produce a given outcome
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	<p>WWW is created by people</p> <ul style="list-style-type: none"> To evaluate the consequences of unreliable content <p>Creating Media- Audio Editing (T2)</p> <ul style="list-style-type: none"> To identify that sound can be digitally recorded To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made 	<ul style="list-style-type: none"> To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image <p>Data and Information – Data Logging (T4)</p> <ul style="list-style-type: none"> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions 	<ul style="list-style-type: none"> To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome <p>Programming B – Repetition in Games (T6)</p> <ul style="list-style-type: none"> To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition
<p>Religious Education</p> <p><i>Discovery RE</i></p>	<p>Judaism – Beliefs and Practices (T1) How special is the relationship that Jews have with God?</p> <p>Christianity – Christmas: Incarnation (T2) What is the most significant part of the Nativity story for Christians today?</p>	<p>Judaism – Passover (T3) How important is it for Jews to do what God asks them to do?</p> <p>Christianity – Easter: Salvation (T4) Is forgiveness always possible?</p>	<p>Buddhism – Life of the Buddha (T5) Is it possible for everyone to be happy?</p> <p>Christianity – Prayer and Worship: Gospel (T6) Do people need to go to church to show they are Christians?</p>
<p>PSHE</p> <p><i>Jigsaw</i></p>	<p>Being Me in My World (T1) In PSHE, we will:</p> <ul style="list-style-type: none"> Understand that our attitudes and actions make a difference to the class team Discuss how it feels to be included and excluded from a group Understand who is in our school community, what roles they play and how we fit in 	<p>Dreams and Goals (T3) In PSHE, we will:</p> <ul style="list-style-type: none"> Identify some of our hopes and dreams and discuss how this feels Understand that sometimes hopes and dreams do not come true and that this can hurt Discuss how disappointment feels and identify times when we have felt this way 	<p>Relationships (T5) In PSHE, we will:</p> <ul style="list-style-type: none"> Recognise situations which cause jealousy in relationships Identify feelings associated with jealousy and discuss strategies to cope with this Identify someone we love and express why they are special to us Discuss how people may feel when they lose someone or something they love

- Take on roles within a group and contribute to an overall outcome
- Understand how democracy works through the School Council
- Understand that our actions affect ourselves and others
- Understand how rewards and consequences motivate behaviour
- Understand how groups come together to make decisions
- Identify how democracy and having a voice benefits the school community
- Discuss why our class benefits from a learning charter and how we can help others to follow it

Celebrating Difference (T2)

In PSHE, we will:

- Understand that sometimes we make assumptions based on people's looks
- Identify what influences us to make assumptions based on appearance
- Discuss why we think the way we do
- Understand that bullying can be difficult to spot and discuss what to do if we think we see bullying
- Discuss how it might feel to be a witness or target of bullying
- Discuss why witnesses sometimes join in with bullying and why they sometimes don't speak out about it
- Problem-solve a bullying situation
- Identify what is special about us and value the ways we are unique
- Respect the unique features of our physical appearance
- Discuss a time when our first impression of someone changed as we got to know them
- Discuss why it is good to accept people for who they are

- Discuss how reflecting on positive experiences can help us to counteract disappointment
- Identify how to cope with disappointment and how to help others cope with this
- Discuss how to set new goals after a disappointment
- Understand what resilience is and how to have a positive attitude
- Know how to work out the steps to achieve a goal
- Identify the contributions made by ourselves and others to a group achievement
- Understand how to share in the success of a group

Healthy Me (T4)

In PSHE, we will:

- Understand how different friendship groups are formed, how we fit into them and which friends we value most
- Identify the feelings we have about our friends and different friendship groups
- Understand that some people take the role of leaders or followers within a group and identify the role that we take on in a group
- Discuss how different people and groups impact us
- Understand the facts about smoking and its effects on our health
- Discuss reasons why some people smoke
- Recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from others
- Understand the facts about alcohol and its effects on our health
- Discuss reasons why some people drink alcohol
- Identify feelings of anxiety and fear associated with peer pressure

- Discuss someone we no longer see and understand that we can remember people, even if we no longer see them
- Recognise how friendships change, know how to make new friends and know how to cope with conflicts
- Discuss how to stand up for ourselves
- Identify ways to negotiate and compromise
- Understand what having a boyfriend/girlfriend might mean and that these relationships are special
- Know how to show love and appreciation to people and animals who are special to us

Changing Me (T6)

In PSHE, we will:

- Understand that some of our characteristics come from our birth parents
- Appreciate that we are all unique
- Understand how a circle of change works and how we can apply it to changes we want to make in our lives
- Identify changes that have been and may continue to be outside of my control
- Discuss our fears and concerns about changes outside of our control and identify ways to manage these positively
- Discuss what we are looking forward to in our new class
- Reflect on the changes we would like to make next year and plan for ways to achieve our goals

		<ul style="list-style-type: none"> Understand what we personally believe is right and wrong, and discuss ways to be assertive 	
Music <i>Charanga</i>	Mamma Mia (T1) Glockenspeil – Stage 2 (T2)	Stop! (T3) Lean on me (T4)	Blackbird (T5) Reflect, rewind and replay (T6)
PE	Real PE (Personal) FUNS & Football (T1) Real PE (Cognitive) FUNS & Dance (T2)	Real PE (Creative) FUNS & Hockey (T3) Real PE (Creative) FUNS & Netball (T4)	Real PE (Physical) FUNS & Gymnastics (T5) Real PE (Health & Fitness) FUNS & Athletics (T6)
MFL (French)	I am learning French (T1) Phonetics 1-2 As language learners, we will: <ul style="list-style-type: none"> Learn how to introduce ourselves Consolidate numbers and colours I can (T2) As language learners, we will: <ul style="list-style-type: none"> Learn about actions Learn to sing 'Twinkle, Twinkle Little Star' 	Animals (T3) As language learners, we will: <ul style="list-style-type: none"> Learn the animals Learn to sing 'Old MacDonald' Fruit and vegetables (T4) As language learners, we will: <ul style="list-style-type: none"> Learn vocabulary for fruit and vegetables 	In the classroom (T5) As language learners, we will: <ul style="list-style-type: none"> Learn the vocabulary for classroom artefacts House (T6) As language learners, we will: <ul style="list-style-type: none"> Learn vocabulary for the home