

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 4 2020 -2021

| | Term 1 | Term 1 (2nd Half) | Term 2 | Term 2 (2nd Half) | Term 3 | Term 3 (2nd Half) |
|---------------------------------|--|--|---|---|---|--|
| Project title | Fantastic Beasts | Bottoms, Burps and Bile | Wild Water | Potions, Potions, Potions! | Warriors! | Sizzling Storms |
| Driving question | To group, or not to group? | Humans are top of the food chain, right? | How old is our water? | Does temperature change things forever? | Is invasion always wrong? | Do storms always sound the same? |
| Trip/hook | Minibeast Hunt and creation of fantastic beasts | Making the digestive system! | | demo of gas, carousel of objects to label potions | Residential | drums and cymbals to represent thunder and lightning |
| Outcome | Family Interaction of our learning | | | | First week of Term 3 - residential share | KS2 performance |
| Main curriculum areas | <p>Literacy – overcoming the monster.</p> <p>SPAG - determiners, nouns, and pronouns</p> <p>Maths - recap 2, 5, 10, 3, 4, 8 x tables, number, place value, addition, subtraction, Roman numerals.</p> <p>Geography - fieldwork</p> <p>Swimming.</p> <p>Netball</p> | <p>Literacy - voyage and return</p> <p>SPAG - apostrophes, expanded noun phrases, direct speech</p> <p>Maths - recap previous x tables learn 6 and 12, x and /, Geometry (space and angles), Measurement (length and area)</p> <p>circuits</p> | <p>Literacy - creation</p> <p>SPAG - fronted adverbials, standard English, speech, expanded noun phrases,</p> <p>Maths recap previous x tables learn 11 and 12, perimeter, area, Multiplication and Division, money</p> <p>Geography - mountains, rivers and the water cycle. Country location, physical geography and maps/atlas</p> <p>Dance and cardiovascular mix</p> | <p>Literacy - quest</p> <p>SPAG - suffixes 1, apostrophes, possessive pronouns, subordinate clauses</p> <p>Maths - money, time, recap shape, x tables 7 and 9</p> <p>Dance and cardiovascular mix</p> | <p>Literacy - myths and legends</p> <p>SPAG - Standard English, paragraphs,</p> <p>Maths - number, fractions, decimals, capacity, x tables refresher</p> <p>History - Vikings, Anglo Saxons: invasion, settling/farming/land use country location major cities Alfred the Great</p> <p>Geography - country location, physical geography and maps/atlasses</p> <p>swimming, hockey</p> | <p>Literacy - rags to riches</p> <p>SPAG - suffixes 2 clauses</p> <p>Maths - x tables test, Measurement (length, convert units of measure) Statistics</p> <p>swimming</p> <p>athletics</p> |
| PSHE | Being me in my world | CELEBRATING DIFFERENCE | Dreams and goals | Healthy Me | Relationships | Changing me |
| Literacy story | The Underworld | The Smiling Princes | The Children of the Water God | The Alchemist's Letter | Odin's Creation | The Firework Maker's Daughter |
| Non-fiction | instructions | non-chronological report | explanation text | persuasive letter | recount text | discussion text poetry |
| Whole class reading text | Charlotte's Web | | The Firework Maker's Daughter | Harry Potter and the Philosopher's Stone | How to Train your Dragon | How to Train your Dragon |

