



Year Four Long Term Plan

	<i>Autumn Term</i>	<i>Autumn Term - last 2 weeks</i>	<i>Spring Term</i>	<i>Summer Term</i>
	<i>Resilient Romans</i>	<i>The Ancient Greek Mysteries</i>	<i>Rangers of the Rainforest</i>	<i>Carnival of Curiosity</i>
	<i>History</i>	<i>History</i>	<i>Geography and Science</i>	<i>Science and Design and Technology</i>
<i>English</i>	<p>Story - Maximus's Mighty Mission</p> <p>Diary</p> <p>Newspaper Report - Boudicca Break In</p> <p>Persuasive Text - A Roman Weapon</p>	<p>Explanation Text - A time travelling machine to visit the Greeks</p>	<p>Poetry - The Magic Box</p> <p>Non-Chronological Report - Animals of the Rainforest</p> <p>Story - Hunted</p> <p>Biographies - Characters from Charlie and the Chocolate Factory</p>	<p>Explanation Text - How the ride works</p> <p>Formal Letter - Persuasive letter to Twinlakes</p> <p>Non-Chronological Report - Theme Park</p> <p>Poetry - Shape Poem</p>
<i>Maths</i>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Number: Multiplication and Division</p> <p>Measurement: Time</p>		<p>Number: Multiplication and Division</p> <p>Number: Fractions and Decimals</p> <p>Measurement: Money</p>	<p>Measurement: Length and Area</p> <p>Geometry: Shape and Symmetry</p> <p>Geometry: Angles</p> <p>Geometry: Position and Direction</p> <p>Statistics</p>
<i>Computing</i>	<p>Online Safety</p> <p>Word Processing</p>		<p>Scratch: Questions and Quizzes</p> <p>Animation</p>	<p>Programming Turtle Logo</p> <p>Using and Applying</p>



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Science - working scientifically. Objectives run from the progression map and should be taught in each area of science.

States of matter - This can be met through a stand-alone context. Become experts in states of matter! Develop and showcase an understanding of all areas of states of matter, including how materials can change from one state to another, through a large range of simple practical enquiries. Everyone in Year 4 is invited to take on the challenge to demonstrate their knowledge to their parents at the Year 4 Science Fair.

Living things and their habitats - This objective can be met by the Ranger of the Rainforest finding many different species on his journey through the rainforest and he needs your help to classify them so he knows all the different types of animals and knows how to care for them. The Ranger needs you to become experts in the use of classification keys to help group, identify and name a variety of living things. Learn about the 7 characteristics of a living thing (MRS NERG/MRS GREN). Sort living things in different ways and make a dichotomous classification key to identify local invertebrates. Make observational drawings and a large-scale group drawing of an insect. Finally, demonstrate your knowledge of classification keys by reporting back to the Ranger of the Rainforest via a video link.

Animals including humans - This can be met by setting the following contexts: Good afternoon children. It is Ranger Robert here. I need your help to find out about food chains

Electricity - Good afternoon. This is Simon Scientist. I work for the Curious Carnival Company creating brand new light systems to go on their amazing rides. I have a group of young scientists coming to learn what to do next month and I need your help to explain the diagrams. I will send you a weekly mission via email and I need you to report back to me at the end of each week to support the young scientists. Once you have helped the young scientists, I would also like you to use your knowledge to light up your very own fairground ride design which I would like you to share with the owner of the Curious Carnival Company and see if you can persuade him to make him this brand new ride.

Sound - This can be met by this context: The rock stars of the world need your help! They want their children to visit a fairground full of music, but they want to protect their precious ears! Find out all you can about sound: how it travels, pitch and volume. Then investigate materials to see which will provide the best insulation against sound. Be ready to present your ideas to a famous panel about how they can keep the children's ears safe whilst visiting a musical fairground.



