

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

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

	Autumn		Spring		Summer	
Christian Values	Love	Respect	Kindness	Community	Faith	Resilience
British Values						
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>	
RE (Chester Diocese) Year A	<p>Creation</p> <p>Why do you think the creation stories are similar and different?</p> <p>Kingdom of God</p> <p>What could Jesus have meant when he taught about the Kingdom of God?</p> <p>Incarnation</p>		<p>Christian Community</p> <p>How does belonging to a Christian community affect what a believer does?</p> <p>Discipleship</p> <p>How do Christians follow Jesus?</p>	<p>Easter – focus on forgiveness</p> <p>What did Jesus teach about forgiveness?</p> <p>Is it more important to forgive people or be forgiven by God?</p>	<p>World Faiths – Islam</p> <p>What do Muslims say God is like?</p> <p>Why is Muhammad important to Muslims?</p>	<p>World Faiths – Hinduism</p> <p>How do Hindus describe God?</p> <p>How important is God in Hindu family life?</p>

	<p>What is good news for Christians in the Christmas story?</p> <p style="text-align: center;">Admission to Communion</p>				
Year B	<p style="text-align: center;">God</p> <p>What does the story of Daniel teach about God?</p> <p>What did Jesus teach about God?</p> <p style="text-align: center;">Good News</p> <p>How do the gospels encourage Christians to live as good news in the world today?</p> <p style="text-align: center;">Incarnation</p> <p>What is good news for Christians in the Christmas story?</p> <p style="text-align: center;">Admission to Communion</p>	<p>Holy Spirit Free choice project (Harmony Week etc.)</p> <p>What part do Christians believe the Holy Spirit plays in welcoming Christians into the church community?</p> <p>Why do Christians say: 'Father, Son & Holy Spirit?'</p>	<p>Easter – focus on salvation</p> <p>Why is Jesus called saviour?</p>	<p>World Faiths – Islam</p> <p>What do Muslims say God is like?</p> <p>Why is Muhammad important to Muslims?</p>	<p>World Faiths – Hinduism</p> <p>How do Hindus describe God?</p> <p>How important is God in Hindu family life?</p>
Wow Starter					
<p>English (Pathways to Write) Phonics (Read Write Inc)</p>	<p>Fiction – Fantasy Autumn 1 Gorilla <u>Written Outcome</u> To write a narrative based on the story 'Gorilla' 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 	<p>Fiction – historical narrative Escape to Pompeii Spring 1 <u>Writing outcome</u> Write a story from the point of view of one of the children 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 	<p>Non-chronological report writing Where the Forest Meets the Sea and Rainforests in 30 seconds Summer 1 <u>Writing outcome</u> To make a zoo information board for a rainforest exhibit 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 		

	<ul style="list-style-type: none"> • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Assess the effectiveness of own and other's writing <p>Recount – Diary Writing Autumn 2 Leon and the Place Between <u>Writing outcome</u> 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 	<ul style="list-style-type: none"> • Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear <p>Fiction - Adventure When the Giant Stirred Spring 2 <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 	<ul style="list-style-type: none"> • 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>Explanation – Letter Blue John Summer 2 <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>Maths (White Rose)</p>	<p>Number and place value – Place value.</p> <p>Number – Addition and subtraction.</p> <p>Measurement – Length and Perimeter</p> <p>Number – Multiplication and Division</p>	<p>Number – Multiplication and Division</p> <p>Measurement – Area</p> <p>Number - Fractions</p> <p>Number – Decimals</p>	<p>Number – Decimals</p> <p>Measurement – Money</p> <p>Measurement – Time</p> <p>Statistics</p>

					Geometry: Properties of Shapes	
Wow Starter	Eating food to think about our teeth or experiment	Electrical games	Sound walk	Explore the forest in the school playground	Experiment	
Science (Focus Education)	<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 can change and can pose dangers 	<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
PSHE (PSHE Association)	<p>Autumn 1 Core theme: Health and wellbeing Topics: Healthy lifestyles</p>	<p>Autumn 2 Core theme: Relationships Topics: Feelings and Emotions Core theme: Living in the wider world Topics: Rights and Responsibilities</p>	<p>Spring 1 Core theme: Health and wellbeing Topics: Healthy lifestyles</p>	<p>Spring 2 Core theme: Relationships Topics: Feelings and emotions</p>	<p>Summer 1 Core theme: Living in the wider world Topics: Rights and responsibilities</p>	<p>Summer 2 Core theme: Health and wellbeing Topics: Healthy lifestyles</p>

