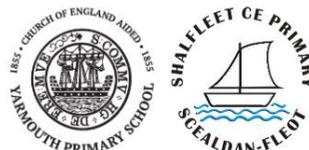


# The Federation of the Church Schools of Shalfleet and Yarmouth



## Long Term Planning Year 4 Shalfleet, Comet Class

|  | AUTUMN  |   | SPRING  |   | SUMMER   |  |
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| Title/Duration                                     | Roam with the Romans  |   | Let's go South  |   | Walk like an Egyptian  |  |
| Half Term Split                                    | Autumn 1  | Autumn2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
| <b>Focus Curriculum Principle</b>                  | 1. Coherent learning links and pathways<br>3. High quality outcomes, deep learning<br>7. Promotes independence and curiosity<br>8. Broad, relevant and balanced - Local, Mainland, Global | 1. Coherent learning links and pathways<br>3. High quality outcomes, deep learning<br>7. Promotes independence and curiosity<br>8. Broad, relevant and balanced - Local, Mainland, Global | 2. Strong working partnerships<br>3. High quality outcomes, deep learning<br>4. Valuing all children, learning is accessible to all | 2. Strong working partnerships<br>3. High quality outcomes, deep learning<br>4. Valuing all children, learning is accessible to all | 1. Coherent learning links and pathways<br>2. Strong working partnerships<br>4. Valuing all children, learning is accessible to all<br>5. Challenging, engaging and motivating | 1. Coherent learning links and pathways<br>2. Strong working partnerships<br>4. Valuing all children, learning is accessible to all<br>5. Challenging, engaging and motivating |
| <b>English (Focus Texts/Writing Opportunities)</b> | <b>The Lost Words</b><br>Poetry<br>Non Chronological report   | <b>BFG</b><br>Character description<br>Eye witness account<br>Recount<br>Fantasy story  | <b>The Iron Man</b><br>poetry<br>newspaper report<br>Diary entry  | <b>Letters from the Lighthouse</b><br>Diary entry<br>Letter   | <b>The Promise</b><br>Story writing  | <b>Shackleton's Journey</b><br>Newspaper writing<br>Formal letter  |
| <b>Maths</b>                                       | <b>Review of column addition and subtraction</b><br>Numbers to 10,000   | <b>Perimeter</b><br>3,6,9 times table   | <b>7 times table and patterns</b><br>Understanding and manipulating multiplicative relationships                                    | <b>Understanding and manipulating multiplicative relationships</b><br>Coordinates   | <b>Review of fractions</b><br>Fractions greater than 1.  | <b>Symmetry in 2D shapes</b><br>Time<br>Division with remainders   |

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| <p><b>Science</b></p> | <p><b>Living things and their habitats</b></p> <p>To be able to recognise that living things can be grouped in a variety of ways</p> <p>To be able to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>To be able to recognise that environments can change and that this can sometimes pose dangers to living things.</p>  | <p><b>Animals, including humans</b></p> <p>To be able to describe the simple functions of the basic parts of the digestive system in humans</p> <p>To be able to identify the different types of teeth in humans and their simple functions</p> <p>To be able to construct and interpret a variety of food chains, identifying producers, predators and prey.</p>   | <p><b>States of matter</b></p> <p>To be able to compare and group materials together, according to whether they are solids, liquids or gases</p> <p>To be able to 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)</p> <p>To be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>  | <p><b>Sound</b></p> <p>To be able to identify how sounds are made, associating some of them with something vibrating</p> <p>To be able to recognise that vibrations from sounds travel through a medium to the ear</p> <p>To be able to find patterns between the pitch of a sound and features of the object that produced it</p> <p>To be able to find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>To be able to recognise that sounds get fainter as the distance from the sound source increases.</p> | <p><b>Electricity</b></p> <p>To be able to identify common appliances that run on electricity</p> <p>To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>To be able to 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> <p>To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>To be able to recognise some common conductors and insulators, and associate metals with being good conductors.</p> |  |
| <p><b>History</b></p> | <p><b>Historical Enquiry of the Roman Empire and the invasion of Britain</b></p> <p>Use a range of sources to find out about the past;<br/>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;<br/>Gather more detail from sources such as maps to build up a clearer picture of the past;<br/>Regularly address and sometimes devise own questions to find answers about the past;<br/>Begin to undertake their own research.</p> <p><b>Historical Interpretation</b> – Children should understand how our knowledge of the past is constructed from a range of sources.<br/>Children can:<br/>Look at more than two versions of the same event or story in history and identify differences;<br/>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> | <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Natural disasters that have occurred in the region and the impact on the people and the area.</p> <p><b>Historical Interpretation</b> – In depth study of South America</p> <p><b>Knowledge of the past</b> – Changes over a period of time, give reasons for those changes</p> <p><b>Human &amp; Physical</b> – Children can:<br/>Note key changes over a period of time and be able to give reasons for those changes;<br/>Find out about the everyday lives of people in time studied compared with our life today;<br/>Explain how people and events in the past have influenced life today;<br/>Identify key features, aspects and events of the time studied;<br/>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> | <p><b>Historical Enquiry of Ancient Egypt</b></p> <p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.<br/>Use a range of sources to find out about the past;<br/>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;<br/>Gather more detail from sources such as maps to build up a clearer picture of the past;<br/>Regularly address and sometimes devise own questions to find answers about the past;<br/>Begin to undertake their own research.</p> <p><b>Chronological Understanding</b> -<br/>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;<br/>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> |   |   |  |

