



	Autumn		Spring		Summer	
Creative Topic	<i>Why was the River Nile so significant to the Ancient Egyptians?</i>	<i>Would you journey to the Poles?</i>	<i>What do you believe happened to the Mary Rose?</i>	<i>Why did the Vikings Invade?</i>	<i>Is the Power of the Earth beautiful?</i>	<i>What does it take to survive against all the odds?</i>
English Genres	Diary Instructions Narrative Diamanté Poetry Texts: You Wouldn't Want to be an Egyptian Pyramid Builder The Story of Tutankhamun I am the Mummy Heb-Nefert	Persuasive letter Diary Personification Poetry Information Text Texts: Ice Trap Shackleton's Journey You Wouldn't Want to be a Polar Explorer	Newspapers Informal letter writing Narrative linked to Tudor Exploration Information Page Texts: Horrible Histories: Terrible Tudors Range of non-fiction texts and historical sources.	Information Text Narrative Persuasive Writing Texts: How to Train Your Dragon TBC	Narrative Information Page Character profiles Texts: Pebble in my Pocket The Fire Work Maker's Daughter Mountains non-fiction texts	Diary Writing Character Descriptions Narrative Texts: Kensuke's Kingdom
Spellings	Main focus is on the Year 3 and 4 word list from the National Curriculum. Words ending in ure.		Suffixes: ous, tion, ssion and cian. Words with the k sound spelt ch Words with the g sound spelt gue Words with the k sound spelt que		Words with the s sound spelt sc Words with the ei sound spelt eigh and ey Focus on possessive apostrophes with plurals Homophones and near homophones Mathematical vocabulary	
Maths Links	Find number bonds to 100. Read, write, order and compare four digit numbers. Calculate fractions of amounts. Tell and write the time to the nearest minute. Add and subtract three digit numbers using written methods. Identify tenths.	Double and half three digit numbers. Identify the relationship between fractions and decimals. Convert multiples of 100g to kg. Read a range of scales. Round four digit numbers to the nearest 10, 100 and 1,000. Use the grid method to multiply three digit numbers by a single digit.	Pupils will apply their understanding of place value. Add and subtract 3 digit numbers, exchanging where appropriate. Develop mental methods. Identify and compare acute, right and obtuse angles. Identify lines of symmetry in 2D shapes. Divide two and three digit numbers by a single digit. Identify factor pairs.	Read, write, order and compare decimals. Round decimals to the nearest whole number. Add and subtract amounts of money including calculating change. Tell the time on a 24 hour clock and convert between 12 and 24 hour times. Measure and calculate the perimeter of rectilinear shapes.	Read, write and compare 4 digit numbers. Calculate 1,000 more or less than a given number. Read use and compare negative numbers. Multiply and divide whole numbers and decimals by 10 and 100. Recognise and read Roman numerals up to 100. Name and classify 2D shapes based on their properties including regular and irregular. Pupils classify quadrilaterals and triangles.	Derive factors of 2 digit numbers up to 100. Use factors and doubling to solve a range of problems. Use co-ordinates to draw polygons and find the missing points. Draw and interpret a range of diagrams including pictograms and bar charts. Solve a range of monetary problems linked to the four rules. Revise division, which gives remainders.
Science	Electricity Pupils will identify common appliances that run on electricity. In constructing a range of circuits, pupils will investigate conductors and insulators.	Forces: Pupils will deepen their understanding of a range of forces: pushes and pulls and further explore magnets. In addition to this, pupils will apply their understanding of forces by designing a device to help Shackleton and his team travel in Antarctica.	Sound Pupils will identify how sounds are made. They will explore how sounds enter the ear. In addition to this, pupils will investigate patterns between the pitch of a sound.	Living things and their habitats Pupils will learn how animals can be grouped in different ways and will begin to use classification keys. Pupils will also learn that environments can change and this can cause dangers to animals.	Animals including humans Pupils will describe the simple functions of the digestive system. In addition to this, pupils will name and identify the functions of human teeth.	States of Matter Pupils will classify and group materials based on whether they are solids, liquids or gasses. In addition to this, pupils will investigate how materials change when they are heated or cooled. Pupils will also identify the role played by evaporation in the water cycle.



