
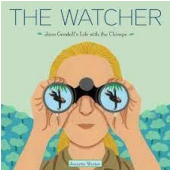
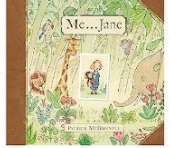




Year 4 Curriculum Long Term Plan 2023 -

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Romans	Alternatives to Fossil Fuels	Anglo Saxons and Vikings		Why should we save the Amazon Rainforest?	
Key dates & events	Black History Month	Antibullying Week	Safer Internet Day	World Book Day		Sports Day Move up morning
Key Texts	<p><b>Historical Narrative</b></p>  <p><b>Black History Week Focus</b></p> 	<p><b>Fiction</b></p>  <p><b>Non-Fiction</b></p>  <p><b>Poetry: Down in a Coalmine</b></p>	<p><b>Narrative: Graphic Novel</b></p>  <p><b>Narrative</b></p> 	<p><b>Myths and legend story</b></p>   <p><b>Non-fiction:</b></p> 	<p><b>Fiction Narrative</b></p> 	<p><b>Fiction Narrative: Adventure</b></p> 
English	<p><b><u>Fiction -Narrative:</u></b></p> <ul style="list-style-type: none"> <li>Character descriptions</li> <li>Dialogue (direct speech)</li> <li>Retellings</li> <li>Own version narrative</li> <li>Play script</li> </ul> <p><b><u>Non-fiction:</u></b></p> <ul style="list-style-type: none"> <li>Formal letter</li> <li>Book review</li> </ul>	<p><b><u>Fiction -Narrative:</u></b></p> <ul style="list-style-type: none"> <li>Diary entries</li> <li>Writing in role</li> </ul> <p><b><u>Non-fiction</u></b></p> <ul style="list-style-type: none"> <li>Recount: Newspaper reports</li> <li>Non-chronological reports and explanation texts</li> <li>Persuasive writing – finding an alternative fuel</li> </ul> <p><b><u>Spoken language:</u></b></p> <ul style="list-style-type: none"> <li>Debates: <i>Should we change from fossil fuels to a greener alternative?</i></li> </ul>	<p><b><u>Fiction -Narrative:</u></b></p> <ul style="list-style-type: none"> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Retelling of story from an alternative perspective</li> <li>Graphic novel writing</li> <li>Own version of an adventure story</li> <li>Recount</li> </ul> <p><b><u>Non-fiction:</u></b></p> <ul style="list-style-type: none"> <li>Short explanations</li> <li>Letter writing</li> </ul>	<p><b><u>Fiction – Narrative:</u></b></p> <ul style="list-style-type: none"> <li>Retelling narrative</li> <li>Descriptive writing</li> </ul> <p><b><u>Poetry:</u></b></p> <ul style="list-style-type: none"> <li> kennings poem, using Beowulf as a stimulus.</li> </ul> <p><b><u>Non-fiction:</u></b></p> <ul style="list-style-type: none"> <li>Non-chronological report about Vikings</li> </ul>	<p><b><u>Poetry:</u></b></p> <ul style="list-style-type: none"> <li>Own poem about the rainforest (descriptions)</li> <li>Performance poetry</li> </ul> <p><b><u>Fiction -Narrative:</u></b></p> <ul style="list-style-type: none"> <li>Writing a chapter / next part of a story</li> </ul> <p><b><u>Non-fiction:</u></b></p> <ul style="list-style-type: none"> <li>Formal persuasive letters – <i>save the Amazon rainforest</i></li> </ul> <p><b><u>Spoken language:</u></b></p> <ul style="list-style-type: none"> <li><i>Can we save the Amazon?</i> Debates</li> </ul>	<p><b><u>Fiction – Narrative:</u></b></p> <ul style="list-style-type: none"> <li>Own story / chapter set in South America - the Amazon rainforest</li> </ul> <p><b><u>Non-fiction:</u></b></p> <ul style="list-style-type: none"> <li>Explanation texts about threats to the Amazon Rainforest</li> </ul>