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|                         | <p><b>Chronological Understanding</b> — Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><b>Human &amp; Physical</b> — Children can:<br/>         Note key changes over a period of time and be able to give reasons for those changes;<br/>         Find out about the everyday lives of people in time studied compared with our life today;<br/>         Explain how people and events in the past have influenced life today;<br/>         Identify key features, aspects and events of the time studied;</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> |   |   |   | <p><b>Knowledge of the past, an in depth study of King Tutankhamen</b><br/>         Note key changes over a period of time and be able to give reasons for those changes;<br/>         Find out about the everyday lives of people in time studied compared with our life today;<br/>         Explain how people and events in the past have influenced life today;<br/>         Identify key features, aspects and events of the time studied;</p>   |   |
| <p><b>Geography</b></p> | <p><b>Locational knowledge – cities of the UK,</b></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 have changed over time. Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Children have a stronger understanding of the difference between physical and human geography.</p>   | <p><b>Human &amp; Physical – Types of settlement and land use</b></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 have changed over time. Building on KS1 knowledge of the UK, children begin to explore more of the world. They begin to develop the skills of comparing regions, by focusing on specific features. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. Human geography, including: types of settlement and land use</p> | <p><b>Geographical skills and fieldwork – Exploring weather</b></p> <p>Climate zones –<br/>         The Water Cycle</p> <p><u>Climate</u> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p><u>Locational knowledge</u><br/>         Mediterranean Sea location of all the countries that surround it. Place in Europe.</p> <p><u>Place Knowledge</u><br/>         Comparison of European regions/ countries. Understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. <u>Fieldwork</u><br/>         Visit Local area - to make judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.</p> | <p><b>Place knowledge &amp; Human &amp; Physical – Comparison to South America</b></p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and a region of South America. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> | <p><b>Geographical skills and Locational knowledge</b></p> <p>Map work &amp; recap locating countries – comparing regions - North Africa</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere<br/>         Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.<br/>         Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> | <p><b>Geographical skills and fieldwork – Exploring rivers and agriculture</b></p> <p>Identify Globally significant places, terrestrial and marine environments.<br/>         Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br/>         To use symbols and simple keys (including the use of Ordnance Survey maps). Continue to develop their knowledge of the United Kingdom and the wider world.<br/>         Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions.<br/>         Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements and agriculture.</p> |

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| <p align="center"><b>Art</b></p>                   | <p><b>Skills</b></p> <p><b>Knowledge –</b><br/>Investigate famous artist, sculptures by Andy Goldsworthy</p> <p><b>Sculptures –</b>recreate a Roman settlement</p>  |  | <p><b><u>Drawing, painting.</u></b></p> <p>Impressionism<br/>Artist Study –<br/>Monet<br/>Landscapes<br/>Artists<br/>scenes</p> |   | <p><b>Skills</b></p> <p><b>Painting -</b> In depth study of a famous artist – Van Gogh</p> <p><b>Knowledge –</b><br/>Express an opinion of famous artists</p> <p><b>Skills</b></p> <p><b>Collage –</b> River Nile</p> | <p><b>Skills</b></p> <p><b>Textiles –</b> skill of stitching,</p>  |
| <p align="center"><b>Design and Technology</b></p> |   | <p><b>Cooking and Nutrition –</b> Roman food</p> <p><b>Skills</b><br/>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Follow procedures for safety and hygiene.</p> <p><b>Knowledge</b><br/>That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> |   | <p><b>Design a boat</b></p> <p><b>Knowledge</b><br/>Describe the purpose, explain how parts work, research inventors, recyclable,</p> <p><b>Skills</b><br/>Safety procedures, wide range of materials, join materials, finishing techniques,</p> <p><b>Evaluate</b><br/>Identify strengths,</p> |   | <p><b>Design, make and evaluate –</b> slippers</p> <p><b>Knowledge</b><br/>Purpose of product, design features of product, select tools &amp; materials, explain choices,</p> <p><b>Skills</b><br/>Develop own design, annotate ideas, measure, mark out cut &amp; shape materials, join materials,</p> <p><b>Evaluate</b></p> |
| <p align="center"><b>Music</b></p>                 | <p align="center"><b>Music History</b></p> <p>Identify and discuss influential composers in music history- Mozart, Bach, John Williams, etc<br/>Relate music to historical curriculum topics covered where possible</p> | <p align="center"><b>Listening</b></p> <p>To listen with attention to detail and recall sounds with increasing aural memory<br/>To develop an understanding of the history of music<br/>To clap the rhythm of a song whilst others tap the pulse</p>   | <p align="center"><b>Rhythm</b></p>   | <p align="center"><b>Musical Elements and Notation</b></p>  | <p align="center"><b>Vocal and Instrumental-Improvise and compose</b></p>   | <p align="center"><b>Vocal and Instrumental-Play and Perform</b></p>   |

