

The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year 4 Comet Class 2024-2025

	AUTUMN		SPRING		SUMMER	
Title	Ancient Egyptians – Awful or Extraordinary?		Help! The Romans are Coming!		South America – Land of Rain and Fire	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	<ul style="list-style-type: none"> • Broad, Relevant and Balanced. • Valuing all children, learning is accessible to all. 		<ul style="list-style-type: none"> • High Quality Outcomes & Deep Learning. • Challenging, engaging and motivating • Coherent learning links and pathways 		<ul style="list-style-type: none"> • Strong Working Partnerships. • Promotes Independence and Curiosity. • Opportunities for memorable experiences 	
English (Focus Texts/Writing Opportunities)	<p>‘Charlotte’s Web’ by E.B. White. (Classic.)</p> <p>Character descriptions. Setting descriptions. Character perspectives – thoughts and feelings. Diary entries.</p>	<p>‘The Egyptian Cinderella’ by Shirley Climo. (Story from another culture.)</p> <p>Explore similarities with the traditional Cinderella fairy-tale. Five-part story writing. Change to create own</p>	<p>‘Matilda’ and ‘James and the Giant Peach’ by Roald Dahl. (author focus, looking at themes, character traits.)</p> <p>Character descriptions (comparisons/similar traits – good and bad characters.) Diary entries.</p>	<p>Beatrix Potter stories: focus on ‘The Tale of Jemima Puddle Duck’; ‘The Tale of Mr Jeremy Fisher’; ‘The Tale of Tom Kitten’.</p> <p>Use of verbs. Sentence formation.</p>	<p>‘Amazon Basin: Expedition diaries’ by Simon Chapman. (Non-fictional text.)</p> <p>Diary entries (recount.) Non-chronological reports (rainforest animal descriptions.)</p>	<p>‘Harry Potter & The Philosopher’s Stone’ by J.K. Rowling.</p> <p>Character descriptions. Setting descriptions. Magical encounter. Adventure story. Letter writing.</p>

	<p>Sentence formation – long sentence/short sentence, sentence of 3, repetition. Verb use.</p> <p>Poetry – verb and structure poems.</p> <p>Persuasive writing: Letter asking to keep the piglet; Letter asking for Templeton’s help.</p> <p>Newspaper report: Miracle of the Web/Famous Pig.</p>	<p>versions (innovate.)</p> <p>Firework related poetry, including ‘Firework Night’ by Enid Blyton.</p> <p>Descriptive poems, similes, shape poems, structural poems.</p>	<p>Adventure – James’s journey into a new world (entering the tunnel.)</p> <p>Newspaper reports: the famous peach and its journey.</p>	<p>Five part-stories: writing short stories.</p>	<p>*Poetry week – kenning; list poems; simile poetry relating to the rainforest and their animals.</p>	<p>Instructional writing (spell/potion recipes.)</p>
<p>Maths From White Rose</p>	<p>Place Value</p> <p>Addition and subtraction</p>	<p>Multiplication & Division 1</p> <p>Multiplication & Division 2</p> <p>Area</p>	<p>Shape</p> <p>Length & Perimeter</p> <p>Statistics</p>	<p>Fractions</p>	<p>Position & Direction</p> <p>Decimals A</p>	<p>Decimals B</p> <p>Money</p> <p>Time</p>
<p>Science</p>	<p>Living things & their habitats</p> <p>To be able to:</p>	<p>States of matter</p> <p>To be able to:</p>	<p>Sound</p> <p>To be able to:</p>	<p>Electricity</p> <p>To be able to:</p>	<p>Data Collection</p> <p>Habitats</p>	<p>Animals, including humans</p> <p>To be able 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. <p>Data collection (Biology)</p> <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - be able to 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 water cycle and associate the rate of evaporation with temperature. <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - identify how sounds are made, associating with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound & features of object that produced it - find patterns between the volume of a sound & strength of the vibrations that produced it - recognise that sounds get fainter as distance from the sound source increases. <p>Data collection (Biology)</p> <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying & naming its basic parts, including cells, wires, bulbs, switches & 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 - recognise that a switch opens & closes a circuit & associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors & insulators, & associate metals with being good conductors. <p>Energy</p> <ul style="list-style-type: none"> - 	<p>Classification keys (animals)</p> <p>Classification keys (plants)</p> <p>Human impact on habitats</p> <p>Deforestation</p> <p>What is deforestation?</p> <p>What are the impacts on the UK & rest of the world?</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 & interpret a variety of food chains, identifying producers, predators and prey. <p>Food chains</p> <ul style="list-style-type: none"> - What is a food chain? - Interpret food chains - Draw food chains - What would happen if...?
<p>History</p>	<p><u>Ancient Egyptians</u> Knowledge</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.</p>		<p><u>Romans</u> Knowledge</p> <ul style="list-style-type: none"> ● The achievements of the earliest civilisations – 			

