

Frodsham CE Primary School Long Term Plan 2016/2017 Year 4

As God's family we love, learn and play together.

	Autumn	Spring	Summer
Big question	 <p><b>Were the Vikings really vicious?</b> A history based unit which looks at:</p> <ul style="list-style-type: none"> <li>• Their relationship with the Anglo Saxons</li> <li>• How the Vikings communicated.</li> <li>• Why they came to Britain.</li> <li>• Where they invaded and why.</li> <li>• How they lived.</li> <li>• What weapons they used.</li> <li>• The evidence they left behind.</li> <li>• Famous Vikings.</li> </ul>	 <p><b>Why were the Romans so powerful?</b> A history based unit which looks at:</p> <ul style="list-style-type: none"> <li>• What it is like to be invaded and which countries have been invaded recently.</li> <li>• Who the Romans were and what they did for Britain.</li> <li>• Investigate what attracted the Romans to locate a fort in Chester.</li> <li>• How Chester has changed using a range of sources.</li> <li>• Why the Romans needed to build forts.</li> <li>• Why Boudica became so famous.</li> </ul>	 <p><b>Frodsham or afar?</b> <b>I'm a Year 4, get me out of here!</b> A geography focus where children will learn about climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle through:</p> <ul style="list-style-type: none"> <li>• Discovering what causes volcanoes to erupt and which are the famous volcanoes in the world?</li> <li>• How volcanoes impact on the lives of people.</li> <li>• What causes an earthquake (and a tsunami) and how they are measured?</li> <li>• Extreme weather conditions. Researching countries that have experienced earthquakes and tsunamis in your lifetime?</li> </ul>
Wow Starter	Viking themed day. Dress up and make Viking stew.	Surprise invasion of classroom by older children.	Go Ape, Manley Mere or Robin Wood. Model volcano eruption
History	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	The Roman Empire and its impact on Britain	

<b>Geography</b>			Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
<b>Art</b>	Link to Topic – runes? Little Vikings from clay?		Link to Topic –
<b>Art skills and elements taught through the class theme highlighted</b>	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage
<b>DT</b>	Link to Topic – Shields? Long boats? Bracelets?	Research, design & make a Roman weapon.	Link to Topic – make volcanoes. Pop-up mechanisms
<b>D &amp; T skills taught through a designing and making project linked to class theme highlighted</b>	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas