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		<p>and food webs. I have a group of school children visiting the rainforest next month and I need some great diagrams to show them how food chains and webs work. Do you think you could help me? Please post these to me at Rumbling Rainforest Manor, Raining Road, RG5 4AA.</p> <p>Good afternoon children. I need your help. I'm trying to explain to Marvin the monkey about my human teeth. He just doesn't understand what I am saying to him. You were amazing last time I spoke to you. Do you think you can help me explain to Marvin the different functions of teeth? If you accept this challenge, could you please send me your videos explaining this?</p> <p>Good afternoon children. I'm trying to help Marvin again and need to explain to him how the human digestive system works. He just doesn't understand. But he always does when you explain it to him. Do you think you could write to Marvin to explain how the digestive system works</p>	
R.E	Autumn 1 - Judaism (Belief and Practises) Autumn 2 s Christianity - Incarnation (Christmas)	Spring 1 - Buddhism (The 8-Fold Path)	Summer 1 - Judaism (Rites of Passage and Good Works) Summer 2 - Christianity (Prayer and Worship)



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			Spring 2 - Christianity - Salvation (Easter)	
History	<p><i>Chronological understanding - Children to receive a letter from Terry Deary. He is coming up with an up to date book about the Romans and would love their entries for the book on a Roman timeline. He would like children to post them to him. He will tell them who is the best historian, and who created an amazing timeline for use in his brand-new book.</i></p> <p><i>Range and depth of historical knowledge; interpretations of history; historical enquiry; organisation and communication - To cover the skills from the progression of skills in these areas, children to become real historians and be given a challenge each week from Terry Deary to support him in making his brand new Horrible Histories book - they must report back via email or blog to an historian. Children should become real</i></p>	<p><i>Range and depth of historical knowledge; interpretations of history; historical enquiry; organisation and communication - This can be met in the following context. By the end of these two weeks you are going to become a Greek for the day. You will need to find out all about Greek life and their achievements to be able to spend the day as a Greek. Also, the National Geographic is creating a new web page on the Greek's influence on the western world and they have written a letter to ask for your help, Year 4, as you are super historians. They would like your findings sent back as soon as possible.</i></p>	<p><i>Range and depth of historical knowledge; interpretations of history; historical enquiry; organisation and communication - This can be met by Ranger Robert needing to find out all about the Mayan Civilisation and how it contrasts with British history. He is in such a state as he has forgotten all this important information and he must brief the new rangers coming to work in the rainforest next week. Year 4, can you be super historians and help Ranger Robert out?</i></p>	



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	<i>historians and handle artefacts to find out about the Romans.</i>			
<i>Geography</i>			<p><i>To meet this - Year 4, I need you all to become Rangers of the Rainforest and you are going to have to prove to Ranger Robert that you are vital to his team. You are going to be set different missions and each time you must report back to Ranger Robert.</i></p> <p><i>Perspective; style of map; drawing maps; representation; using maps; direction and location - Are you good enough to be my ranger? Then you need to prove to me you have all these skills. Get out in your local area and show me you can use these skills.</i></p> <p><i>Style of map; locational knowledge; using maps; scale; distance - Rangers, I need your amazing geographical knowledge to help me identify all the countries with rainforests in.</i></p> <p><i>Geographical enquiry; place knowledge - Good morning rangers. I am beginning to hear about other</i></p>	



