Wixams Tree Primary

KS2 Year 4 Long Term Planning Cycle 2019-20

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Anglo-Saxons and Vikings**		**Benin Kingdom**		**Ancient Greeks**	
Literacy Spelling Shed Literacy Shed Grammasaurus Headstart	Epic poetry *Beowulf* – Michael Morpurgo Books that are structured in different ways – compare with extracts from other versions of *Beowulf* Figurative language – alliteration – onomatopoeia – kennings Assessed piece: Recount SPaG Focus: word classes: nouns, adjectives, verbs apostrophe for possession and contraction use of capital letters and full stops ⇨ homophones vowel sound letter strings	Contemporary fiction *Freedom for Bron* – N.S.Blackman *The Dragon's Hoard* – Lari Don *Evidence of Dragons* – Pie Corbett *Egil's Saga* – Brynhildur Thorarinsdottir Assessed piece: Narrative Non-fiction *Anglo-Saxon Chronicles* *Bedford Chronicles* *King Alfred the Great* *Vikings* Poetry *The Adoration of the Magi* SPaG Focus: pronouns for cohesion prepositions simple past tense speech punctuation use of commas in lists and before speech Spelling => suffixes	Stories from other cultures *Diary of an Edo Princess* Assessed piece: Diary Non-fiction The water cycle *Letters to Africa* Poetry *River Runs Free* (performance poem) SPaG: present perfect tense sentence types/construction and conjunctions adverbs, adverbial phrases and fronted adverbials Spelling => prefixes and root words Y3-4 words	Reading for a range of purposes *Creation Tales* *African Tales: A Barefoot Collection* Mhlophe & Griffin Non-fiction *The Kingdom of Benin* *Letters to Africa* History of the Benin plaques Assessed piece: Explanation/Information report Poetry Maya Angelou *Caged Bird* *Talking Drums* anthology *Leisure* W.H.Davies SPaG: determiners / use of a and an use of paragraphs, headings and subheadings cohesive devices: different types of connectives Spelling => prefixes, suffixes and root words	Myths and legends *Aesop Fables* – Interview Aesop *The Iliad and the Odyssey*, by Gillian Cross Assessed piece(s): Narrative with dialogue; brief playscript Greek Myths: Persephone, Midas, Theseus and the Minotaur SPaG: speech punctuation prepositional phrases adverbials (2) Spelling => words with Greek, French or Latin origin Y3-4 key words	Poetry Ode to a Spartan Warrior Assessed piece: Poetry review Non-fiction Sicily and the Greeks/Mount Etna SPaG. possessive apostrophe with plural nouns expanded noun phrases fronted adverbials and use of comma (2) key Year 4 objectives revision Spelling => homophones(2) Y3-4 words
Mathematics Refer to White Rose Maths Hub scheme for Y4 Classroom Secrets 3rd Space Learning	Number - Place value Number – Addition and Subtraction Measurement – Length and Perimeter Number – Multiplication and Division NC: **Place value**: count in multiples of 6, 7, 9, 25 and 1,000; find 1,000 more or less than a given number; count backwards through 0 to include negative numbers; recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s); order and compare numbers beyond 1,000; identify, represent and estimate numbers using different representations; round any number to the nearest 10, 100 or 1,000; solve number and practical problems that involve all of the above and with increasingly large positive numbers; read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value **Addition and Subtraction**: add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate; estimate and use inverse operations to check answers to a calculation; solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why **Measurement:** measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m **Multiplication and Division:** recall multiplication and division facts for multiplication tables up to 12 × 12; use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers; recognise and use factor pairs and commutativity in mental calculations; multiply two-digit and three-		Number – Multiplication and Division Measurement – Area Fractions Decimals **Multiplication and Division:** recall multiplication and division facts for multiplication tables up to 12 × 12; solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects **Measurement**: find the area of rectilinear shapes by counting squares; convert between different units of measure **Fractions**: recognise and show, using diagrams, families of common equivalent fractions; count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10; solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number; add and subtract fractions with the same denominator; recognise and write decimal equivalents of any number of tenths or hundredths; recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$; find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths; round decimals with 1 decimal place to the nearest whole number; compare numbers with the same number of decimal places up to 2 decimal places; solve simple measure and money problems involving fractions and decimals to 2 decimal places		Decimals Measurement – Money Time Statistics Geometry – Properties of Shape; Position and Direction **Measurement – Money:** estimate, compare and calculate different measures, including money in pounds and pence **Time: r**ead, write and convert time between analogue and digital 12 and 24-hour clock; solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days **Statistics:** interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs **Geometry – Properties of Shape: c**ompare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes; identify acute and obtuse angles and compare and order angles up to 2 right angles by size; identify lines of symmetry in 2-D shapes presented in different orientations; complete a simple symmetric figure with respect to a specific line of symmetry **Position and Direction**: escribe positions on a 2-D grid as coordinates in the first quadrant; describe movements between positions as translations of a given unit to the left/right and up/down; plot specified points and draw sides to complete a given polygon.	

