

Crookhill Primary School - Long Term Planning			2021-2022		Year 4	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Our European Neighbours		Roman Britain		Anglo-Saxons	
English	Poetry Maggie Dooley – Charles Causley Please Mrs Butler – Allan Ahlberg Chocolate Cake – Michael Rosen	Iron Man Ted Hughes	Butterfly Lion Michael Mopurgo		Beowulf	The Eighteenth Emergency by Betsy Byers
Cross curricular Writing	<i>Opportunities will be planned to link to the topic, science or PHSE units of work this term.</i> <i>Persuasive writing: write a travel guide to a European country studied</i> <i>Instructions for cleaning teeth (Science)</i>		<i>Opportunities will be planned to link to the topic, science or PHSE units of work this term.</i> <i>Explanation: How heating and cooling can change a material (Science)</i> <i>Newspaper report: Boudicca's revolt</i>		<i>Opportunities will be planned to link to the topic, science or PHSE units of work this term.</i> <i>Newspaper report: link to Beowulf story</i> <i>Explanation: How electricity is produced</i>	
Mathematics	Number Fractions, Decimals and Percentages Calculations Measures Geometry Position, Direction and Movement Statistics					
Cross curricular Numeracy	<i>Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.</i> Data Handling: Population data bar charts (intervals) –		<i>Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.</i> Data Handling:		<i>Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.</i>	

	Geography Line graph – measuring decibel levels at increasing distances from the source	Line graph – heating and cooling times for water (visit to Thorp for Science session)	
History	<ul style="list-style-type: none"> 	<p>INVASION: <i>Know the key dates of Roman invasion. Know the reasons why each of the invasions were / were not successful.</i></p> <p>EMPIRE: <i>Know that the Roman Empire, at the time of the invasion of Britain, covered large parts of what we know as Europe and the middle East.</i></p> <p>LIFE IN ROMAN BRITAIN: DEFENCE AND RESISTANCE: LEGACY (ROMANISATION): <i>Know that life in Britain changed during the Roman rule. Know that Romans influenced aspects of our lives that are still relevant now (Roman Numerals, Months of the year are named after Roman Gods, Latin language).</i></p>	<p><i>ROMAN WITHDRAWAL FROM BRITAIN AND THE FALL OF THE WESTERN ROMAN EMPIRE</i></p> <ul style="list-style-type: none"> Scots invaded from Scotland (North Britain) and Ireland Anglo Saxon invasion Anglo Saxon settlements and kingdoms. Place names and village life Anglo Saxon arts and culture Christianity conversion
Geography	<p>Locational Knowledge</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects</p>	<p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p>Human and Physical Geography</p> <p>Describe and understand key aspects of: physical geography, including: mountains</p> <p>human geography, including types of settlement and land use, economic activity including trade links</p>

	have changed over time.		
Design Technology	Continuous Skills: To master practical skills:	Continuous Skills: To design, make, evaluate and improve:	Continuous Skills: To take inspiration from design throughout history:
	<p>Food</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare ingredients hygienically using correct utensils.</p> <p>Assemble or cook ingredients, controlling the temperature of the oven/hob.</p> <p>Materials</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products. select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors <p>Construction</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. 	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Computing</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world
	<p>Project: Make pizza</p> <p>Food:</p> <p>Understand and apply the principles of a healthy and varied diet.</p>	<p>Project: Make a Roman Catapult</p> <p>understand and use mechanical systems in their products, such as</p>	<p>Project: Anglo Saxon Brooch</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical

	<p>Prepare ingredients hygienically using correct utensils. Assemble or cook ingredients, controlling the temperature of the oven/hob.</p>	<p>gears, pulleys, cams, levers and linkages.</p>	<p>tasks, such as cutting, shaping, joining and finishing, accurately.</p> <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
<p>Science</p>	<p><i>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</i></p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 		
	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> > describe the simple functions of the basic parts of the digestive system in humans > identify the different types of teeth in humans and their simple functions > construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Sound</p>	<p>States of Matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> > compare and group materials together, according to whether they are solids, liquids or gases > observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) > identify the part played by evaporation and condensation in the 	<p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> > identify common appliances that run on electricity > construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers > 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

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> > identify how sounds are made, associating some of them with something vibrating > recognise that vibrations from sounds travel through a medium to the ear > find patterns between the pitch of a sound and features of the object that produced it > find patterns between the volume of a sound and the strength of the vibrations that produced it > recognise that sounds get fainter as the distance from the sound source increases. 	<p>water cycle and associate the rate of evaporation with temperature.</p>	<ul style="list-style-type: none"> > recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit > recognise some common conductors and insulators, and associate metals with being good conductors. <p>Living things in their environment</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> > recognise that living things can be grouped in a variety of ways > explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment > recognise that environments can change and that this can sometimes pose dangers to living things.
Art	Continuous Skills (applied through each taught skill)		
	<p><u>To develop ideas</u></p> <p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas. Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Comment on artworks using visual language.</p>	<p>To take inspiration from great artists, architects and designers in history.</p> <p>Create and improve own pieces</p>	
	Taught Skills (taught across the year)		
<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, 	<p>Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and 	<p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking 	