<p><b>Numeracy</b></p>	<p><b>Number and place value</b> –place value, rounding, multiples of 6, 7,9,25 and 100,+1000,-1000, negative numbers. Read Roman numerals to 20.</p> <p><b>Shapes &amp; patterns</b> – Identify properties of polygons. Identify lines of symmetry in 2D shapes.</p> <p><b>Addition &amp; subtraction</b> – Add or subtract mentally pairs of 2 digit numbers. Written methods such as expanded partitioning, expanded column and compact column.</p> <p><b>Multiplication and division</b> – mental and written methods, x10, x100, ÷10, ÷100 . Recall multiplication facts up to 12 x 12 and derive corresponding division facts.</p> <p><b>Fractions &amp; decimals</b> – Find fractions of numbers, quantities or shapes. Identify pairs of fractions that total 1.</p> <p><b>Measures</b> – Use standard metric units when estimating, measuring and recording length, mass &amp; capacity. Read time to nearest minute and partially numbered scales.</p> <p><b>By the end of Year 4 all children should know all times tables off by heart up to 12 x 12</b></p>	<p><b>Number and place value</b> –Compare, order decimals with 2 decimal places. Recognise &amp; continue number sequences. Use positive, negative numbers in context. Read Roman numerals to 100.</p> <p><b>Shapes &amp; patterns</b> – Identify lines of symmetry in 2D shapes &amp; patterns. Calculate the perimeter of a rectilinear shape. Identify right angles in 2D shapes.</p> <p><b>Addition &amp; subtraction</b> – Add or subtract mentally pairs of 2 digit numbers. Written methods such as expanded partitioning expanded column and compact column.</p> <p><b>Multiplication and division</b> – mental and written methods, x10, x100, ÷10, ÷100 . Recall multiplication facts up to 12 x 12 and derive corresponding division facts.</p> <p><b>Fractions &amp; decimals</b> – Recognise equivalence between decimals and fractions. Add, subtract fractions with same denominator.</p> <p><b>Measures</b> – Use standard metric units when estimating, measuring and recording length, mass &amp; capacity. Read time to nearest minute; use a.m p.m. and 12 hour clock notation.</p> <p><b>Position, movement &amp; angle</b> – Recognise horizontal, vertical, perpendicular and parallel lines. Identify acute, obtuse and right angles. Use 8 compass points to describe direction.</p>	<p><b>Number and place value</b> –Compare, order decimals with 2 decimal places. Recognise &amp; continue number sequences. Use positive, negative numbers in context. Read Roman numerals to 100.</p> <p><b>Shapes &amp; patterns</b> –Calculate the area of a rectilinear shape by counting squares. Identify right angles in 2D shapes.</p> <p><b>Addition &amp; subtraction</b> – Written methods to add &amp; subtract 4 digit whole numbers and £.p. Work out sums &amp; differences of multiples of 100 or 1000.</p> <p><b>Multiplication and division</b> – use written method to multiply or divide a 3 digit number by a 1 digit number.</p> <p><b>Fractions &amp; decimals</b> – Recognise the equivalence between decimals and fractions forms. Add, subtract fractions with same denominator.</p> <p><b>Measures</b> – Read, write &amp; convert time between analogue &amp; digital 12 &amp; 24 hour clocks.</p> <p><b>Position, movement &amp; angle</b> –describe the translation of a shape. Plot points using coordinates. Order angles less than 180 degrees.</p>
<p><b>Literacy</b></p>	<p><b>Stories set in historical settings</b></p> <p><u>Reading outcome:</u> Read story linked with topic. Map the stages in the story and discuss the passing of time</p> <p><u>Written Outcome:</u> Look at setting and plan and tell a story based in this time period. Ch to use their oral stories to structure the written stories.</p>	<p><b>Creating images</b></p> <p><u>Reading outcome:</u> Explore a variety of poems focusing on the key features. Explore onomatopoeic words, rhyme and similes.</p> <p><u>Writing outcome:</u> Use a poem to create a template. Use a template to create a poem.</p> <p><u>Grammar outcome:</u> look for opportunities to</p>	<p><b>Stories from other cultures</b></p> <p><u>Reading outcome:</u> read a range of stories from other cultures, exploring the story structure. Provide opportunities to explore Indian folk tales and myths before performing their own oral re-telling and written adaptations.</p>