| Maths links | Data handling | Length, perimeter, area | capacity | time | shapes | measurements |
|-------------|--|---|--|---|---|---|
| Science | <p>Living Things and their habitats grouping, classification, environments and changes</p> <p>Grouping/Classifying</p> <p>Identify and group vertebrate <u>animals</u> such as <u>fish</u>, <u>amphibians</u>, <u>reptiles</u>, <u>birds</u> and <u>mammals</u> and <u>invertebrates</u> such as snails, slugs, worms, spiders and insects.</p> | <p>Animals including humans (teeth, digestion, food chains)</p> <p>Research</p> <p>What are some of the things that damage healthy <u>teeth</u>?</p> | <p>water cycle</p> <p>Comparative Test How does <u>temperature</u> affect how fast <u>evaporation</u> takes place?</p> | <p>States of matter - solids, liquids, gases, changes</p> <p>Observing over Time How does water change when it is heated and cooled?</p> <p>Grouping/Classifying</p> <p>Group and classify <u>materials</u> as solids, liquids or gases.</p> | <p>Boiling and melting points</p> <p>Properties of solids, liquids, gases - linked with capacity</p> <p>Observe and record <u>evaporation</u> from a puddle.</p> <p>Comparative Test How does <u>temperature</u> affect how fast <u>evaporation</u> takes place?</p> <p>Observing over Time How does water change when it is heated and cooled?</p> | <p>Electricity - appliances, simple circuits, conductors, insulators</p> <p>Sound - vibrations, pitch, volume, distance</p> <p>Pattern seeking Fair Test</p> <p>Are objects that are magnetic always good electrical conductors? How do the sounds made by different objects/<u>materials</u> similar or different? What happens when you add/remove batteries/lamps as part of an electrical circuit?</p> |
| ICT | <p>Gooseberry Planet - online safety</p> <p>Create and modify text and presentation documents. Provide specific peer feedback</p> <p>Type with both hands - use a variety of font sizes, styles and colours & effects eg bullet points. Align text left, right and centre. Know how to use a spell check. Use a search engine to find a range of media, e.g. images, texts. Talk about the reliability of information on the Internet, e.g. the difference between</p> | <p>Gooseberry Planet - online safety</p> <p>Acquire, store and combine images and use print screen function</p> <p>Select certain areas of an image to resize, rotate and invert. Edit using a range of tools</p> <p>Type with both hands - use a variety of font sizes, styles and colours & effects eg bullet points. Align text left, right and centre. Know how to use a spell check.</p> | <p>Combine text, images and sound on each page. Use a range of different google programs to publish - docs & slides and to know when which is appropriate</p> <p>Green Screen - video, choose clips to keep, trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effect</p> <p>Type with both hands - use a variety of font sizes, styles and colours & effects eg bullet points. Align text left, right and centre. Know how to use a</p> | <p>Type with both hands - use a variety of font sizes, styles and colours & effects eg bullet points. Align text left, right and centre. Know how to use a spell check.</p> <p>Online - blogging, navigate to view, understand that it can be updated from a range of devices. Comment on it.</p> <p>Internet research - type in a URL to find a website. Add websites to a favorites list.</p> | <p>Scratch - viking invasion/settlements</p> <p>Emails Log into an email account, open, create and send an email. Attach files to an email. Download and save files from an email. Email more than one person and reply to all</p> | <p>Choose info to put into a data table. Recognise which info is suitable</p> <p>Design a questionnaire to collect info using google forms to collect and sort</p> <p>Type with both hands - use a variety of font sizes, styles and colours & effects eg bullet points. Align text left, right and centre. Know how to use a spell check.</p> |

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|--------------|---|--|---|---|---|---------------------|
| | fact and opinion. | | spell check. | | | |
| Art | shoebox project - make a model of an animal's habitat and what could destroy it | sketching teeth painting in the style of Paul Cezanne | lines and marks form and shape tone texture | perspective | | foam printing |
| DT | | Food - healthy diet | | wand making Food - create healthy snack using 3 states of matter - peeling, chopping, slicing skills | wattle and daub make long boats cooking clay work weaving | Electrical circuits |
| RE | Judaism | Christianity - what is the most significant part of the nativity story for Christians today? | Judaism - how special is the relationship Jews have with God? How important is it that Jews do as God ask them to do? What is the best way for a Jew to show commitment to God? | Christianity - is forgiveness always possible for Christians? Do people need to go to church to show they are Christians? | | |
| Music | | | | | Perform simple rhythmic and melodic patterns on a variety of percussion instruments. Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns. | |