



## YEAR LONG TERM PLAN 2020 – 2021

### Year 4

YEAR 5	AUTUMN	SPRING	SUMMER
<b>ENGLISH</b>	<b>Narrative</b> Wishing Tales Historical settings  <b>Instructions- linked to topic</b>  <b>Poetry</b>	<b>Narrative</b> Suspense and Mystery  <b>Reports</b> Information Leaflets  <b>Journalistic Writing</b> A news report on the Battle of Britain  <b>Poetry</b> Personal response to poetry	<b>Narrative</b> Fiction linked to our literary classic (Kensuke's Kingdom by Michael Murpurgo)  <b>Persuasion</b> Why is Fair Trade fair?  <b>Discussion</b> Ethical issues e.g. Fair Trade  <b>Poetry</b> Cinquain inspired by Haiku
<b>MATHEMATICS</b>	<b>Year 4 White Rose Curriculum</b>  <b>Place Value</b> Numbers up to 10000  <b>Number</b> Addition and Subtraction  <b>Measure</b> Perimeter and length  <b>Number</b> Multiplication and Division	<b>Year 5 White Rose Curriculum</b>  <b>Number</b> Multiplication and Division  <b>Number</b> Fractions  <b>Measurement</b> Area  <b>Number</b> Decimals	<b>Year 5 White Rose Curriculum</b>  <b>Number</b> Decimals  <b>Money</b>  <b>Time</b>  <b>Geometry</b> Properties of Shape  <b>Geometry</b> Position and Direction

<p><b>SCIENCE</b></p>	<p>Focus:</p> <p><b>Forces and magnets</b></p> <p>Learning Objectives:</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can</p> <p>act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not</p> <p>others</p> <p>compare and group together a variety of everyday materials on the basis of whether</p> <p>they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, Focus:</p> <p><b>Rocks</b></p> <p>Learning Objectives:</p> <p>Rocks</p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of</li> </ul>	<p>Focus:</p> <p><b>Animals including humans</b></p> <p>Learning Objectives:</p> <p>Animals (including humans)</p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Focus:</b></p> <p><b>Light</b></p> <p>Learning Objectives:</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect</p> <p>their eyes</p> <p>recognise that shadows are formed when the light from a light source is</p>	<p>Focus:</p> <p><b>Plants</b></p> <p>Learning Objectives:</p> <p>Plants</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
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	<p>their appearance and simple physical properties</p> <ul style="list-style-type: none"> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	blocked by a solid object	
<b>ART &amp; DESIGN</b>	<p><b>Focus: Sculpture</b></p> <p><b>Sculpture with clay- children use their own ideas to develop a sculpture. Getting to know clay!</b></p> <p><b>Artist Henry Moore</b></p> <p><b>Learning Objectives:</b></p> <p><b>To know great artists, architects and designers in history.</b></p> <p>Understand qualities and potential of materials as a way of problem solving and expression. Plan and develop ideas in sketchbook and make simple choices about media. Understanding of different adhesives and methods of construction. Use tools more confidently. Simple discussion about Discuss own work and compare work of other sculptors (i.e. aesthetics/size).</p> <p>Artist study <b>Focus: Drawing and painting watercolours-</b></p> <p>Artist-Gustav Klimt/Georges Seurat tree of life swirls and shapes-use pointillism</p>	<p><b>Focus: Digital media/photo montage</b></p> <p><b>Artist David Hockney</b></p> <p><b>Learning Objectives:</b></p> <p><b>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</b></p> <p>Use overlapping, layering, coiling, tessellation, mosaic and montage. Collect visual information from a variety of sources, describing the visual and tactile elements.</p> <p>Create images, video and sound recordings and explain why they were created.</p> <p><b>Focus: Cross stitch</b></p> <p><b>Learning Objectives:</b></p> <p><b>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</b></p> <p>Name the materials and tools they have used. Develop skills in stitching, cutting and joining. Use basic cross stitch and back stitch.</p>	<p><b>ocus: Graffiti painting Artist- Jason Naylor-positive mind set graffiti painting</b></p> <p><b>Learning Objectives:</b></p> <p><b>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</b></p> <p><b>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. pencil, charcoal, paint, clay).</b></p> <p>Use sketchbooks to collect and record observations, and to develop their own ideas.</p> <p><b>ocus: Printing/patterns (resist printing)</b> <b>Artist Paul Klee</b> <b>Castle and Sun</b></p> <p><b>Learning Objectives:</b></p> <p><b>To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</b> <b>To know great artists, architects and designers in history.</b></p>