	<p><b>Grammar outcome:</b> How the grammatical pattern in a sentence indicates its function – questions &amp; statements.</p> <p><b>Explanation texts</b></p> <p><u>Reading outcome:</u> Read &amp; investigate different explanation texts.</p> <p><u>Written Outcome:</u> create a flowchart to explain how something works; use the notes to write an explanation using an impersonal style.</p> <p><u>Grammar outcome:</u> How the grammatical pattern in a sentence indicates its function – questions &amp; statements.</p> <p>Read and investigate different explanation texts.</p> <p><b>Persuasion</b></p> <p><u>Reading outcome:</u> identifying how language, structure &amp; presentation contribute to meaning. Retrieve &amp; record information from nonfiction.</p> <p><u>Written Outcome:</u> progressively building a varied &amp; rich vocabulary &amp; an increasing range of sentence structures. Organising paragraphs around a theme. In non-narrative material, using organisational devices (headins, sub headings)</p> <p><u>Grammar outcome:</u> Different sentence types, paragraphs &amp; punctuation.</p> <p><b>Exploring form</b></p> <p><u>Reading outcome:</u> Look at a variety of patterned poems e.g. haiku or cinquain and identify key features.</p> <p><u>Writing outcome:</u> Read &amp; write Haiku, tanks &amp; kennings. Plan their writing by: discussing writing similar to that which they are planning to write in order to understand &amp; learn from its structure, vocabulary &amp; grammar. Draft &amp; write. Groups to, experiment with different photographic and sound effects to retell a poem orally using ICT software as a medium for a poetry-based presentation. Show</p>	<p>revise previously taught objectives in the context of poetry.</p> <p><b>Information text</b></p> <p>Analyse how information texts work, particularly non-chronological reports, focusing on layout and language features.</p> <p><b>Recount</b></p> <p><u>Reading outcome:</u> Analyse and identify the features of recount texts based on real events. Ask and answer: who, what, why, where, when</p> <p>Read and discuss the concepts of fact and opinion in recounts. – e.g. famous diaries or newspaper reports; combine fictional recounts within stories.</p> <p><u>Writing outcome:</u> plan, draft and publish a newspaper article using the appropriate language and presentational features.</p> <p><u>Grammar outcome:</u> extending the range of sentences with more than one clause by using wider range of conjunction. Introducing paragraphs as a way to group related material.</p>	<p><u>Written outcome:</u> Oral retelling of story. Write and perform own version of the story</p> <p><u>Grammar outcome:</u> adverbial clauses to make writing more interesting and use of commas to organise writing.</p> <p><b>Stories set in imaginary worlds</b></p> <p><u>Reading outcome:</u> Explore a variety of stories set in imaginary worlds which create mood and atmospheres. Discuss moods created and create word banks, freeze frame and find pictures for particular atmospheres.</p> <p><u>Writing outcome:</u> story from the point the portal is reached. Focus on settings and descriptive language – similes and metaphors to create an image in the reader’s mind. Also an opportunity to focus on use of dialogue as a device for moving the plot on.</p> <p><u>Grammar outcome:</u> focus on all aspects of Year 4 grammar – sentences structure – ly openers, time connectives, paragraphing – punctuation.</p> <p><b>Issues and Dilemmas</b></p> <p><u>Reading outcome:</u> introduce stories and short film to focus upon issues e.g. environmental damage (It’s not a planet, it’s our home); homelessness; refugee week. Identify and discuss evidence in texts that suggest characters ‘point of view and their possible actions.</p> <p><u>Writing outcome:</u> Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict – resolution</p> <p><u>Grammar outcome:</u> paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs.</p>
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	and evaluate presentations. <u>Grammar outcome:</u> revision of the verb tenses.		<p><b>Plays</b></p> <p><u>Reading outcome:</u> Read and explore play script of a familiar narrative. Compare how the play script compares with the narrative version focusing on stage directions and speech. Explore characters, issues and dilemmas.</p> <p><u>Written Outcome:</u> Write &amp; perform a play based on a familiar story. Write script using ICT. Practice, perform and evaluate</p> <p><u>Grammar outcome:</u> punctuation &amp; sentence types – questions, commands.</p>
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**Terminology children MUST know by the end of Year 4**

Determiner, pronoun, possessive pronoun, adverbial.

<b>Science</b>	<p><b>What happens to the food that we eat?</b> In this topic children will investigate the digestive system. They will find out about:</p> <ul style="list-style-type: none"> <li>• Digestive System</li> <li>• Teeth</li> <li>• Food chains</li> <li>• Predators and prey</li> </ul>	<p><b>Could we cope without electricity for one day?</b> Children will investigate electricity including:</p> <ul style="list-style-type: none"> <li>• Identifying common appliances</li> <li>• Constructing simple circuits including switches</li> <li>• Common conductors and insulators</li> <li>• Alternative sources of energy</li> </ul>	<p><b>Why is the sound that 'Take That' make enjoyed by our parents?</b> In this topic children will investigate:</p> <ul style="list-style-type: none"> <li>• Sources of sound</li> <li>• Vibration</li> <li>• Loud and faint</li> <li>• Pitch</li> <li>• Volume</li> <li>• Sound travelling</li> </ul>	<p><b>Which wild animals and plants thrive around Frodsham?</b> In this topic children investigate living things and their habitats through:</p> <ul style="list-style-type: none"> <li>• Identifying and naming a variety of living things (plants and animals) in the local and wider environment and group them</li> <li>• Recognising that environments can change and can pose dangers</li> </ul>	<p><b>Can we survive without water?</b> Children will investigate states of matter:</p> <ul style="list-style-type: none"> <li>• Solids, Liquids and Gases</li> <li>• Heating and cooling (no baking, etc.)</li> <li>• Evaporation and condensation</li> </ul>	<p><b>SRE</b> We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> <li>• Talking about puberty.</li> <li>• Puberty &amp; hygiene.</li> <li>• Menstruation &amp; wet dreams.</li> </ul>
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<b>Computing</b>	Digital music Manipulating images Slideshow		Producing a wiki and a blog.	On screen programming (Scratch)	Collecting and presenting data	
<b>Music</b>	Explore rhythm and sounds					
<b>PE</b>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>-Use running, jumping throwing and catching in isolation and in combination.</li> <li>-Play competitive games and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Perform dances using a range of movement patterns.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>-Play competitive games and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-Develop flexibility, strength, technique, control and balance.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>-Use running, jumping, throwing and catching in isolation and in combination.</li> <li>-Play competitive games and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Perform dances using a range of movement patterns.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>-Play competitive games and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-Develop flexibility, strength, technique, control and balance.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>-Swim competently, confidently and proficiently over a distance of 25m.</li> <li>-Use a range of strokes effectively.</li> <li>-perform safe self-rescue in different water based situations.</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>-Play competitive games and apply basic principles suitable for attacking and defending.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>-Swim competently, confidently and proficiently over a distance of 25m.</li> <li>-Use a range of strokes effectively.</li> <li>-perform safe self-rescue in different water based situations.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>-Develop flexibility, strength, technique, control and balance.</li> <li>-Use running, jumping, throwing and catching in isolation and in combination.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>RE</b>	<b>Good News</b> How do the Gospels encourage Christians	<b>Christian Community</b> How does belonging to a church community	<b>Kingdom of God</b> What could Jesus have meant when he	<b>Forgiveness</b> What did Jesus teach about forgiveness?	<b>Discipleship</b> How do Christians follow Jesus?	<b>Hinduism (Trimurti;Avatar)</b> What do Hindus say

