

Long Term Plan Year 4 2016-17

<p>Autumn</p>	<p><u>Literacy</u> Reading Link: Roman Britain (I was there) by Hilary McKay Roman poetry Romulus and Remus. Romans on the Rampage by Jeremy Strong</p> <ul style="list-style-type: none"> ○ Increasing familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. ○ Develop positive attitudes to reading and understanding of what they read by; ○ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ Using dictionaries to check the meaning of words that they have read ○ Identifying themes and conventions in a wide range of books. ○ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<p><u>History: Roman Britain</u> Learning about the Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> ○ Julius Caesar’s attempted invasion in 55-54 BC ○ The Roman Empire by AD42 and the power of its army. ○ Successful invasion by Claudius and conquest, including Hadrian’s Wall. ○ British resistance, for example Boudica ○ “Romanisation” of Britain: sites such as Caewent and the impact of technology, culture and beliefs, including early Christianity. <p><u>Art</u></p> <ul style="list-style-type: none"> ○ Mosaics ○ Children should improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 	<p><u>Science – Animals, including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ Name the different parts of the digestive system ○ Identify the different teeth in humans and understand the function of each type ○ Create and understand food chains <p><u>D&T</u></p> <ul style="list-style-type: none"> ○ Create Roman sandals. ○ To develop and design products that are fit for purpose, aimed at particular individual groups. <p><u>RE</u></p> <ul style="list-style-type: none"> ○ Why is the Bible important to Christians? ○ How does early Christianity link with the Romans? ○ Christmas traditions. ○ How is Christmas celebrated around the world?
<p>Spring</p>	<p><u>Literacy</u> Non Fiction writing Instructions (How to make a Volcano) Features of non-fiction texts Explanatory texts Newspaper articles</p> <ul style="list-style-type: none"> ○ Identifying how language, structure and presentation contribute to meaning ○ Retrieve and record information from non fiction ○ In non-narrative material, using simple organisational devices [for example headings and sub-headings] <p>Fiction writing: The Volcano Dragon by E L Botha</p>	<p><u>Geography – Volcanoes</u> <u>Physical and human geography:</u></p> <ul style="list-style-type: none"> ○ To be able to locate volcanoes on a world map ○ To understand how volcanoes are formed ○ To know what the inside of a volcano looks like ○ To understand the difference between magma and lava ○ To know what happens during an eruption ○ To understand how volcanoes affect 	<p><u>Science – Living things and their habitats and electricity</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ Grouping living things in a variety of ways. ○ Using classification keys. ○ Understanding that changes to environments can have positive and negative impacts. ○ Construct electrical circuits, identifying the components ○ Explain what materials conduct electricity

	<p>Plan writing:</p> <ul style="list-style-type: none"> ○ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ Organising paragraphs around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ○ Proof-read for spelling and punctuation errors. ○ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<p>people who live there.</p> <p><u>D&T</u></p> <ul style="list-style-type: none"> ○ Making a volcano and a demonstration of eruption. ○ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. 	<p><u>RE: Easter</u></p> <p>Why do some Christians see Easter as the most important celebration of the year?</p>
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<p>Summer</p>	<p><u>Literacy</u></p> <p>Reading link: Greek Myths Theseus and the Minotaur King Midas Pandoras Box</p> <p>Pupils will develop positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> ○ Reading books that are structured in different ways and reading for a range of purposes ○ Identifying themes and conventions in a wide range of books ○ Using dictionaries to check the meaning of words that have been read ○ Identifying themes and conventions in a wide range of books ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying the inferences with evidence ○ Predicting what might happen from details stated and implied ○ Identifying main ideas drawn from more than one paragraph and summarising these ○ Identifying how language, structure and presentation contribute to meaning, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ○ Organising paragraphs around a theme ○ In narratives, creating settings, characters and plots. 	<p><u>History: Ancient Greece</u></p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world.</p> <p><u>Geography: Modern Greece</u></p> <ul style="list-style-type: none"> ○ Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle ○ Human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water <p><u>Art and D&T</u></p> <ul style="list-style-type: none"> ○ Create an Ancient Greek mythical creature. ○ Design and make a Greek light holder and pot ○ Pupils should be taught to develop their techniques, including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 	<p>Year 3 and 4 Production</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p><u>Science –Light and States of Matter</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ Noting light is reflected from surfaces ○ Finding patterns that determine the size of shadows ○ Grouping materials by their state. ○ Naming materials that are solids liquids and solids. ○ What happens to water when it is heated or cooled? ○ Measuring temperature in degrees Celsius. ○ Explaining what the water cycle is and how it works.
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