	digit numbers by a one-digit number using formal written layout		
Science	NC Objectives asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. identify the different types of teeth in humans and their simple functions recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things **Areas of study** **Teeth – identify the different types of teeth in humans and their simple functions** **Living things and their habitats – recognise that living things can be grouped in different ways** LOs Aut 1: recognise that humans have different types of teeth; name human teeth; understand the function of human teeth; compare teeth in different animals; set up an investigation to answer a question; design a fair test; make a prediction; review the outcome of an experiment; make careful observations; draw a conclusion from results Aut 2: recognise the 7 characteristics of living things, write statements to describe the key differences between plants and animals; understand the difference between vertebrates and invertebrates; use a classification key to identify living things; identify features of different species and create a classification key	NC describe the simple functions of the basic parts of the digestive system in humans construct and interpret a variety of food chains, identifying producers, predators and prey. identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. **Areas of study** **Food Chains – construct and interpret a variety of food chains, identifying producers, predators and prey** **Digestive system – describe simple functions of basic parts of human digestive system** **Electricity – construct a simple series electrical circuit; recognise that a switch opens and closes a circuit; recognise some common conductors and insulators; associate metals with being good conductors**	NC compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. **Areas of study** **States of matter – compare solids, liquids and gases; observe that some materials change state when heated or cooled; evaporation and condensation in the water cycle** **Sound – identify how sounds are made; recognise that vibrations from sounds travel to the ear; pitch; volume; recognise that sounds get fainter as the distance increases**
History BBC Bitesize KS2History PlanBee	NC Fall of Roman Empire c AD 410 Britain's settlement by Anglo-Saxons; A-S invasions, settlements and kingdoms – place names and village life; A-S art and culture; Christian conversion – Canterbury, Iona and Lindisfarne Viking raids and invasion; resistance by Alfred the Great and Athelstan; further Viking invasions and Danegeld (Mercia/Bedford link) Battle of Hastings 1066 LOs Aut 1: understand why and when the Angles, Saxons and Jutes invaded; choose Anglo-Saxon name and make passport; locate A-S settlements and compare A-S and Celtic place names; compare modern UK county names with 7 kingdoms; understand how the Anglo-Saxons lived – diet, daily life, houses; social groupings; name and describe Anglo-Saxon gods; understand the term 'pagan'; describe when and how the Anglo-Saxons converted to Christianity; summarise St Augustine's mission to Canterbury to convert the Anglo-Saxons Aut 2: understand what happened during the Lindisfarne raids; know how Offa defended his kingdom; summarise the achievements of Alfred the Great; understand how the UK was divided after Viking rule and the importance of Danelaw; say why Athelstan was an important king; describe the impact of the Battle of Hastings	NC Non-European society that provides contrast with British history: Benin (West Africa) c AD 900-1300 LOs Spr 1: locate the site of the ancient kingdom of Benin and compare with modern Nigeria; reflect on/compare events in UK in 900 [link with previous topic]; describe how the kingdom of Benin was born; understand how people in the early kingdom protected themselves; understand the belief systems of the Benin people; reflect on the importance of creation stories [Literacy links]; explain why the first dynasty of Ogiso ended in AS 1180; use the bronze plaques as historical sources to find out about the Obas; design a bronze plaque depicting a powerful Oba [Art links] Spr 2: describe the daily lives and trades of ordinary people; say what Benin's main crops were; make and test recipes using two of Benin's main crops [DT link]; understand the impact of the British slave trade on the kingdom of Benin; understand the importance of trade with Portugal; give reasons for the downfall of the kingdom of Benin and the part the UK played in this	NC Ancient Greece – a study of Greek life and achievements and their influence on the western world: theatre, democracy, philosophers, astrologers, mathematicians; the Olympic Games
Geography	NC Locational knowledge UK: counties, cities, place names; key topographical features of UK including hills, mountains, coasts and rivers Use 8 points of the compass, grid references, symbols and key - OS map-reading skills LOs Aut 1: locate counties and capital cities of UK; use compass points to locate UK cities and seas; describe location of UK cities in relation to one another	NC Locational knowledge World: continents and oceans Use maps, atlases, globes and digital mapping to locate countries and describe features Africa: river Niger and the water cycle; climate zones and vegetation belts Spr 1: locate countries in Africa; locate the river Nile and the Niger; describe features of the river Niger; describe the phases in the water cycle; compare climate zones across continents; describe features of the rainforest climate; identify patterns of vegetation across climate zones	NC Locational knowledge Europe: locate the world's countries, using maps to focus on Europe, concentrating on countries and major cities, and key physical and human characteristics N.B. Greek colonies in Sicily: Agrigento, Siracusa