	<p>Skills</p> <ul style="list-style-type: none"> ● Historical Interpretation <p>-Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Look at more than two versions of the same event or story in history and identify differences;</p> <p>-Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <ul style="list-style-type: none"> ● Historical Enquiry <p>-Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Use a range of sources to find out about the past;</p> <p>-Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>-Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>-Begin to undertake their own research.</p> <ul style="list-style-type: none"> ● Chronological Understanding <p>-Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms</p>	<p>The Roman Empire and its impact on Britain.</p> <p>Skills</p> <ul style="list-style-type: none"> ● Historical Interpretation <p>-Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Look at more than two versions of the same event or story in history and identify differences;</p> <p>-Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <ul style="list-style-type: none"> ● Historical Enquiry <p>-Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Use a range of sources to find out about the past;</p> <p>-Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>-Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>-Begin to undertake their own research.</p> <ul style="list-style-type: none"> ● Chronological Understanding 	
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	<p>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> <ul style="list-style-type: none"> ● Knowledge and understanding of events, people and changes in the past <p>-Note key changes over a period of time and be able to give reasons for those changes; -Find out about the everyday lives of people in time studied compared with our life today; -Explain how people and events in the past have influenced life today; -Identify key features, aspects and events of the time studied; -Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>-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> <ul style="list-style-type: none"> ● Knowledge and understanding of events, people and changes in the past <p>-Note key changes over a period of time and be able to give reasons for those changes; -Find out about the everyday lives of people in time studied compared with our life today; -Explain how people and events in the past have influenced life today; -Identify key features, aspects and events of the time studied; -Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	
<p>Geography</p>	<p><u>Ancient Egyptians</u> Knowledge</p> <ul style="list-style-type: none"> ● Locational Knowledge: <p>-Locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities.</p>	<p><u>Romans</u> Knowledge</p> <ul style="list-style-type: none"> ● Locational Knowledge: <p>-Locate the world’s countries, using maps to focus on concentrating on their key physical and human characteristics, countries, and major cities.</p>	<p><u>South America</u> Knowledge</p> <ul style="list-style-type: none"> ● Locational Knowledge: <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</p>

	<p>-Identify Globally significant places, terrestrial and marine environments.</p> <ul style="list-style-type: none"> ● Human and Physical: <p>-Human geography, including: types of settlement and land use</p> <p>Skills</p> <ul style="list-style-type: none"> ● Locational Knowledge: <p>-Locating places and features accurately on maps is a focus.</p> <ul style="list-style-type: none"> ● Human and Physical: <p>-Children have a stronger understanding of the difference between physical and human geography.</p> <p>Geographical Skills and Fieldwork:</p> <p>-Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-Continue to develop their knowledge of the wider world.</p> <p>Fieldwork</p> <p>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. Exploring and collecting fieldwork based on Rivers – compare use of River Yar with the Nile.</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.</p> <ul style="list-style-type: none"> ● Human and Physical: <p>-Human geography, including: types of settlement and land use</p> <p>Skills</p> <ul style="list-style-type: none"> ● Locational Knowledge: <p>- Locating places and features accurately on maps is a focus.</p> <ul style="list-style-type: none"> ● Human and Physical: <p>-Children have a stronger understanding of the difference between physical and human geography.</p> <p>Geographical Skills and Fieldwork:</p> <p>-Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>- Continue to develop their knowledge of the United Kingdom.</p> <p>-Use fieldwork to observe and present the human and physical features in the</p>	<p>environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>-Identify Globally significant places, terrestrial and marine environments.</p> <ul style="list-style-type: none"> ● Place Knowledge: <p>-Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and in Year 3: European region and in Year 4: A region of South America.</p> <ul style="list-style-type: none"> ● Human and Physical: <p>-Physical geography, including climate zones, volcanoes, tornadoes, tsunamis, earthquakes and <u>the water cycle</u>.</p> <p>-Human geography, including: types of settlement and land use</p> <p>Skills</p> <ul style="list-style-type: none"> ● Place Knowledge: <p>-Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features.</p> <ul style="list-style-type: none"> ● Human and Physical: <p>-Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They</p>
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		<p>local area using sketch maps, plans and digital technologies.</p> <p>Fieldwork -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. Exploring and collecting fieldwork based on Local Settlements and agriculture – compare to Roman settlements.</p>	<p>learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>Geographical Skills and Fieldwork: -Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Continue to develop their knowledge of the United Kingdom and the wider world.</p> <p>Fieldwork 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. Exploring and collecting fieldwork based on Weather – compare climate of South America to weather patterns in UK.</p>			
Art	<p>Study of Ancient Egyptian Art = look at art, sculpture, carvings from British History Museum Drawing, painting & printing Hieroglyphs and frontalism Painting and Sculpture–</p>	<p>Artist – modern graffiti artist Alaa Awad blends colourful neo-pharaonic style with modern techniques to create stunning murals. Recreate then create own</p>	<p>Nancy Wolff – Printing- Textile and wallpaper designer.</p>	<p>Historic Roman art – paint, wax crayon, coloured pencil, powder paints and printing</p> <p>Make Mosaics following trip to Roman Villa out of broken pottery, pebbles, tiles etc</p>	<p>Marianne North (pencil still life drawing.) and Judith Scott (fabric sculpture.)</p>	<p>Artist – Irene Guierro, recreate then create own paintings and collages in her style. Focus on painting plants from the Amazon and South America.</p>

