

Frodsham CE Primary School Long Term Plan 2019-2020 Year 4

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

	Autumn	Spring	Summer
Big question	 <p>Who were the Greeks? What was Greek life like? What were their achievements? What influence did they have on the western world?</p>	 <p>Who were the Romans? Why were the Romans so powerful? Look at the army and successful invasions What did Britain do when invaded? Explore opposing sides and the story of Boudica What did the Romans do that impacted on us? Look at the Romanisation of Britain</p>	 <p>What are volcanoes? How do they happen? What is the impact of a volcanoes? How can we protect ourselves from volcanoes?</p>
Wow Starter	Look at Ancient Greek artefacts.	School trip around Chester – deva experience?	Experiment?
History	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> • Minoans and Mycenaean's – how it all began • Battle of Troy • Greek religion (gods and goddesses) • Home life • Democracy • Temples 	<p>The Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: 	

	<ul style="list-style-type: none"> • Ancient Greek games • Alexander the Great and the fall of the Ancient Greeks - leads us into Spring term topic (The Romans) 	technology, culture and beliefs, including early Christianity	
Geography		<p><u>Local geography of Chester</u></p> <p><u>Locational knowledge:</u></p> <p>Name and locate counties and cities in the UK using maps – look up Chester before trip around Chester.</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia). Children to locate Italy and Pompeii (link to text and history topic).</p>	<p><u>Locational knowledge:</u></p> <p>Describe and understand key aspects of physical geography including volcanoes, earthquakes and the water cycle (water cycle to link to science). Link volcanoes to the city of Pompeii, which was explored in the Spring term.</p> <p>Explore map work on Inglelton residential:</p> <p>Name and locate counties and cities in the UK using maps.</p> <p>Use field work 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.</p>
Art	Link to history –decorate Ancient Greek vase using paint, water colour, oil pastels	Link to history – decorate a roman shield	Link to geography – use different materials to create the colours of a volcanic eruption?
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 history – Shields, Greek Vase, Stadium?	Research, design & make a Roman shield/footwear	Link to geography – make volcanoes, design an earthquake proof building

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
---	---	---	---

<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 Pathways to Write</p>	<p>Fiction – Fantasy (Gorilla) <u>Reading outcome:</u></p> <ul style="list-style-type: none"> • Read for a range of purposes • Identify themes and conventions • Discuss words and phrases that capture the reader’s interest and imagination • Check text makes sense • Explain meaning of words in context 	<p>Fiction – Historical narrative from character’s point of view (Escape to Pompeii) <u>Reading outcome:</u></p> <ul style="list-style-type: none"> • Read for a range of purposes • Discuss words and phrases that capture the reader’s interest • Check text makes sense • Ask questions to improve 	<p>Non-chron report writing (Where the Forest Meets the Sea and Rainforests in 30 seconds) <u>Reading outcome:</u></p> <ul style="list-style-type: none"> • Read for a range of purposes • Use dictionaries to check the meaning of words • Explain meaning of words in context • Predict from details stated and

	<ul style="list-style-type: none"> • Ask questions to improve understanding of a text • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict what might happen from what is stated and implied • Retrieve and record information from non-fiction <p>Participate in discussion about books</p> <p><u>Written Outcome:</u> To write a narrative based on the story 'Gorilla'</p> <p>GD: To write the narrative from dad's viewpoint and include some speech</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing. • Discuss and record ideas • Compose and rehearse sentences orally. • Proof-read for spelling and punctuation errors • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Assess the effectiveness of own and other's writing <p><u>Grammar outcome:</u></p> <p><u>Gateway keys (non-negotiable/basic skills):</u></p> <ul style="list-style-type: none"> • Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2) • Use prepositions, conjunctions and adverbs to express time, place and cause (Y3) 	<p>understanding of a text</p> <ul style="list-style-type: none"> • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Participate in discussion about books <p><u>Writing outcome:</u> Write a story from the point of view of one of the children</p> <p>GD: Write from the point of view of the captain</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Propose changes to grammar and vocab to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear <p><u>Grammar outcome:</u></p> <p><u>Gateway keys (non-negotiable/basic skills):</u></p> <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use conjunctions, adverbs and prepositions to express time, place and cause 	<p>implied</p> <ul style="list-style-type: none"> • Identify main ideas drawn from more than one paragraph and summarise • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction <p><u>Writing outcome:</u> To make a zoo information board for a rainforest exhibit</p> <p>GD: Include an interactive element such as voiceover for a short video</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • In non-narrative material, use simple organisational devices • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear <p><u>Grammar outcome:</u></p> <p><u>Gateways (non-negotiable/basic skills):</u></p> <ul style="list-style-type: none"> • Revise use of simple organisational devices in non-narrative material • Write in the present tense • Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for
--	---	--	--