Art and Design (FCE long term plan)	Outcome: Starry Night Media: Drawing and painting Artist: Vincent Van Gough		Outcome: Roman mosaic Media: Print making and collage Artist: Gaudi (Barcelona)		Outcome: Sculpture Media: 3D and textiles Artist: Barbara Hepworth/Henry Moore	
Computing (Switched On)	Unit name/title: We are software developers Outcome: Developing a simple educational game	Unit name/title: We are toy designers Outcome: Prototyping an interactive toy	Unit name/title: We are musicians Outcome: Producing digital music	Unit name/title: We are HTML editors Outcome: Editing and writing HTML	Unit name/title: We are co-authors Outcome: Producing a wiki	Unit name/title: We are meteorologists Outcome: Presenting the weather
Design Technology (Projects on a Page)	Aspect: Cooking and nutrition Focus: healthy and varied diet Product: Greek salad		Aspect: Electrical systems Focus: simple circuits and switches Product: create an electrical device		Aspect: Textiles Focus: 2D shape to 3D product Product: Pencil case	
French (Primary Languages Network)	<u>La France</u> – an introduction to France and French-speaking countries <ul style="list-style-type: none"> • numbers to 12 • greetings • name, age • colours • dictionary practice Christmas	<u>Animals/Pets</u> – vocabulary, descriptions, body parts, expressing likes/dislikes, plurals, definite/indefinite articles, gender <ul style="list-style-type: none"> • focus on numbers to 20 • continue with general conversation, colours • days, months • dates, birthdays 	<u>The Seasons</u> – vocabulary, months, birthdays, weather, opinions, clothes <ul style="list-style-type: none"> • focus on numbers to 31 continue with general conversation, questions and answers	Easter	<u>La France</u> – an introduction to France and French-speaking countries <ul style="list-style-type: none"> • numbers to 12 • greetings • name, age • colours • dictionary practice 	<u>Animals/Pets</u> – vocabulary, descriptions, body parts, expressing likes/dislikes, plurals, definite/indefinite articles, gender <ul style="list-style-type: none"> • focus on numbers to 20 • continue with general conversation, colours • days, months • dates, birthdays
Wow Starter						Experiment for volcanoes

<p>Geography (FCE long term plan)</p>			<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>
<p>Wow Starter</p>	<p>Ancient Greek artefacts</p>	<p>Trip – deva experience</p>		

History (FCE long term plan)	Ancient Greece – a study of Greek life and achievements and their influence on the western world. <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 • Ancient Greek games • Alexander the Great and the fall of the Ancient Greeks - leads us into Spring term topic (The Romans) 		The Roman Empire and its impact on Britain. <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, Boudicca • ‘Romanisation’ of Britain: technology, culture and beliefs, including early Christianity 			
Music (Charanga)	Autumn 1 Unit: Mamma Mia Style: ABBA Outcome (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.	Autumn 2 Unit: Glockenspiel Stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles Outcome (Topic and cross curricular links): Introduction to the language of music, theory and composition.	Spring 1 Unit: Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion Outcome (Topic and cross curricular links): Composition, Bullying.	Spring 2 Unit: Lean On Me Style: Gospel Outcome (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.	Summer 1 Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 4 Outcome (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.	Summer 2 Unit Style Outcome (Topic and cross curricular links):

PE (FCE long term plan)	<p>Autumn 1 Tag Rugby</p> <ul style="list-style-type: none"> • Use running, jumping throwing and catching in isolation and in combination. • Play competitive games and apply basic principles suitable for attacking and defending. <p>Dance</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Autumn 2 Football</p> <ul style="list-style-type: none"> • Play competitive games and apply basic principles suitable for attacking and defending. <p>Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Spring 1 Basketball Dance</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Spring 2 Tennis</p> <ul style="list-style-type: none"> • Play competitive games and apply basic principles suitable for attacking and defending. <p>Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Summer 1 Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of 25m. • Use a range of strokes effectively. • Perform safe self-rescue in different water based situations. <p>Cricket</p> <ul style="list-style-type: none"> • Play competitive games and apply basic principles suitable for attacking and defending. 	<p>Summer 2 Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of 25m. • Use a range of strokes effectively. • Perform safe self-rescue in different water based situations. <p>Athletics</p> <ul style="list-style-type: none"> • 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.
Educational visits Celebrations	<p>Noddfa Greek workshop Communion</p>		<p>Dewa Roman Experience</p>		<p>Ingleton Swimming</p>	

**Memorable
experiences
Outdoor
opportunities**