



**Aycliffe Village Primary & Nursery School**



**Year 4 Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Finding Freedom	Invention and Innovation	Darkness and Light	Taking Courage	Exploration and Discovery	Different Worlds
<b>Planning sequences around these books</b>	Tar Beach Faith Ringgold Varmints Helen Ward OR The Mermaid of Zenor Charles Causley	FATHER Grahame Baker Smith  Until I Met Dudley Roger McGough and Chris Riddell  OR The Iron Man Ted Hughes	Winter's Child Angela McAllister The Selfish Giant Oscar Wilde OR Cinnamon Neil Gaiman	The Lion and the Unicorn Shirley Hughes Odd and the Frost Giants Neil Gaiman OR The Matchbox Diary Paul Fleischman	Weslandia Paul Fleischman OR Jonathan Swift's Gulliver Martin Jenkins The Story of Tutankhamun Patricia Cleveland-Peck OR Shackleton's Journey William Grill	The Lion the Witch and the Wardrobe C. S. Lewis Jabberwocky Lewis Carroll  OR Pride: The Story of Harvey Milk and the Rainbow Flag Rob Sanders
<b>Maths</b>	Number: Place value Number: Addition and subtraction Measurement: Area Number: Multiplication and division A		Number: Multiplication and division B Measurement: Length and perimeter Number: Fractions Number: Decimals A		Number: Decimals B Geometry: Shape Statistics Geometry: Position and direction	
<b>Science</b>	Class tree study  Animals including humans	Sound	States of matter	Living things and their habitats	Living things and their habitats	Electricity
<b>Art</b>		Storytelling through art Drawing and sketchbooks Children explore how we can create sequenced		Still life Surface and colour Children are introduced to the genre of still life as an		Festival feasts Working in three dimensions

		<p>imagery to share and tell stories. Children are introduced to two artists: one an illustrator and the other a graphic novelist and author.</p> <p>Artists: Laura Carlin, Shaun Tan</p>		<p>old art form and also one which is still enjoyed by many contemporary artists. Children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.</p> <p>Artists: Paul Cezanne, Peter Claes, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>		<p>Children begin to recognise that their individual creative response will be different to that of their peers. They bring their personal likes, dislikes and experience to a project, working towards being confident creative decision makers.</p> <p>Children explore artists who make sculptures of food.</p> <p>Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer</p>
<p><b>Design Technology</b></p>	<p><b><u>Mechanical Systems</u></b> <b><u>Pneumatics - Making Tipper Trucks</u></b></p> <p>Can you design a sleigh for Santa to carry all of the presents in?</p> <p><b>Making a Christmas decoration</b> Cross stitch using beads and buttons</p> <p><b>Making a Christmas Card</b></p>		<p><b><u>Food</u></b></p> <p>Healthy and varied diet (including cooking and nutrition requirements for KS2)</p> <p><b><u>Italian salads &amp; pitta and wrap pizzas.</u></b></p> <p><b>Making an Easter Card with a moving part</b></p>		<p><b>Electrical Systems</b></p> <p>Simple programming and control</p>	
<p><b>History</b></p>	<p><b>How have the Greeks shaped my world?</b></p>		<p><b>Why did the Romans march through County Durham?</b></p>		<p><b>What happened when the Romans left Britain?</b></p>	