<p>Computing</p>	<p>Pupils will learn how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>During the Autumn term, pupils will develop their word processing skills. Pupils open and save in the correct folder. In addition to this, pupils will insert images and manipulate images and text boxes.</p> <p>In addition to this, pupils will use the Learn Pads to create their own stop frame animation of the sinking of the Endurance.</p>	<p>Pupils will design, write and debug programs that accomplish specific goals, including controlling or simulating visual systems using Scratch. Pupils will also break problems into smaller steps. In doing this, pupils will create their own computer game related to their Exploring Everest topic.</p>	<p>Pupils will recognise how computer networks including the internet provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Pupils will continue to develop their word processing skills by creating their own presentation related to their residential to Stedham.</p> <p>Pupils will then present their work to the current Year 3 to inform them of the residential.</p>	
<p>History</p>	<p>Pupils will learn about the achievements of one of the earliest civilizations: the Ancient Egyptians.</p> <p>Pupils will develop their understanding of chronology and use a range of sources to answer questions about the past.</p>	<p>Pupils will explain the significance of the race to the pole.</p>	<p>In learning about the Tudor period, pupils will place historical periods in a chronological framework and use key historical terms related to the Tudor period.</p> <p>Using a range of sources, pupils will answer questions about the past that go beyond basic observations.</p> <p>From their own observations from visiting Portsmouth Historic Dockyard, pupils will present their findings on what they believe happened to the Mary Rose and what lessons King Henry 8th should have learnt from this.</p>	<p>Pupils will deepen their knowledge of the past by using a range of resources to pose historical questions about Viking invasions.</p> <p>Pupils will learn why the Vikings invaded England and the importance of design of the Viking long ship.</p> <p>In further deepening their understanding of hunter gathers in Year 3, the growing of crops in Year 4 pupils will explore the choices that Viking Farmers made before holding their own outdoor learning day.</p>	<p>This half term is a geography focus</p>	<p>This half term is a geography focus</p>
<p>Geography</p>	<p>In deepening their understanding of rivers from Year 3, pupils will focus on human geography in learning about the significance of the Rive Nile to this ancient civilisation.</p> <p>Pupils will continue to build on their knowledge of countries, continents and oceans.</p>	<p>Pupils will deepen their understanding of the world’s continents and oceans as well as deepen their understanding of the physical features of Antarctica comparing it to the Arctic.</p> <p>Pupils will learn about the weather patterns in different parts of the word understanding the differences that these cause.</p> <p>In addition to this, pupils will use an atlas and co-ordinates to locate countries and seas as well as plotting Ernest Shackleton’s route to Antarctica.</p>	<p>Pupils will continue to build on their knowledge of rivers, by exploring the significance of the River Thames during the Tudor period.</p>	<p>Pupils will learn about the origin of the Vikings, deepening their understanding of European countries, and the different routes that they chose when invading England.</p>	<p>Pupils will deepen their understand of physical geography by learning about the Earth’s core and how the shifting of tectonic plates can cause earth quakes, tsunamis and the formation of volcanoes.</p> <p>In deepening their understanding of the world, pupils will be able to identify the ‘ring of fire.’</p> <p>Pupils will be able to discuss the benefits and consequences of farming on a volcano and the precautions that have been put in place since the Indian Ocean’s earthquake in 2004.</p>	<p>Pupils will continue to deepen their understanding of physical geography by learning about coasts.</p> <p>Pupils will use their geographical field work to measure, record and present the key physical characteristics of a coast.</p> <p>Pupils will also deepen their locational knowledge by comparing Beechy Head and the Needles on the Isle of Wight.</p>



<p>RE</p>	<p>What is it like to follow God? Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army.</p>	<p>What is the Trinity? Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. Pupils can describe a Christian Baptism (child and adult) including the terminology of ‘in the name of the father, the son and the Holy spirit’</p>	<p>What symbols and stories help Jewish people remember their covenant with God? I can ask questions about what thoughts people have about a rain-bow and listen to others respectfully I can tell a story about Noah and say some things Jewish people believe about the idea of a covenant with God I can say what a rainbow is and what it stands for in the Bible, using some artwork related to the Noah story I can use religious words to de-scribe how a Mezuzah is a daily re-minder of the covenant for Jewish people I can ask about how important trust is in relation to promises and com-pare my ideas with others I can link the idea of our own home/ school agreement with how we choose to behave in class</p>	<p>Why do Christians call the day Jesus died Good Friday? Pupils will know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples’ feet at the Last Supper; Bread and wine at the Last Supper; Judas’ betrayal; Peter’s denial; the Crucifixion; the Resurrection. Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday They know that for some Christians today standing up for your faith can risk ridicule and even persecution.</p>	<p>When Jesus left what was the impact of Pentecost? Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God. Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here. Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art. Pupils know the that Christians consider the church to be the ‘Body of Christ’ and that one body has many parts. They can explain what this means Pupils know the term ‘Fruits of the spirit’ and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.</p>	
<p>Art/DT</p>	<p>Using their sketch books, pupils will collect ideas and develop a plan in designing their own Egyptian amulet using clay.</p>	<p>In preparation for the expedition pupils will design, create and their own polar glove using exploding diagrams. Pupils will evaluate the functionality of different materials in helping them to survive the harsh contentions of the Antarctic.</p>	<p>Pupils will study a range of Tudor portraits and create their own portrait to present to the king during their Tudor banquet. Pupils will develop their accuracy of proportion in responding to feedback in creating a finished portrait.</p>	<p>In deepening their understanding of Viking life, pupils will use natural resources in creating their own tie-dyes. Pupils will then evaluate and suggest improvements for future designs. In addition to this, pupils will also design, prepare, cook and eat their own Viking meal.</p>	<p>Based techniques of Hokusai, pupils will create their own interpretations of the ‘Great Wave.’ Before creating their final piece pupils will exploring the range of shades and tones that can be created using powder paints.</p>	<p>Pupils will evaluate the art work of Turner. During their residential, pupils will develop their mastery of water paints by creating their own interpretation of the South Downs. After studying the two landscape artists, pupils will compare them and express which artists’ work they prefer and why.</p>
<p>Music</p>	<p>Pupils will begin their drumming lessons.</p>	<p>During drumming lessons, pupils will learn to play and perform in solo and ensemble contexts.</p>	<p>Pupils will explore and play a range of rhymes using African drums.</p>		<p>In drumming, pupils will recall and perform rhymes with increasing aural memory. Pupils will also perform during the class collective worship and the school’s Dance Extravaganza.</p>	
<p>PE</p>	<p>Gymnastics Invasion Games - Hockey</p>	<p>Gymnastics Invasion Games – Football</p>	<p>Netball Indoor athletics</p>	<p>Handball Dance</p>	<p>Rounders Athletics</p>	<p>Rounders Athletics</p>
<p>PSHCE</p>	<p>Rules Key focus on Fundamental British Values</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>

South Bersted C.E. Primary School – Long Term Plan Year 4 – 2019 - 2020



French	TBC	TBC	TBC	TBC	TBC	TBC
Trips and Visitors			Pupils will visit Portsmouth's Historic Dockyard and visit the Mary Rose exhibition.			Residential to Stedham Beach Trip
Creative Home Learning Projects	TBC	TBC	TBC	TBC	TBC	TBC