	<p>Learning Objectives:</p> <p>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.</p> <p>To know great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</p>		<p>Colour mixing and matching; tint, tone, shade (match using colour charts).</p> <p>Experiment with resist printing including marbling, silkscreen and cold-water paste</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Explore pattern and shape, creating designs for printing.</p>
<b>COMPUTING</b>	<p><b>Autumn 1</b> <b>Focus: Digital Imagery and animation</b></p> <p>Learning Objectives:</p> <p>Everyone Can Create Photo Ch 4</p> <p>Autumn 2 Focus: Laptops</p> <p>Learning Objectives</p>	<p><b>Internet safety leading up to E safety day (02.02.21.)</b></p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>ocus: Creating Video Tutorials</p> <p>Learning Objectives:</p> <p>Everyone Can Create Video – Chapter 4</p>
<b>DESIGN &amp; TECHNOLOGY</b>	<p>Focus: Food</p> <p>Learning Objectives:</p> <p>Focus: Food</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet.</li> </ul>	<p><b>Focus: Textiles</b></p> <p>Focus: Materials</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> </ul>	<p><b>Focus: Computing</b></p> <p>Learning Objectives:</p> <p>Focus: Computing</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Control and monitor models using software designed for this purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques</li> </ul>	
<b>GEOGRAPHY</b>	<p><b>Focus:</b></p> <p><b><i>Why do some earthquakes cause more damage than others?</i></b></p> <p><b>Learning Objectives:</b></p> <p>To identify South America</p> <p>To identify and recognise lines of latitude and longitude.</p> <p>To identify Northern and Southern Hemispheres and their respective time zones.</p> <p>To develop conclusions as to why New Zealand has so many Earthquakes.</p> <p>To observe volcanoes and earthquakes and describe and interpret their effect on people's lives.</p> <p>To use plans, maps, atlases and globes to locate countries that experience Earthquakes.</p> <p>To understand through explanation why most volcanoes happen in the same places as earthquakes.</p>	<p><b>Focus:</b></p> <p><b>Beyond the Magic Kingdom: what is the sunshine state really like?</b></p> <p><b>Learning objectives:</b></p> <p>To hypothesise why the Magic Kingdom is the most popular theme park in the world.</p> <p>To identify where the Magic Kingdom is.</p> <p>To observe and describe why the great Maya civilisation of central America came to an end.</p> <p>To understand and reason why tourists come to the Magic Kingdom from some countries and not others.</p> <p>To understand and describe why the Kennedy space centre is in Florida.</p> <p>To understand and recognise why sea turtles are endangered and what the Florida Turtle Conservation Society is doing to protect them.</p> <p>To compare and contrast how and why the climate of the Sunshine State is different from where I live.</p> <p>To understand and identify how Floridians cope with hurricanes</p>	<p><b>Focus:</b></p> <p><b><i>Why do so many people live in megacities?</i></b></p> <p><b>Learning Objectives:</b></p> <p>To identify and recognise what are megacities and where they are located.</p> <p>To compare, contrast and reason why Baghdad became the first city in the world with one million people.</p> <p>To understand why Milton Keynes is the United Kingdom's fastest-growing city.</p> <p>To compare, contrast and develop a conclusion as to why Brasilia is the fastest-growing city in Brazil.</p> <p>To reason and compare how the advantages of living in cities compare with the disadvantages.</p>

