




Frodsham CE Primary School Long Term Plan 2017 - 2018 Year 4

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

| | Autumn | Spring | Summer |
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| Big question |  <p>Were the Vikings really vicious? A history based unit which looks at:</p> <ul style="list-style-type: none"> • Their relationship with the Anglo Saxons • How the Vikings communicated. • Why they came to Britain. • Where they invaded and why. • How they lived. • What weapons they used. • The evidence they left behind. • Famous Vikings. |  <p>Why were the Romans so powerful? A history based unit which looks at:</p> <ul style="list-style-type: none"> • What it is like to be invaded and which countries have been invaded recently. • Who the Romans were and what they did for Britain. • Investigate what attracted the Romans to locate a fort in Chester. • How Chester has changed using a range of sources. • Why the Romans needed to build forts. • Why Boudica became so famous. |  <p>Frodsham or afar? I'm a Year 4, get me out of here! 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"> • Discovering what causes volcanoes to erupt and which are the famous volcanoes in the world? • How volcanoes impact on the lives of people. • What causes an earthquake (and a tsunami) and how they are measured? • Extreme weather conditions. Researching countries that have experienced earthquakes and tsunamis in your lifetime? |
| 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 | |

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| Geography | Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including food, minerals and water | | Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. |
| Art | Link to Topic – runes? Little Vikings from clay? | | Link to Topic – |
| Art skills and elements taught through the class theme highlighted | Digital media Painting Printing Textiles 3D Collage | Digital media Painting Printing Textiles 3D Collage | Digital media Painting Printing Textiles 3D Collage |
| DT | Link to Topic – Shields? Long boats? Bracelets? | Research, design & make a Roman weapon. | Link to Topic – make volcanoes. Pop-up mechanisms |
| D & T skills taught through a designing and making project linked to class theme highlighted | 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 |

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| <p>Mathematics White Rose Hub</p> | <p>Number and place value – Place value. Number – Addition and subtraction. Measurement – Length and Perimeter Number – Multiplication and Division</p> | <p>Number – Multiplication and Division Measurement – Area Number - Fractions Number – Decimals</p> | <p>Number – Decimals Measurement – Money Measurement – Time Statistics Geometry: Properties of Shapes</p> |
| <p>English</p> | <p>Stories set in historical settings <u>Reading outcome:</u> Read story linked with topic. Map the stages in the story and discuss the passing of time <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. <u>Grammar outcome:</u> How the grammatical pattern in a sentence indicates its function – questions &</p> | <p>Creating images <u>Reading outcome:</u> Explore a variety of poems focusing on the key features. Explore onomatopoeic words, rhyme and similes. <u>Writing outcome:</u> Use a poem to create a template. Use a template to create a poem. <u>Grammar outcome:</u> look for opportunities to revise previously taught objectives in the context of poetry.</p> | <p>Stories from other cultures <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. <u>Written outcome:</u> Oral retelling of story. Write and perform own version of the story</p> |

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| | <p>statements.</p> <p>Explanation texts <u>Reading outcome:</u> Read & investigate different explanation texts. <u>Written Outcome:</u> create a flowchart to explain how something works; use the notes to write an explanation using an impersonal style. <u>Grammar outcome:</u> How the grammatical pattern in a sentence indicates its function – questions & statements. Read and investigate different explanation texts.</p> <p>Persuasion <u>Reading outcome:</u> identifying how language, structure & presentation contribute to meaning. Retrieve & record information from nonfiction. <u>Written Outcome:</u> progressively building a varied & rich vocabulary & an increasing range of sentence structures. Organising paragraphs around a theme. In non-narrative material, using organisational devices (headings, sub headings) <u>Grammar outcome:</u> Different sentence types, paragraphs & punctuation.</p> <p>Exploring form <u>Reading outcome:</u> Look at a variety of patterned poems e.g. haiku or cinquain and identify key features. <u>Writing outcome:</u> Read & write Haiku, tanks & kennings. Plan their writing by: discussing writing similar to that which they are planning to write in order to understand & learn from its structure, vocabulary & grammar. Draft & 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 and evaluate presentations. <u>Grammar outcome:</u> revision of the verb tenses.</p> | <p>Information text Analyse how information texts work, particularly non-chronological reports, focusing on layout and language features.</p> <p>Recount <u>Reading outcome:</u> Analyse and identify the features of recount texts based on real events. Ask and answer: who, what, why, where, when Read and discuss the concepts of fact and opinion in recounts. – e.g. famous diaries or newspaper reports; combine fictional recounts within stories. <u>Writing outcome:</u> plan, draft and publish a newspaper article using the appropriate language and presentational features. <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>Grammar outcome:</u> adverbial clauses to make writing more interesting and use of commas to organise writing.</p> <p>Stories set in imaginary worlds <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. <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. <u>Grammar outcome:</u> focus on all aspects of Year 4 grammar – sentences structure – ly openers, time connectives, paragraphing – punctuation.</p> <p>Issues and Dilemmas <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. <u>Writing outcome:</u> Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict – resolution <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> <p>Plays <u>Reading outcome:</u> Read and explore play</p> |
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| | | | | | | <p>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 & perform a play based on a familiar story_ Write script using ICT. Practice, perform and evaluate</p> <p><u>Grammar outcome:</u> punctuation & sentence types – questions, commands.</p> |
| <p><u>Terminology children MUST know by the end of Year 4</u></p> <p>Determiner, pronoun, possessive pronoun, adverbial.</p> | | | | | | |
| Science | <p>What happens to the food that we eat?</p> <p>In this topic children will investigate the digestive system. They will find out about:</p> <ul style="list-style-type: none"> • Digestive System • Teeth • Food chains • Predators and prey | <p>Could we cope without electricity for one day?</p> <p>Children will investigate electricity including:</p> <ul style="list-style-type: none"> • Identifying common appliances • Constructing simple circuits including switches • Common conductors and insulators • Alternative sources of energy | <p>Why is the sound that 'Take That' make enjoyed by our parents?</p> <p>In this topic children will investigate:</p> <ul style="list-style-type: none"> • Sources of sound • Vibration • Loud and faint • Pitch • Volume • Sound travelling | <p>Which wild animals and plants thrive around Frodsham?</p> <p>In this topic children investigate living things and their habitats through:</p> <ul style="list-style-type: none"> • Identifying and naming a variety of living things (plants and animals) in the local and wider environment and group them • Recognising that environments can change and can pose dangers | <p>Can we survive without water?</p> <p>Children will investigate states of matter:</p> <ul style="list-style-type: none"> • Solids, Liquids and Gases • Heating and cooling (no baking, etc.) • Evaporation and condensation | <p>SRE</p> <p>We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> • Talking about puberty. • Puberty & hygiene. • Menstruation & wet dreams. |
| | Computing | Developing a | Prototyping an | Producing digital | Editing and | Producing a wiki |