	<ul style="list-style-type: none"> Group related ideas into paragraphs (Y3) Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3) <p><u>Mastery keys (year group national curriculum expectations):</u></p> <ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use fronted adverbials Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures) Use commas after fronted adverbials <p>Re-cap: Use inverted commas for direct speech (Year 3)</p> <p>Recount – Diary Writing (Leon and the Place Between)</p> <p><u>Reading outcome:</u></p> <ul style="list-style-type: none"> Read for a range of purposes Discuss words and phrases that capture the reader’s interest Draw inferences (characters’ feeling, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning <p><u>Writing outcome:</u></p>	<ul style="list-style-type: none"> Create characters, settings and plot in narrative Group related ideas into paragraphs <p><u>Mastery keys (year group national curriculum expectations):</u></p> <ul style="list-style-type: none"> Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English for verb inflections Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs) Use and punctuate direct speech (using dialogue to show the relationship between characters) <p><u>Feature keys (vocab, manipulating sentences and tense, structure):</u></p> <ul style="list-style-type: none"> Write a sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd or 1st person consistently Use tenses appropriately Add historical detail to characters, setting and events <p>Fiction - Adventure (When the Giant Stirred)</p> <p><u>Reading outcome:</u></p> <ul style="list-style-type: none"> Use dictionaries to check the meaning of words Identify themes and conventions 	<p>contraction and singular noun possession)</p> <ul style="list-style-type: none"> Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases <p><u>Mastery keys (year group NC expectations):</u></p> <ul style="list-style-type: none"> Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Use paragraphs to organise information and ideas around a theme Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular Recognise the grammatical difference between plural and possessive ‘s <p><u>Feature keys (vocab, manipulating sentences and tense, structure):</u></p> <ul style="list-style-type: none"> Use specific vocabulary e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal Write in present tense Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas and diagrams <p>Explanation – Letter (Blue John)</p> <p>Reading outcome:</p> <ul style="list-style-type: none"> Identify themes and conventions Discuss words and phrases that
--	--	---	---

	<p>To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy. GD: To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in 'the place between'</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • In narratives, create settings, characters and plot • Assess the effectiveness of own and others' writing • Proof-read for spelling and punctuation errors <p><u>Grammar outcome:</u> <u>Gateway keys (non-negotiable and basic skills):</u></p> <ul style="list-style-type: none"> • Develop character and setting • Group related ideas into paragraphs • Use conjunctions to express time, place and cause • Build an increasing range of sentence structures <p><u>Mastery keys (year group national curriculum expectations):</u></p> <ul style="list-style-type: none"> • Use standard English forms for verb inflections • Extend range of sentences with more than one clause by using wider range of conjunctions including when, if, because, although • Indicate possession by using the possessive apostrophe with plural nouns • Recognise the differences between the plural and possessive 's' • Build a varied and rich vocab 	<ul style="list-style-type: none"> • Check text makes sense • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise • Participate in discussion about books <p><u>Writing outcome:</u> To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story GD: To write the story from the mountain God's point of view</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p><u>Grammar outcome:</u> <u>Gateway keys (non-negotiable/basic skills):</u></p> <ul style="list-style-type: none"> • Use past and present tenses appropriately • Sequence events • Section story into beginning, middle and end • Use 3rd person consistently • Write expanded noun phrases (Y2) • Use inverted commas to punctuate 	<p>capture the reader's interest and imagination</p> <ul style="list-style-type: none"> • Explain meaning of words in context • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction <p><u>Writing outcome:</u> Write a letter in role as an expert containing an explanation about cave information GD: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • In non-narrative material, use simple organisational devices • Assess the effectiveness of own and others' writing • Proof-read for spelling and punctuation errors <p><u>Grammar outcome:</u> <u>Gateway keys (non-negotiable/basic skills):</u></p> <ul style="list-style-type: none"> • Full stops, capital letters, exclamation marks, question marks, commas and apostrophes
--	--	--	--