	recreate then create own version of a brick within a tomb, use hieroglyphs and frontalism to create a self-portrait – clay plus acrylic or poster paint.	painting in his style.		plus create prints in a mosaic style. Beatrix Potter – pencil drawings and black pen and water colour drawings of some of story characters (including Jemima Puddle Duck and Jeremy Fisher.)		
Design and Technology	DT Day - Ancient Egyptian – Pyramids & Cat sculpture		Design and make a 'Trebuchet'		DT day – cooking – flatbread & dips Evaluate chn's food	
Music	Rock and Roll (Kapow)	Changes in Pitch, Tempo and Dynamics – Theme: Rivers (Kapow)	Adapting and transforming motifs – Theme: The Romans (Kapow)	Haiku – Music and Performance (Kapow)	Body and Tuned Percussion - Theme: Rainforests (Kapow)	Samba and Carnival Sounds and Instruments – Theme: South America
Computing	<i>Computer Systems and Networks – The Internet</i> https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet	<i>Programming A – Repetition in Shapes</i> https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes Key Program – turtleacademy.com/	<i>Programming B – Repetition in Games</i> https://teachcomputing.org/curriculum/key-stage-2/programming-b-repetition-in-games	<i>Creating Media – Photo Editing</i> https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing Key Program – paint.net	<i>Data and Information – Data Logging</i> https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging	<i>Creating Media – Audio Editing</i> https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing Key Program – Audacity

	Key Program – Variety of websites (Including Chrome Music Labs)	playground (Children can sign in) OR FMS Logo Need to set up FMS Logo	Key Program – Scratch		Key Program – Arduino Science Journal App	
PE	<p>Personal Challenge: Vortex, Speed Bounce, Standing long jump & Vertical jump</p> <p>Dance: Specialist Teacher Focus: Dance & Evaluate</p> <p><u>Assess: Fundamentals of movement</u> (Sports Coach Led) Recap: Locomotion, Stability & Manipulation</p>	<p><u>Invasion Games</u> Through: Netball (Teacher led) Focus: Locomotion</p> <p><u>Invasion Games</u> Through: Tag Rugby (Sports Coach Led) Focus: Manipulation & Simple Tactics</p>	<p>Personal Challenge Progress Check: Vortex, Speed Bounce, Standing long jump & Vertical jump</p> <p><u>Indoor Athletics</u> (Sports Coach Led) Focus: Locomotion</p> <p><u>Target Games</u> Through: Dodgeball (Teacher Led) Focus: Stability & Manipulation</p>	<p>Net and Wall Games Through: Tennis (Sports Coach Led) Focus: Manipulation</p> <p><u>Athletics</u> (Teacher Led) Focus: Locomotion & Stability</p>	<p>Gymnastics: Specialist Teacher Focus: Stability</p> <p><u>Striking and Fielding</u> Through: Cricket (Sports Coach Led) Focus: Manipulation</p>	<p>Personal Challenge Review: Vortex, Speed Bounce, Standing long jump & Vertical jump</p> <p><u>Outdoor Adventurous Games</u> Through: Orienteering (Teacher led)</p> <p><u>Athletics</u> (Sports Coach Led) Locomotion & Manipulation</p> <p>Swimming</p>
Forest Schools	It's a Bugs Life Habits and Habitats Site survey - flora and fauna Maintaining and creating habitats	As the world turns Seasonal changes Extreme weather Climate change Eco-warriors	Watch the Birdie Birds - observe, identify, feed, shelter, count Garden/river/sea birds Preserving our bird population	Catch The Wind Weather watch - observe, record. Wind power Climate Change Eco-warriors	How does your garden grow? Plant and nurture seedlings. Create and maintain garden beds. Climate change - planting for the future	A sense of wonder Harvesting fruit and veg Making art Minimising use of natural resources Our impact Climate activists
RE	Community	Symbol	Myth	Freedom	Stones & Symbols	God