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			<p><i>rainforests from across the world and I need to know how my rainforest in Brazil compares. I need to know all the similarities and differences based on human and physical geography. Can you send me a letter back with everything I need to know? I know you can do it - you are amazing geographers.</i></p> <p><i>Human and physical geography; geographical enquiry</i> - This could be met by a variety of different missions for your rangers such as: <i>The rainforest world I used to live in was very different and over time it has changed. Can you create a video for me to explain how it has changed so I can show it to my son, so he starts to understand?</i> <i>Rangers - listen up! I need your help. I am running out of money fast. I need you to find out what all the natural resources of the rainforest are. This will help me set up trade links and together we can find out how this will work.</i> <i>Rangers, I am in a crisis! My whole world is changed due to the impact of humans. Can you find out how,</i></p>	
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			<p>then start a campaign to stop them? We need to save the rainforest together! Rangers, I need to collect measurements daily on temperatures, wind speed, rainfall and noise level and report this to the local weatherman. Can you prove you can be a ranger just like me and take all these measurements?</p>	
<p><i>Music</i></p>	<p><i>Singing songs with control and using voice expressively; listening; memory and movement; controlling pulse and rhythm; exploring sounds; melody and accompaniment; control of instruments; composition; reading and writing notation; evaluating and appraising - This can be met using the BBC 'Rocking Roman' songs to support this.</i></p> <p><i>Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising - This can be met as follows: Children, you are going to have to find out</i></p>	<p><i>Singing songs with control and using voice expressively; listening, memory and movement; controlling pulse and rhythm; exploring sounds; melody and accompaniment; control of instruments; composition; reading and writing notation; evaluating and appraising - This can be met using the BBC 'Heroes of Troy' songs to support this.</i></p> <p><i>Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising - This could be</i></p>	<p><i>Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising - This objective can be met by the children receiving a letter from Cadbury's World stating they need their help as they hear they are fantastic musicians and they need some new music for their rainforest area as customers are complaining about the current one not being realistic enough. Can you recreate the sounds of the rainforest into an amazing piece of music? Identify the musical elements (and be able to define them) dynamics (loud and quiet) texture (layering of sounds). Explore and discover sound makers in the environment (including own body</i></p>	<p><i>Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising - This could be met by the children receiving another letter from Ms Cassia from a secret Carnival of Curiosities. No-one knows about this, so this is a secret mission. I need music which is mysterious but fun to play at my carnival. Look at mysterious rides to help you create an amazing piece of music. When it is complete, Ms Cassia needs a video of the music and she will decide if it is mysterious enough to be played at the Carnival of Curiosities. You may even get to find out the secret location.</i></p>



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	<p>everything about Roman battle music to recreate your very own piece for our Roman battle re-enactment that will take place on the school field.</p>	<p>met as follows: We are going to hold our very own Olympics and we need some music for the opening ceremony and for the closing ceremony. Please look at other pieces of music that have been used for these in the past and find out the mood and rhythm of these kinds of music before creating your own piece with a partner using percussion instruments - you could sing as well. Children can create their piece of music by having a picture stimulus to help them create the mood/tone of the music.</p>	<p>and voice). Identify how the sounds are made and how to recreate them.</p>	
<p>Art</p>	<p>Exploring and developing work; evaluating and developing work; printing; collage and textiles - This area can be met as follows: The Romans used mosaics so much in the past to decorate houses. We would like you to create a variety of mosaics for a</p>	<p>3d form, exploring and developing; evaluating and developing - For our Ancient Greek Day, we would like you to make the decorations for the room - Greek vases. There are different ways we could make a Greek vase -</p>	<p>Painting; evaluating and developing work; exploring and developing ideas - This can be met by looking at the artist Oenone Hammersley and experiment with different types of paint to get the tones and shades which are right to create a vibrant rainforest animal picture.</p>	<p>Drawing; painting; evaluating and developing work; exploring and developing ideas - To meet this area, you could look at the fairground artists Edwin Hall and Fred Fowle and say that Twinlakes need some amazing artwork for the side of the carts on a brand-new rollercoaster ride. Children to explore fairground art and patterns before experimenting with materials to create their own fairground art to send off to Twinlakes.</p>