	<p>to live as good news in the world today?</p> <p><b>God</b> What does the story of Daniel teach about God?</p> <p><b>Islam</b> <b>Umma Akhlaq</b> How did Muhammad (pbuh) tell people about God?</p>	<p>affect what a believer does?</p> <p><b>Incarnation</b> What is good news in the Christmas story?</p>	<p>taught about the Kingdom of God?</p> <p><b>Sikhism</b> <b>Guru Granth Sahib</b> What is special about the holy book?</p> <p><b>The Gurdwara</b> What happens in this place?</p> <p><b>Ceremonies</b> What special ceremonies do the Sikhs believe in?</p>	<p>Is it important to forgive people or be forgiven by God?</p> <p><b>Salvation</b> Why is Jesus called saviour?</p> <p><b>Resurrection</b> Why is the resurrection story similar &amp; different in the gospel stories?</p>	<p><b>Holy Spirit</b> What part do Christians believe the Holy Spirit plays in welcoming Christians into the church community? Why do Christians say; 'Father, Son &amp; Holy Spirit?'</p> <p><b>Creation</b> Why do you think the creation stories are similar &amp; different?</p>	<p>God is like? (<b>puja;arti</b>) How important is God in family life? (<b>Divali</b>) How do Hindus' celebrations show their relationship with God?</p>
<b>French</b>	<p><u>La France</u> – an introduction to France and French-speaking countries</p> <ul style="list-style-type: none"> <li>• numbers to 12</li> <li>• greetings</li> <li>• name, age</li> <li>• colours</li> <li>• dictionary practice</li> </ul> <p>Christmas</p>	<p><u>Animals/Pets</u> – vocabulary, descriptions, body parts, expressing likes/dislikes, plurals, definite/indefinite articles, gender</p> <ul style="list-style-type: none"> <li>• focus on numbers to 20</li> <li>• continue with general conversation, colours</li> <li>• days, months</li> <li>• dates, birthdays</li> </ul> <p>Easter</p>	<p><u>The Seasons</u> – vocabulary, months, birthdays, weather, opinions, clothes</p> <ul style="list-style-type: none"> <li>• focus on numbers to 31</li> </ul> <p>continue with general conversation, questions and answers</p>	<b>French</b>	<p><u>La France</u> – an introduction to France and French-speaking countries</p> <ul style="list-style-type: none"> <li>• numbers to 12</li> <li>• greetings</li> <li>• name, age</li> <li>• colours</li> <li>• dictionary practice</li> </ul> <p>Christmas</p>	<p><u>Animals/Pets</u> – vocabulary, descriptions, body parts, expressing likes/dislikes, plurals, definite/indefinite articles, gender</p> <ul style="list-style-type: none"> <li>• focus on numbers to 20</li> <li>• continue with general conversation, colours</li> <li>• days, months</li> <li>• dates, birthdays</li> </ul> <p>Easter</p>
<b>PSHE</b>	New beginnings Friendship	Going for Goals	Good to be Me	SRE – see science	Relationships	Changes
<b>Educational</b>	Noddfa		Deva experience		Put together a weather presentation of extreme	

<b>visits/celebration</b>			weather using music, drama and video clips. Link with school in Iceland. Jungle challenge
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