<p>French</p>	<p><u>Back to basics</u> Children will: - focus on learning the French alphabet - learn the most common single word phrases (e.g. greetings, yes/no, thank you etc). - learn the key pronouns (he, she, they etc) and articles (a, an, the).</p>	<p><u>Counting on</u> Children will: - learn the numbers from 0-31 - learn the days of the week and months of the year. - apply these together to identify dates and can complete simple maths with them.</p>	<p><u>All about me</u> Children will: - give basic info about themselves (say their name, age, birthday, where they live etc). - know the common colours - be able to name & describe their clothes (using colours). - list their body parts (key ones) - be able to name family members (mum, dad, gran etc) & look to build in knowledge of how to say basic information about them. - name pets and simply describe and state basic information about them.</p>	<p><u>All about me (ctd)</u> Children: - may need to continue working through previous skills. - will need to be able to know phrases for liking & disliking of varying strength. - will be able to list different hobbies. - will be able to state if they like or dislike different hobbies.</p>	<p><u>Class in session</u> Children can: - identify & describe common classroom items. - can identify school subjects & express likes or dislikes. - can identify common phrases used in the classroom (by teachers and pupils)</p>	<p><u>Home sweet home</u> Children can: - name & describe the rooms in the house simply e.g. big/small, tidy/messy, fun/boring. - identify a range of common items in the home & which they have. - name different types of home and state which they live in.</p>
<p>SMSC/PSHE</p>	<p>Respect</p> <p>Social – Teamwork within class, working with each other to make a successful video in computing.</p> <p>Cultural – How did the Ancient Egyptians impact our modern world?</p>		<p>Resilience</p> <p>Social – Teamwork within class, particularly through the creation of our drumming music which involves whole class cooperation.</p> <p>Cultural – Looking at how Myths and Rituals differ around the world.</p>		<p>Relationships</p> <p>Social – Teamwork within class, particularly in Literacy with our persuasive writing and poetry performances.</p> <p>Cultural – Looking at aspects of South American native cultures.</p>	

	<p>Moral – Looking at the moral implications of using slaves to build some of the most historically and culturally significant locations.</p> <p>Spiritual – Constant referral to issues around spirituality in worships (class and whole)</p>		<p>Moral – Looking at the moral implications of the developments to our country by the Romans</p> <p>Spiritual – Constant referral to issues around spirituality in worships (class and whole)</p>		<p>Moral – Looking at the moral implications of deforestation on the Rainforest and its native peoples.</p> <p>Spiritual – Constant referral to issues around spirituality in worships (class and whole)</p>	
<p>Trips/Events/ Visitors/Risk Day</p>	<p>Ancient Egyptians Day – (children dress up and lots of craft activities) Mrs Chick</p>	<p>DT activity day – parents in – Mrs Lewis</p>	<p>Brading Roman Villa trip – Mrs Chick</p>	<p>DT activity day – Romans – parents in – Mrs Lewis</p>	<p>South America Day (art and geography related) – Mrs Chick Botanical Gardens trip (Science related) – Mrs Lewis</p>	<p>Harry Potter Studios Trip – Mrs Chick</p>