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|                  | To begin to recognise how music is written and name the different parts (staff, staves, treble clef and bars)   | To sing or play instruments using the musical elements taught in Key Stage 1<br><br>To choose the most appropriate way to perform a song and choose an instrumental sound to accompany it.<br>To begin to sing in parts as a round |   |   |   |   |
| <b>Computing</b> | <b>ESAFETY</b> – self-image & identity<br>Health, well-being & lifestyle<br><b>Communication</b> – Word<br><br><b>Multimedia (Vision)</b> - Photo editing | <b>ESAFETY</b> – online relationships & bullying<br><br><b>Computing science</b> – Information V data  | <b>Computing science</b> – Information V data<br><br><b>Communication</b> – PowerPoint  | <b>ESAFETY</b> – managing online information<br>Online reputation<br><br><b>Video editing</b><br><br><b>Stop animation</b>  | <b>ESAFETY</b> – privacy & security<br>Copyright & Ownership<br><b>Computing science</b> – Programming/Coding   | <b>ESAFETY</b> – Recap previous learning<br><br><b>Communication</b> – Word<br><br><b>Computing science</b> – Programming/Coding  |
| <b>PE</b>        | Athletics   | Tag rugby/netball  | Cricket<br>Rounder's  | Tennis<br>Badminton   | Team building/<br>Problem solving games   | gymnastics  |
| <b>RE</b>        | <b>Temptation</b>   | <b>The meaning of Holy</b>   | <b>Myths</b>  | <b>Rituals</b>  | <b>Devotion</b>   | <b>symbols</b>  |
| <b>French</b>    | <b>All about me/ Family members</b>   | <b>Parts of the body</b>   | <b>Numbers 1 -31</b>  | <b>Dates, birthday/Christmas</b>  | <b>Months &amp; seasons</b>   | <b>Colour &amp; shapes</b>  |
| <b>SMSC/PSHE</b> | <b>Social</b> – Teamwork in class, particularly through music<br><b>Cultural</b> – Looking at aspect of British history and the impact on Britain lives   | <b>Social</b> – Teamwork in class, particularly through music<br><b>Cultural</b> – Looking at aspect of British history and the impact on Britain lives  | <b>Social</b> – the responsibilities, rights of being members of families and communities (local, national and global)<br><b>Cultural</b> – Looking at cultural traditions, respect for their own | <b>Social</b> – the responsibilities, rights of being members of families and communities (local, national and global)<br><b>Cultural</b> – Looking at cultural traditions, respect for their own | <b>Social</b> – belonging and participate, active contribution to the democratic process<br><b>Cultural</b> – Looking at differences., understand, appreciate and contribute to culture | <b>Social</b> – belonging and participate, active contribution to the democratic process<br><b>Cultural</b> – Looking at differences., understand, appreciate and contribute to culture |

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|                                | <p><b>Moral</b> – Looking at moral implications of the Roman invasion</p> <p><b>Spiritual</b> - Constant referral to issues around spirituality in worships (class and whole)</p> | <p><b>Moral</b> – Looking at moral implications of the Roman invasion</p> <p><b>Spiritual</b> - Constant referral to issues around spirituality in worships (class and whole)</p> | <p>culture and that of others</p> <p><b>Moral</b> – Looking at right and wrong, moral conflict, a concern for others</p> <p><b>Spiritual</b> - sense of self, unique potential, understanding strengths and weaknesses</p> | <p>culture and that of others</p> <p><b>Moral</b> – Looking at right and wrong, moral conflict, a concern for others</p> <p><b>Spiritual</b> - Constant referral to issues around spirituality in worships (class and whole)</p> | <p><b>Moral</b> – learn how to forgive themselves and others. They develop the knowledge, skills, responsible moral decisions</p> <p><b>Spiritual</b> - curiosity about themselves and their place in the world, fundamental questions</p> | <p><b>Moral</b> – learn how to forgive themselves and others. They develop the knowledge, skills, responsible moral decisions</p> <p><b>Spiritual</b> - curiosity about themselves and their place in the world, fundamental questions</p> |
| Trips/Events/Visitors/Risk Day |   |   | Amazon World   | Mill Copse/Yarmouth  |  | Natural History Museum   |