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	<p>Roman art gallery in our class for your parents to visit. We would like you to experiment with different techniques such as printing with the end of square wooden sticks to create the perfect square for your mosaic. We would also like you to experiment with making a mosaic from squares of cloth, plastics, tiles, tissue paper and maybe even a mixture of materials on one mosaic to come up with an amazing new design.</p> <p>3d form, evaluating and developing work; exploring and developing ideas - The children to receive a letter from the Tate Modern asking them to create a sculpture of a Roman god or goddess to enter a competition for young sculptors. Look at Roman sculptures and how these were made by artists, but these artists are not well known as they were not idolised. Roman sculptures were important to 3d art in the world. Children to look</p>	<p>Modroc, clay, papier mache. Children to choose a skill after exploring their options and evaluating as they go to develop and improve.</p>	<p>Painting; drawing; evaluating and developing work; exploring and developing ideas - This can be met by looking at the Artist Henri Rousseau with them creating their own rainforest landscape art. Explore and develop ideas first on how to do different aspects: trees, leaves, shades of green, the animals and then bring all the different aspects together to create a final piece.</p>	
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	<p>at more recent sculptures and design and make their own god or goddess using a variety of techniques with clay.</p>			
<p>DT</p>	<p>Design; make; evaluate; technical knowledge - A Roman sends the children a video and says he would them to dress just like him for a day, so they know what it was like to dress like a Roman. He gives them design criteria and asks them to make Roman sandals for their day as a Roman.</p> <p>Cooking and nutrition - This objective can be met by the children being given a mission from Terry Deary to find out about the healthy and nutritious food that the Romans ate and how they grew some vegetables and fruit like turnips and apples and how this changes in different seasons. Can they also follow a recipe that the Romans would have used and write instructions for Terry Deary's brand new book?</p>	<p>Cooking and nutrition - The National Geographic have sent you a mission. They need you to find out what life was like for Ancient Greeks when it came to food. They would like you to make an Ancient Greek recipe and create a step by step video to show people on their website how to make an Ancient Greek recipe as well.</p>	<p>Cooking and nutrition - This objective can be met by Ranger Robert sending a letter to all of the children telling them about how he is running out of ideas of what to cook with all of the vegetables and fruits that grow in the rainforest. He tells them about everything that grows and how it grows. He then asks them for help to come up with a new nutritious meal for him to try and if they could send their instructions back to Ranger Robert or videos showing every step of how to make the nutritious meal.</p>	<p>Design; Make; Evaluate; Technical knowledge - To meet this objective children are to receive a letter addressed to them from Twinlakes stating that their number of visits has gone down and to get more people to come again they need some amazing inventors to help design a brand new ride. The children must stick to Twinlakes design criteria with their ride, involving things like lights to attract the public but be creative and make prototypes of the ride. When complete, they must create a video explaining their designs and showing how they will work. Twinlakes will pick a winning design to be made for 2022. The children must explore existing fairground rides, carry out research with users in school to find out the rides they like before they begin their designs and they should evaluate and makes changes as they make their ride.</p>



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PSHE	Autumn 1 - Being in my World Autumn 2 - Celebrating Difference	Spring 1 - Dreams and Goals Spring 2 - Healthy Me	Summer 1 - Relationships Summer 2 - Changing Me
P.E	Autumn 1 - Dance Autumn 2 - Games	Spring 1 - Gymnastics Spring 2 - Net/wall	Summer 1 - Games looking at striking and fielding in cricket and rounders Summer 2 - Fundamentals/Athletics (5 weeks) Outdoor Adventure (3weeks)
Visits	A Roman to visit to school	Cadbury's World - Rainforest visit	Fairground visit to school
Commando Joe	Spartacus - 'Romans Revolt' I can recognise the importance of making good life choices. I can understand the need to be patient at certain times. I can respect others' opinions and differences. I can recognise how 'being brave' contributes to being the best I can be. I can accept rules and follow them.	Bear Grylls - 'Survival' This links through the Ranger part of the rainforest and his need to survive in different situations. I can work in teams to complete tasks so-operating effectively. I can understand the need to care for the environment and others in the team. I can work courageously and know when to be brave. I can recognise when and how to help others.	Kira Salak - 'Gorillas in the Mist' This links to the previous topic, so please complete either as a stand-alone day, or through the first part of this, you can refer to everything you did in Rangers of the Rainforest. I recognise my strengths and know which behaviours to improve. I understand that bad language is not acceptable. I know why rules are important. I can identify the qualities of a good friend.
Commando Joe's character behaviours	Fairness, respect, friendliness, patience, influence, care, diligence, positive attitude.	Co-operation, courage, care, self-discipline, pride, listening skills, responsibility.	Fairness, friendship, respect, graciousness, positive attitude, critical thinking, reflection.