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| (‘Switched On’) | simple educational game | interactive toy | music | writing HTML | | weather |
| Music (Charanga) | <p>Unit: Mamma Mia Style: ABBA Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> | <p>Unit: Glockenspiel Stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles Topic and cross curricular links: Introduction to the language of music, theory and composition.</p> | <p>Unit: Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion Topic and cross curricular links: Composition, Bullying.</p> | <p>Unit: Lean On Me Style: Gospel Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.</p> | | <p>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 4 Topic and cross curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> |
| PE | <p>Tag Rugby -Use running, jumping throwing and catching in isolation and in combination. -Play competitive games and apply basic principles suitable for attacking and</p> | <p>Football -Play competitive games and apply basic principles suitable for attacking and defending. Gymnastics -Develop flexibility, strength, technique, control and balance.</p> | <p>Netball -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games and apply basic principles</p> | <p>Tennis -Play competitive games and apply basic principles suitable for attacking and defending. Gymnastics -Develop flexibility, strength, technique,</p> | <p>Swimming -Swim competently, confidently and proficiently over a distance of 25m. -Use a range of strokes effectively. -perform safe self-rescue in different</p> | <p>Swimming -Swim competently, confidently and proficiently over a distance of 25m. -Use a range of strokes effectively. -perform safe self-rescue in different</p> |

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| | defending. Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | suitable for attacking and defending. Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | control and balance. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | water based situations. Cricket -Play competitive games and apply basic principles suitable for attacking and defending. | water based situations. Athletics -Develop flexibility, strength, technique, control and balance. -Use running, jumping, throwing and catching in isolation and in combination. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| RE Visit to be made to an Sikh Gurdwara | Creation + Harvest + Admission to Communion Why do you think the creation stories are similar and different? | Incarnation What is good news for Christians in the Christmas story? | God (Year 3+4) How do Christians use symbols to explain what God is like? (Y3) How do Christians use words, prayers, songs or hymns to describe God as 'three in one'? (Y3) What does the story of Daniel teach about God? (Y4) What did Jesus teach about God? (Y4) | Forgiveness What did Jesus teach about forgiveness? Is it important to forgive people or be forgiven by God? Salvation Why is Jesus called saviour? Resurrection Why is the resurrection story similar & different in the gospel stories? | Holy Spirit (Year 3+4) What does Christian art teach people about the Trinity? (Y3) What part do Christians believe the Holy Spirit plays in welcoming Christians into the church community? (Y4) Why do Christians say: 'Father, Son and Holy Spirit?' (Y4) | Discipleship How do Christians follow Jesus? |
| French | <u>La France</u> – an | <u>Animals/Pets</u> – | <u>The Seasons</u> – | French | <u>La France</u> – an | <u>Animals/Pets</u> – |

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| | <p>introduction to France and French-speaking countries</p> <ul style="list-style-type: none"> • numbers to 12 • greetings • name, age • colours • dictionary practice <p>Christmas</p> | <p>vocabulary, descriptions, body parts, expressing likes/dislikes, plurals, definite/indefinite articles, gender</p> <ul style="list-style-type: none"> • focus on numbers to 20 • continue with general conversation, colours • days, months • dates, birthdays <p>Easter</p> | <p>vocabulary, months, birthdays, weather, opinions, clothes</p> <ul style="list-style-type: none"> • focus on numbers to 31 <p>continue with general conversation, questions and answers</p> | | <p>introduction to France and French-speaking countries</p> <ul style="list-style-type: none"> • numbers to 12 • greetings • name, age • colours • dictionary practice <p>Christmas</p> | <p>vocabulary, descriptions, body parts, expressing likes/dislikes, plurals, definite/indefinite articles, gender</p> <ul style="list-style-type: none"> • focus on numbers to 20 • continue with general conversation, colours • days, months • dates, birthdays <p>Easter</p> |
| PSHE | New beginnings Friendship | Going for Goals | Good to be Me | SRE – see science | Relationships | Changes |
| Educational visits/celebration | Noddfa | | Deva experience | | Put together a weather presentation of extreme weather using music, drama and video clips. Link with school in Iceland. Jungle challenge | |