<b>HISTORY</b>	<p><b>Autumn 1</b></p> <p><b>Focus: Changes in Britain from the Stone Age to Iron Age.</b></p> <p><i>How did the lives of ancient Britons change during the Stone Age?</i></p> <p><b>Learning Objectives:</b></p> <p>To use appropriate historical vocabulary to communicate.</p> <p>To place events, artefacts and historical figures on a time line using dates.</p> <p>To understand the concept of change over time.</p> <p>To use date and terms to describe events.</p> <p>To describe changes that have happened in the locality of the school.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence.</p> <p>To use more than one source to gain a more accurate understanding.</p> <p>To describe different accounts of a historical event.</p> <p><b>To suggest causes and consequences of the main even changes in history.</b></p>	<p><b>Spring 1</b></p> <p><b>.Focus: Change in Britain from the Stone Age to the Iron Age (Bronze Age Britain)</b></p> <p><i>What is the secret of the standing stones?</i></p> <p><b>Learning Objectives:</b></p> <p>To use appropriate historical vocabulary to communicate.</p> <p>To place events, artefacts and historical figures on a time line using dates.</p> <p>To understand the concept of change over time.</p> <p>To use date and terms to describe events.</p> <p>To describe changes that have happened in the locality of the school.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence.</p> <p>To use more than one source to gain a more accurate understanding.</p> <p>To describe different accounts of a historical event.</p> <p>To suggest causes and consequences of the main even changes in history</p>	<p><b>Summer 1</b></p> <p><b>Focus: Change in Britain from the Stone Age to the Iron Age (Iron Age Britain)</b></p> <p><i>How do artefacts help us understand the lives of people in Iron Age Briton?</i></p> <p><b>Learning Objectives:</b></p> <p>To use appropriate historical vocabulary to communicate.</p> <p>To place events, artefacts and historical figures on a time line using dates.</p> <p>To understand the concept of change over time.</p> <p>To use date and terms to describe events.</p> <p>To describe changes that have happened in the locality of the school.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence.</p> <p>To use more than one source to gain a more accurate understanding.</p> <p>To describe different accounts of a historical event.</p> <p>To suggest causes and consequences of the main even changes in history</p>
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<b>MUSIC</b>	<p>Whole class to learn a musical instrument through music tuition</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Learning songs for Christmas performances</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>	Garage Band	<p>Whole class to learn a musical instrument through music tuition</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Whitley Bay Playhouse singing practise</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>
<b>PHYSICAL EDUCATION</b>	<p><b>Dance</b></p> <p><b>Tennis and hockey</b></p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1d perform dances using a range of movement patterns</p>	<p><b>Tag Rugby</b></p> <p><b>Gymnastics – compose and perform a routine to music</b></p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate</p>	<p><b>Olympics 2021</b></p> <p><b>Cricket</b></p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p>

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<b>RELIGIOUS EDUCATION</b>	<p><b>Food and fasting</b></p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>• give examples of how food is used in their own life;</li> <li>• talk about food used for different purposes, such as celebration or remembrance;</li> <li>• begin to discuss the role of food in different religions and communities;</li> <li>• identify food used for different reasons;</li> <li>• identify foods that would be kosher or not kosher;</li> <li>• explain what kosher means;</li> <li>• talk about why Jewish believers follow the laws of kosher;</li> <li>• know that following food rules can be a spiritual act for a religious believer;</li> <li>• recall the laws of kosher;</li> <li>• talk about when they gave something up for a special reason;</li> <li>• know what Lent is;</li> <li>• understand what it means to 'abstain' from something;</li> <li>• explain what sacrifice is;</li> <li>• find an alternative to writing or speaking to demonstrate an idea;</li> <li>• discuss at least one reason why religious believers might abstain from food;</li> <li>• share at least one key fact about Islam;</li> <li>• know what Ramadan is and what Muslims do during it;</li> </ul>	<p><b>People of faith</b></p> <p>identify what beliefs are and name some of their own;</p> <ul style="list-style-type: none"> <li>• link their own beliefs to their and other people's actions;</li> <li>• identify challenges that others have faced. Assessment Statements By the end of this unit... ...some children will be able to:</li> <li>• explain the impact of beliefs on their capacity to overcome challenges;</li> <li>• compare and contrast beliefs that help or hinder people when attempting to overcome challenges.</li> </ul>	<p>define what 'sacred' means;</p> <p>ask questions about whether an item is sacred or not;</p> <p>know that the Bible is sacred to Christians;</p> <p>know that the Old Testament is different to the New Testament and begin to explain why;</p> <p>name at least one Bible author and share some facts about them;</p> <p>discuss the different text types in the Bible;</p> <p>know what a Psalm and Proverb is in the Bible;</p> <p>explain what a parable is and why Jesus told them; • retell a Bible story using drama or pictures;</p> <p>consider how Christians study the Bible and why;</p> <ul style="list-style-type: none"> <li>• think about something that is sacred to them and</li> </ul>



<b>MFL</b>	<p><b>To remember key language of the classroom and basic greetings To consolidate numbers 1-31</b></p> <p>To learn the months of the year</p> <p>To describe my family</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p>	<p><b>Telling the time</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p>	<p><b>Mon anniversaire</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>
<b>WOW experiences</b>	<p>Stone Age day</p>	<p>Workshop at Laing Gallery Visit to Rising sun- Bronze age</p>	