	<p><b>NC Ref:</b> Ancient Greece; achievements and influence</p> <p><b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>		<p><b>NC ref:</b> A Local history study</p> <p><b>Focus:</b> Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)</p>		<p><b>NC ref:</b> Britain's settlement by the <b>Anglo Saxons and Scots</b></p> <p><b>Focus:</b> Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>	
<b>Geography</b>		<p><b>What can we discover about Europe?</b></p> <p>Places, features and people.</p> <p>Focus: land use, key human features (cities, population, trade/ resources) and locations.</p> <p>Map/ atlas grid references. Use of geographical figures/ graphs</p>		<p><b>Why does Italy shake and roar?</b></p> <p>Bay of Naples.</p> <p>Focus: region in Europe, physical and human characteristics, tectonics.</p> <p>Compare to North East England.</p>		<p><b>When land meets the sea.</b></p> <p>Physical processes that shape the coast.</p> <p>Coastal protection and management effectiveness.</p>
<b>Music</b>	<p><b>Mamma Mia</b></p> <p>ABBA</p>	<p><b>Glockenspiel Stage 2</b></p> <p>Learning basic instrumental skills by playing tunes in varying styles.</p>	<p><b>Stop!</b></p> <p>Grime, Classical, Bhangra, Tango, Latin Fusion.</p>	<p><b>Lean on Me</b></p> <p>Gospel</p>	<p><b>Blackbird</b></p> <p>The Beatles</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Western Classical Music and your choice from Year 4.</p>
<b>Computing</b>	<p>Y4.5 My Online Life: This activity takes place over the course of the term. It covers all the DFE</p>	<p>Y4.7 Endangered Animals: The children will learn online research skills, create illustrations</p>	<p>Y4.2 Hour of Code: The class will sign up for Hour of Code and work through various</p>	<p>Y4.1 Fake or Real?: Fake news is a serious concern and in this activity children will learn how</p>	<p>Y4.3 Dinosaurs: In this activity the children will make their own summer blockbuster. They will</p>	<p>Y4.6 Games Designer: The children will learn all about the career of games designer. They will play</p>

	<p>statutory requirements for digital literacy and online safety.</p> <p>Assessment: 7, 10, 12, 13, 14, 15,</p>	<p>and posters to raise awareness of our planet's endangered animals. The children will also get involved with environmental campaigns. They will make a class film about how making small changes can help e.g. air pollution and turning off your engines.</p> <p>Assessment: 2, 8, 9, 11</p>	<p>challenges. The class can also choose to take part in global coding events.</p> <p>Assessment: 4, 5, 6</p>	<p>they can sort the truth from the lies. Making videos to show what they have found out.</p> <p>Assessment: 7, 10, 12, 14</p>	<p>learn all about filming techniques and storytelling skills.</p> <p>Assessment: 2, 8, 9</p>	<p>games, write reviews and then design and prototype their own game. Finally they will pitch their game idea to the class.</p> <p>Assessment: 1, 2, 3, 4, 5, 6</p>
<b>RE</b>	<p>What do we know about the Bible and why is it important to Christians?</p>	<p>Why do Christians call Jesus the light of the world?</p>	<p>What do Christians believe about Jesus?</p>	<p>Why is Lent such an important period for Christians?</p>	<p>How and why do people show care for others?</p>	<p>Why do people visit Durham Cathedral today?</p>
<b>French</b>	<p><b>Encore!</b></p> <p><b>Description</b></p> <p>Revise ways of describing people, describe someone's nationality and describe people using various adjectives.</p>	<p><b>Quelle heure est-il?</b></p> <p><b>What time is it?</b></p> <p>Talk about activities, tell the time and talk about what time you do activities.</p>	<p><b>Les fêtes</b></p> <p><b>Festivals</b></p> <p>Talk about festivals and dates, talk about presents at festivals, count from 31-60 and give and understand instructions.</p>	<p><b>Où vas-tu?</b></p> <p><b>Where are you going?</b></p> <p><b>Travel in France</b></p> <p>Talk about going to French cities, give and understand basic directions, talk about the weather and places in France.</p>	<p><b>On mange!</b></p> <p><b>We eat!</b></p> <p>Go shopping for food, ask how much something costs, talk about activities at a party, give opinions about food and various activities.</p>	<p><b>Le cirque</b></p> <p>Discuss francophone countries, discuss the languages spoken, identify different items of clothing and describe items of clothing.</p>
<b>PHSE</b> <b>Jigsaw</b>	<p>Being Me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>

PE	<b>Net &amp; Wall</b> Mini tennis 2	<b>Gymnastics</b> Partner Work	Swimming Dance What's so funny	Swimming Netball/ Basketball Skittles	<b>Athletics</b> Take Aim	<b>Striking and Fielding</b> Boundary Line
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