D&T	NC Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through **discussion, annotated sketches**, cross-sectional and exploded diagrams, prototypes, **pattern pieces** and computer-aided design Make: select from and use a [wider => UKS2] range of tools and equipment to perform practical tasks [for example, **cutting, shaping**, joining and finishing], accurately select from and use a [wider => UKS2] range of materials and components, including construction materials, **textiles and ingredient**s, according to their functional properties and aesthetic qualities Evaluate: investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Design a shield or buckle [Take Home task]	NC prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Make Anglo-Saxon bread [Take Home Task] LOs/Activities: Textiles – Anglo-Saxon-style felt purses	NC Make: select from and use a [wider => UKS2] range of tools and equipment to perform practical tasks [for example, **cutting, shaping**, joining and finishing], accurately select from and use a [wider => UKS2] range of materials and components, including construction materials, **textiles and ingredient**s, according to their functional properties and aesthetic qualities LOs/Activities Clay animals and/or pipe cleaner figures Design and make a simple percussion instrument – decorate in African style [Take Home Task]		NC Cooking and Nutrition understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed LOs/Activities: Greek food: fruit kebabs and tzatziki NC Make: select from and use a [wider => UKS2] range of tools and equipment to perform practical tasks [for example, **cutting, shaping**, joining and finishing], accurately select from and use a [wider => UKS2] range of materials and components, including construction materials, **textiles and ingredient**s, according to their functional properties and aesthetic qualities LOs/Activities Greek temples with straws	
Art & Design	NC create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, **pencil**, charcoal, paint, clay] LOs/Activities: Sketch and improve images of Grendel /representations of Grendel's lair using pencil shading techniques	Design and decorate an illuminated letter	NC create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, **pencil**, **charcoal**, paint, clay] learn about great artists, architects and designers in history LOs/Activities: Pencil and charcoal portraits of Edo heads Batik printing – make wooden blocks with string designs to print on fabric squares or wax batik background design and superimposed African animals Artists inspired by Africa: UK artist and explorer Thomas Baines - landscapes, animals and baobab trees; contemporary artist Giacomo Braccialarghe – profiles; Jazz Art by Afro-American artists		NC create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, **pencil**, charcoal, **paint**, clay] LOs/Activities: Spartan Warrior symmetry - paint Broken vase collage	
Music BBC Schools Radio Sing Up BBC Ten Pieces Active Music Digital Musical Contexts	Elements of Music: rhythm, pitch, dynamics, tempo, timbre Early medieval instruments – Anglo-Saxon harp or gleewood *Herr Mannelig* song Beowulf battle compositions	*The Battle of Maldon* song Fireworks composition Graphic scores BBC Schools Radio – *Viking Saga Songs*	African rhythms and polyrhythm Introduction to notation Contemporary West African music - *Kasai Masai* Karl Jenkins: *Adiemus* *Alexander l'Estrange* - Zimbe	African songs (see Sing Up resource bank) Gospel songs Introduction to jazz	BBC Schools Radio – *Heroes of Troy* Ancient Greek instruments – the lyre Handel: *Dido and Aeneas* Ravel: *Daphne et Chloe* Offenbach: *Orpheus in the Underworld*	Dorian mode Exploring leitmotifs for the Greek gods Composition inspired by a Greek myth or hero

French Primary Languages Network VLE Languages Ladder	Introductions: say name and age *Ca va? Bien, mal, comme ci, comme ca* *J'ai huit/neuf ans ; Je suis une fille/un garcon ; Je suis anglais/e ; J'habite a Bedford* Classroom instructions Classroom objects Asking how someone is Asking someone's age Introducing teacher and friends Have you ...? I have/ have not Name classroom objects	Christmas in France Letter to *Pere Noel* Numbers 1-31; days of the week and months Where is ….? (+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are Names of everyday shops Gift items I would like please – *je voudrais*	Family Seasons Countries and continents – *l'Afrique* Self portrait: Parts of the face and body – la bouche, *les dents, le dentist* Revision of colours: *marron fonce/clair* Asking who someone is? This is ……. my mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have / You have / (He /she has ….) Giving hair and eye colour	Animals Foods – *The Hungry Caterpillar story* Simple adjectives: *grand, petit, gros, maigre* Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have /I haven't There is / there are ….. Responding positively / negatively	Sports, hobbies and leisure Simple action verbs: *promener, marcher, courer, sauter* How are you feeling? What's the matter? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)	Describe a Roman soldier in French (Y3) (revision parts of body, colours, adjectives, verbs) Holiday destinations: *Je vais en Italie* Ordering food and drink (role play) *Je voudrais… /merci, s'il vous plait* Asking /answering simple weather phrases Ice creams - asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream
Computing Purple Mash	NC use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. LOs To know how to stay safe online. To identify inappropriate communication on line. To understand that it is not acceptable to post hurtful comments online	NC select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Purplemash units 4.5 Logo 4.6 Animation	NC understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Purplemash units 4.7 Effective searching 4.8 hardware	NC design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Purplemash units 4.1 coding	NC select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Purplemash units 4.3 Spreadsheets	NC select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Purplemash units 4.4 writing for different audiences
R.E Bedford Borough Agreed Syllabus 2018-2023	L2.2 Why do some people think life is like a journey? How and why do people mark the significant events of life?	L2.3 What is the 'Trinity' and why is it important for Christians? **Christmas**	L2.8 How is faith expressed in Sikh communities and traditions? LOs Spr 1: identify and describe key Sikh beliefs and values; describe how people show their Sikh identity in dress, behaviour and values; raise questions about what it means to live a good life and examine Sikh answers; make links between their own ideas and values and those held dear in Sikh communities; explain examples of sacred texts; make simple connections between sacred texts and practice	L2.5 Why do Christians call the day Jesus died 'Good Friday'? **Easter**	L2.10 L2.10: For Christians, what was the impact of Pentecost?	L2.12 How and why do people try to make the world a better place?
PE Dance Notes	Luton Coaches Dance To choreograph motifs using repetition, direction, level, speed & space To choreograph short routines in time with a given piece of music To move to catch a ball within a game, maintaining eye contact with the ball	Luton Coaches Gym To perform a range of rolls with a good level of accuracy e.g. forwards, backwards To combine shapes and balances in a performance To find space to move into within a game To use a range of techniques to help keep possession of the ball in a team game	Tennis Dance To choreograph motifs using repetition, direction, level, speed & space To choreograph short routines in time with a given piece of music To explore different styles of dance and copy steps from them with increasing accuracy To hit a ball with a range of different bats/racquets	Luton Coaches Gym To create his/her own stretching routine to prepare for gymnastics To use all parts of his/her body when travelling in different ways. To find space to move into within a game To use a range of techniques to help keep possession of the ball in a team game	Luton Coaches (Athletics) Cricket To hit a ball with a range of different bats/racquets To run 200m To use a push throw to throw a discus and shot put To jump: one foot to the other (high jump); one foot to two feet (long jump)	Luton Coaches (Athletics) OAA To follow a school map to navigate around a simple course designed by themselves and others To read basic symbols on an orienteering map and start to create his/her own appropriate symbols To use verbal communication within group activities to help solve problems/complete challenges To use non-verbal communication strategies to help solve problems/complete challenges To follow the instructions of

						others when working within a team To evaluate his/her own performance within a group or individual challenge
PSHE **1 Decision**	New beginnings; Rules / Coping in the classroom Keeping/Staying healthy Keeping/Staying safe LOs Know, understand and be able to practise simple safety rules about medicine. Know who we can accept medicine from. What is healthy and unhealthy? Understanding of hazards in the home and how to react to hazards; understanding of warning signs. What is safe?	Social interactions with peers *[Additional Box of Frogs* resources] Being responsible LOs Be able to describe how you might feel if something is borrowed and not returned. Know why it is wrong to steal.	Feelings and Emotions Controlling emotions Mental Health/Mindfulness (3 weeks) LOs Be able to recognise and name emotions and their physical effects of grief; learn a range of coping skills. What feelings do you know? How can you manage these feelings? How can you recognise them?	Growth Mindset Growing and changing LOs Understand the difference between appropriate and inappropriate touch; understand personal boundaries. How can we talk about things worrying us? Who can we talk to?	Resilience Managing transitions The Working World [New focus*) LOs	A World without Judgement (New focus*)
Opportunities for Visits/other	Visit to Bedford Museum Visit to West Stow Anglo-Saxon village (Bury St Edmunds) Richard York - Viking storyteller and musician √ (Aut 2018) Literacy workshop with N.S.Blackman, author of *Freedom for Bron* RE workshop visit by Alan Pibworth – Holy Trinity √ (Aut 2019)		African drumming workshop – *Kasai Masai* live band and workshop Jazz workshop Visit to Horniman Museum in London for Benin workshops https://www.horniman.ac.uk/learn/learning-sessions/booking-session/ancient-benin British Museum – Benin Plaques		History Off the Page - Ancient Greeks workshop Greek Day – cookery and dressing up Visit to a Greek restaurant	