	<p>textures, patterns and lines.</p> <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>(Leonardo Da Vinci)</p> <p>Textiles</p> <p>Shape and stitch materials.</p> <ul style="list-style-type: none"> • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric (Calendar – stand alone) 	<p>texture.</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<p>effect.</p> <ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 						
Music	Pupils should be taught to:						-		
MFL	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 								
	Rigalo 2: Salut, Gustave!	Rigalo 2: À l'école	Rigalo 2: La nourriture	Rigalo 2: En Ville	Rigalo: En vacances	Rigalo: Chez Moi			
PHSE	Relationships/Friendships		Our world, Our money		Healthy Bodies, Healthy Minds				
	Families and	Safe	Respecting	Belonging to a	Media literacy	Money	Physical	Growing and	Keeping safe

	friendships Positive friendships including online	relationships Responding to hurtful behaviour, managing confidentiality, managing risks online	ourselves and others Respecting differences and similarities, discussing differences sensitively	community What makes a community, shared responsibility	and Digital resilience How data is shared and used	and Work Making decisions about money, using and keeping money safe	health and Mental wellbeing Maintaining a balanced lifestyle, oral hygiene and dental care	changing Physical and emotional changes in puberty, external genitalia, personal hygiene routines, support with puberty	Medicines and household products, drugs common to everyday life
PE	Pupils should be taught to: <ul style="list-style-type: none"> . use running, jumping, throwing and catching in isolation and in combination . play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending . develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics . perform dances using a range of movement patterns . take part in outdoor and adventurous activity challenges both individually and within a team . compare their performances with previous ones and demonstrate improvement to achieve their personal best 								
	Gymnastics: <i>*Plan, perform and repeat sequences.</i> <i>*Show changes of direction, speed and level during a performance.</i> <i>*Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</i>	Dance: <i>*Plan, perform and repeat sequences.</i> <i>*Create dances and movements that convey a definite idea.</i> <i>*Change speed and levels within a performance</i> <i>*Develop physical strength and suppleness by practising moves and stretching.</i> <i>*Move in a clear, fluent and expressive manner.</i>	Games: Hockey <i>*Strike a ball and field with control.</i> <i>*Choose appropriate tactics to cause problems for the opposition.</i> <i>*Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</i> <i>*Lead others and act as a respectful team member</i>	Athletics: <i>*Sprint over a short distance up to 60 metres.</i> <i>*Run over a longer distance, conserving energy in order to sustain performance.</i> <i>*Compete with others and aim to improve personal best performances.</i> <i>*Use a range of throwing techniques (such as under arm, over arm).</i> <i>*Throw with accuracy to hit a target or cover a distance.</i>	Outdoor and adventurous: Swimming <i>*work with confidence in the water</i> <i>*explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water</i> <i>*remember, repeat and link skills</i> <i>*know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction</i>				

						<ul style="list-style-type: none"> *improve the control and co-ordination of their bodies in water *consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills *improve linking movements and actions *swim competently, confidently and proficiently over a distance of at least 25 metres *Perform safe self-rescue in different water-based situations.
Computing	<p>Internet Safety (Continuous): use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Question the 'validity' of what they see on the internet. Use a browser address bar not just search box and shortcuts. Think before sending and comment on consequences of sending/posting. Recognise online behaviours that would be unfair. Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) Make judgments in order to stay safe, whilst communicating with others online. Tell an adult if anything worries them online. Identify dangers when presented with scenarios, social networking profiles etc. Articulate examples of good and bad behaviour online.</p>					
	<p>Programming: Scratch Navigate the Scratch programming environment. Create a background and a sprite for a game. Add inputs to control their sprite. Use conditional</p>	<p>2Create a story Create a new book aimed at a target audience. Combine text, images and sound on each page. Add information about the author and title for publishing. Animation (I Can animate / 2animate) Plan what they would like to happen in their animation. Take a series of pictures to</p>	<p>E-safety: Question the 'validity' of what they see on the internet. Use a browser address bar not just search box and shortcuts. Think before sending and comment on consequences of sending/posting. Recognise online behaviours that would be</p>	<p>Internet research Type in a URL to find a website. Add websites to a favorites list. Use a search engine to find a range of media, e.g. images, texts</p>	<p>Video (imovie trailer) Capture video for a purpose. Choose which clips to keep and which to discard. Trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effects.</p>	<p>Data: Choose information to put into a data table. Recognise which information is suitable for their topic. Design a questionnaire to collect information. sort and organize information to use</p>

	statements within the program to control the sprite (if...then..)	form an animation. Move items within their animation to create movement on playback. Edit and improve their animation.	unfair. Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) Make judgments in order to stay safe, whilst communicating with others online. Tell an adult if anything worries them online. Identify dangers when presented with scenarios, social networking profiles etc. Articulate examples of good and bad behaviour online.	Think of search terms to use linked with questions they wish to answer. Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion. Emails Log into an email account, open, create and send an email. Attach files to an email. Download and save files from an email. Email more than one person and reply to all.		in other ways. Create and search a branching database. create a database from information I have selected.
RE	Christianity			Hinduism		
	<p>Nature of God as revealed in the Bible and the Trinity</p> <p>Nature of God as revealed in the Bible and the Trinity</p> <p>The effect that Jesus had on people</p> <p>Importance of the Bible for believers; the significance of some of its messages for today.</p> <p>Aspects of Christian community (worship, prayer, ritual and ceremony expressed in different traditions and parts of the world)</p> <p>Local Christian place of worship: its significance to those who attend; how it is used.</p> <p>Belonging and identity for Christians: baptism, confirmation, holy communion</p> <p>Christian belief and practice across the worldwide church</p> <p>Guidance: commandments; beatitudes</p> <p>Pilgrimage: places; significance</p>			<p>Creation</p> <p>MK Ghandi</p> <p>Stories, insights and teachings:</p> <p>Purana</p> <p>Worship activities: puja</p> <p>Belonging and identity: birth; naming, sacred thread ceremony</p> <p>Family and home life</p> <p>Holi</p>		

	Harvest, Christmas, Easter, Pentecost; Ascension: significance for Christians	
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Commando Jo - Nellie Bly Travelled through Europe - Spartacus Romans, History - Kira Salek PE/PSHE