Cross-curricular reading and writing		<p><b>Science / Topic</b> Who is Greta Thunberg? Spoken language: Debate <i>'Is climate change happening?'</i></p> 		<p><b>History</b> Recount about the visit from the Viking Warrior - consider writing a school newspaper report on the event</p>	<p><b>Geography</b> Balanced argument – <i>discussing the harmful effects that the logging has on the environment and local area, but also in contrast the benefits it may bring.</i></p> <p><b>Science</b> Who is Jane Goodall?  </p>	<p><b>PSHE</b> A letter / autobiography for my new teacher to read</p>
Maths	Collins Busy Ant Unit 1 Unit 2	Collins Busy Ant Unit 3 Unit 4	Collins Busy Ant Unit 5 Unit 6	Collins Busy Ant Unit 7 Unit 8	Collins Busy Ant Unit 9 Unit 10	Collins Busy Ant Unit 11 Unit 12
Science	<p><b><u>Sound and Vibrations</u></b> Scientist: James West and Gerhard M. Sessler (microphone)</p>	<p><b><u>Energy: Electricity &amp; Circuits</u></b> Scientist: Thomas Edison Lewis Latimer (modern lightbulb) James Blyth (wind turbine) Maria Telkes (Solar power)</p>	<p><b><u>States of matter</u></b> Scientist: Lord Kelvin</p>	<p><b><u>Animals including human: Digestion and food</u></b> Scientist: Elizabeth Garrett Anderson Washington Sheffield Link with a local dentist</p>	<p><b><u>Living things: Classification and changing habitats</u></b> Scientist: Jane Goodall and Environmentalist Wangari Maathai</p>	Making Connections
Art / DT	<b><u>Structures</u></b> <a href="#">Aqueducts</a>	<b><u>Electrical systems</u></b> <a href="#">Torches</a>	<b><u>Sculpture: Anglo Saxons</u></b> <a href="#">Crosses and Jewellery</a>	<b><u>Drawing and printing:</u></b> <a href="#">Viking Art</a>	<b><u>Drawing and painting:</u></b> Rainforests Artist: Henri Rousseau	<b><u>Digital World</u></b> <a href="#">Mindful Moments Timer</a>

<b>Geography / History</b>	<b>British History 2</b> <a href="#">Why did the Romans settle in Britain?</a>	<b>Geography</b> <a href="#">Where does our energy come from?</a>	<b>British History 3</b> <a href="#">How hard was it to invade and settle in Britain? (Anglo Saxons)</a>	<b>British History 4</b> <a href="#">Were the Vikings raiders, traders or settlers?</a>	<b>Geography</b> <a href="#">Why are rainforests important to us?</a>	<b>Geography</b> South America place/people study
<b>Music</b>	Adapting and transposing motifs: <a href="#">Romans</a>	<a href="#">Rock and Roll</a>	Developing singing techniques and keeping in time: <a href="#">The Vikings (Y3 unit)</a>	Haiku, music and performance: <a href="#">Hanami</a>	Body and tuned percussion: <a href="#">Rainforests</a>	Samba & carnival sounds and instruments: <a href="#">South America</a>
	All units found: <a href="#">KAPOW Music LKS2</a>					
<b>PSHE &amp; Values</b>	Families and friendships, Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience, Money & work	Physical health and mental wellbeing	Growing and changing Keeping Safe
	Value of the month	Value of the month	British Value: Mutual respect and tolerance Value of the month	British Value: Democracy Value of the month	Value of the month	British Value: Individual liberty & rule of law Value of the month
<b>Computing</b>	<b>Computing systems and networks:</b> <a href="#">Collaborative learning</a>	<b>Data handling:</b> <a href="#">Investigating weather</a>	<b>Programming 1:</b> <a href="#">Further coding with Scratch</a>	<b>Programming 2:</b> <a href="#">Computational Thinking</a>	<b>Creating media:</b> <a href="#">Website design</a>	<b>Skills showcase:</b> <a href="#">HTML</a>
	All units found: <a href="#">KAPOW Computing LKS2</a> Online safety taught throughout each term.					
<b>PE</b>	Hockey Football	Netball Dance	Swimming Gymnastics	Swimming Yoga	OAA Tennis	Athletics Cricket
	All units found in Year Group folders or at Get Set for PE: <a href="#">Get Set 4 PE</a>					
<b>RE</b>	Subject to change 2023 due to new curriculum implementation in September					
<b>French</b>	Portraits – describing in French	Clothes- getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food – Miam, miam!	French and the Eurovision Song Contest
	All units found: <a href="#">KAPOW French LKS2</a>					