



Timu Academy Trust: Long Term Plan



Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/key question	Where the forest meets the sea	Truly Scrumptious	Ice Palace and Shackleton's Adventure	Anglo-Saxons and Scots	Ancient Egypt	The Cat Mummy
WOW/ Showcase/ Visit/Visitor	Whole class contribution to rainforest display – overnight pulled down with a bulldozer on top.		Plan and travel to a place for an expedition, create passport, collect equipment, roleplay, exploration		Visitor/workshop	
Literacy Genre and Text	Kennings		Image Poems		Odes and Insults	
	Fables	Stories from Familiar Settings <i>Horrid Henry</i>	Play Script	Fantasy Stories <i>How to Train your Dragon</i> Stories set in the past <i>Beowulf</i>	Stories from another culture <i>The Egyptian Cinderella</i>	
	Persuasive Writing <i>Where the forest meets the sea</i>	Explanation text	Recounts		Instructions Information text	
Science	<u>Living things and their habitats</u> To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things	<u>Animals including Humans</u> To describe the simple functions of the basic parts of the digestive system in humans To identify the different types of teeth in humans and their simple functions To construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>States of matter</u> To compare and group materials together, according to whether they are solids, liquids and gases To 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) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with	<u>Sound</u> To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength	<u>Electricity</u> To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts To 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 To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors	

			temperature.	of the vibrations that produced it	
Computing	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variable and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>				
	We are software developers	We are toy designers	We are HTML editors	We are musicians	We are co-authors
Geography	To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	To describe and understand key aspects of human geography, including land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water	To identify the position and significance of the Arctic and Antarctic Circle		
History			Ernest Shackleton – polar explorer	To know about Britain’s settlement by Anglo-Saxons and Scots <i>Roman Withdrawal from Britian in c.AD410 and the fall of the Western Roman Empire</i> <i>Scots invasion from Ireland to North Britain (now Scotland)</i> <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>Anglo-Saxon art and culture</i> <i>Christian conversion –</i>	To know about the achievements of an earliest civilisation – when and where the first civilisation appeared and a depth study of : Ancient Egypt

				<i>Canterbury, Iona and Lindisfarne</i>	
Art	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To know about great artists, architects and designers in history.</p> <p><i>Henri Rousseau</i></p> <p><i>Acrylic painting on canvas inspired by Rousseau</i></p>		<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing and painting</p> <p><i>Draw the Northern or Southern lights using different techniques pastel, chalk and paint</i></p> <p><i>Torn paper artwork</i></p>		<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)</p> <p><i>Hieroglyphic stones (sand clay)</i></p> <p><i>Scarab clay</i></p>
DT		<p><u>Cooking and Nutrition</u></p> <p>To understand and apply the principles of a healthy and varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>		<p>To generate, develop and model their ideas</p> <p>To select from and use a wide range of materials, including textiles</p> <p>To explore an existing product</p> <p><i>Embroider your own "Bayeaux Tapestry"</i></p>	<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products</p> <p>To generate, develop, model and communicate their ideas</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks</p> <p>To select from and use a wider range of materials and components</p> <p>To evaluate their ideas against own design criteria</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce</p> <p>To understand and use electrical systems in their products</p> <p><i>Papier mache canopic jars</i></p> <p><i>Egyptian bracelets</i></p> <p><i>Egyptian reed boats</i></p>
Music	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand staff and other musical notations</p>				

	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music					
	Play the xylophone/glockenspiel throughout the year					
RE	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	Why do some people think that life is like a journey and what significant experiences mark this?	
PSHE	Me and my feelings	Getting on and Falling Out	Smoking and Medicine	Road safety	My contribution	Changes
PE	Invasion games	OAA/Fitness	Gymnastics	Net and wall activities/swimming	Athletics/swimming	Fielding and striking/swimming
French	<p>To 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</p> <p>Speak in sentences, using familiar vocabulary, phrase, and basic language structure</p> <p>Develop accurate pronunciation and intonation</p> <p>Present ideas and information orally</p> <p>Read carefully and show understanding of words, phrases, and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden vocabulary and develop ability to understand new words</p> <p>Write phrases from memory and adapt these to create new sentences</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the language</p>					
	Colours and animals	Months of the year and Festivals	Family members, numbers 1-30	Houses and rooms (position of adjectives)	Transport and holidays	Telling the time Food and drink
Suggested texts	'Where the Forest meets the Sea' by Jeannie Baker and 'The Fastest Boy in the World' by Elizabeth Laird. Running Wild Michael Murpurgo	Horrid Henry		How to train your Dragon Beowulf	The cat Mummy – Jacqueline Wilson The Pharaohs of Ancient Egypt Varjak Paw The Magic and the Mummy Ancient Egyptian Tall Tales - The Red Slippers - an Egyptian Cinderella story (by Lin Donn) Stories from Ancient Egypt (Joyce Tyldesley) – comprehension	