	<p><u>Feature keys (vocab, manipulating sentences and tense, structure):</u></p> <ul style="list-style-type: none"> • Use small details to describe characters and evoke a response • Use small details for time, place and mood • Use 1st person consistently • Write in consistent past tense • Chronological order • Write an opening paragraph to share thoughts and feelings and to summarise the day • Finish with a personal comment about hopes or concerns for the future 	<p>direct speech</p> <p><u>Mastery keys (year group national curriculum expectations):</u></p> <ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use and punctuate direct speech • Use commas after fronted adverbials <p><u>Feature keys (vocab, manipulating sentences and tense, structure):</u></p> <ul style="list-style-type: none"> • Sequence stories in different stages: introduction, build up, climax, resolution • Create dialogue between characters that shows their relationship with each other • Use 1st or 3rd person consistently • Use small details to describe characters and for time, place and mood 	<ul style="list-style-type: none"> • Group related ideas into paragraphs • Use past and present tense consistently • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases <p><u>Mastery keys (year group national curriculum expectations):</u></p> <ul style="list-style-type: none"> • Build a rich and varied vocabulary and an increasing range of sentence structures • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms • Use paragraphs to organise information and ideas around a theme <p>Integrated as revision: The grammatical difference between plural and possessive s</p> <p><u>Feature keys (vocab, manipulating sentences and tense, structure):</u></p> <p>Explanation</p> <ul style="list-style-type: none"> • Use language to explain a process or how something works • Use some technical vocabulary • Use simple present tense • Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of • Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart
--	--	---	---

			<p>Letter</p> <ul style="list-style-type: none"> • Choose sentence forms to address the reader directly • Use fronted adverbials to introduce paragraphs • Use layout features including an address/date, suitable closing
--	--	--	---

Terminology children MUST know by the end of Year 4

Determiner, pronoun, possessive pronoun, adverbial.

Science	<p>What happens to the food that we eat? 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? 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? 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? 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 	<p>Can we survive without water? 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 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.
----------------	--	---	--	--	--	--

				can change and can pose dangers		
Computing ('Switched On')	Developing a simple educational game	Prototyping an interactive toy	Producing digital music	Editing and writing HTML	Producing a wiki	Presenting the 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</p>	<p>Football -Play competitive games and apply basic principles suitable for</p>	<p>Netball -Use running, jumping, throwing and catching in</p>	<p>Tennis -Play competitive games and apply basic principles</p>	<p>Swimming -Swim competently, confidently and proficiently over a</p>	<p>Swimming -Swim competently, confidently and proficiently over a</p>

	<p>combination. -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>attacking and defending.</p> <p>Gymnastics -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>isolation and in combination. -Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>suitable for attacking and defending.</p> <p>Gymnastics -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>distance of 25m. -Use a range of strokes effectively. -perform safe self-rescue in different water based situations.</p> <p>Cricket -Play competitive games and apply basic principles suitable for attacking and defending.</p>	<p>distance of 25m. -Use a range of strokes effectively. -perform safe self-rescue in different water based situations.</p> <p>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.</p>
RE	<p>Creation and Admission to Communion</p> <p>Why do you think the creation stories are similar and different?</p>	<p>Kingdom of God and Incarnation</p> <p>What is good news for Christians in the Christmas story?</p>	<p>Christian Community and Discipleship</p>	<p>Easter – focus on forgiveness</p> <p>What did Jesus teach about forgiveness? Is it important to forgive people or be forgiven by God?</p> <p>Salvation Why is Jesus called saviour?</p> <p>Resurrection Why is the</p>	<p>World Faiths – Islam</p>	<p>World Faiths – Hinduism</p>

				resurrection story similar & different in the gospel stories?		
French	<p><u>La France</u> – an 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><u>Animals/Pets</u> – 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><u>The Seasons</u> – 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>	Easter	<p><u>La France</u> – an introduction to France and French-speaking countries</p> <ul style="list-style-type: none"> • numbers to 12 • greetings • name, age • colours • dictionary practice 	<p><u>Animals/Pets</u> – 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
PSHE	Health and Wellbeing Relationships	Living in the Wider World Relationships	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing
Educational visits/celebration	Noddfa Ancient Greek workshop		Deva experience?		Ingleton residential	