

Year 4 Yearly Plans 2022 ~ 2023

	Theme 1 Who lives in a city like this? 8 weeks (2 wk half term) 6.9.21 ~ 12.11.21	Theme 2 Crash, Bang, Wallop! 8 weeks (2 wk holiday) 15.11.21 ~ 14.1.22	Theme 3 Traders and Raiders 7 weeks (1 wk half term) 17.1.22 ~ 18.3.22	Theme 4 Incredible Journeys 7 weeks (2 wk holiday) 21.3.22 ~ 13.5.22	Theme 5 The Olympics 7 weeks (1 wk half term) 16.5.22 ~ 15.7.22
Hook	Welcome to London video.	Video of extreme weather.		Trip around the Isle of Wight creating own book based on A Walk in London by Salvatore Rubbino.	
Bang	Trip to two different beaches to compare. Wk beg. 30.10.22		Viking day Watch a Horrible Histories about the end of the Vikings		Olympic opening ceremony/games
English	Window ~ Jeanie Baker <i>Narrative writing</i> ~ story of the pictures. A World of Cities ~ Lily Murray <i>Information</i> double page about a capital city.	Dear Earth ~ Erin Dealey <i>Persuasive Letters</i> The hot book ~ Mike Goldsmith Fiery earth (page 24 and 25) <i>information about volcanoes</i> The cold book ~ Mike Goldsmith Rivers of ice (page 28 and 29) write <i>information</i>	Eric the Viking ~ Terry Jones <i>Narrative ~ own saga story.</i> I was there ~ Stuart Hill ~ Various Viking/Anglo-Saxon information texts Anglo - Saxon Times ~ Andrew Langley <i>Newspaper Report</i> <i>Based on punishments for crimes</i>	The Butterfly Lion ~ Michael Morpurgo <i>Narrative</i> Prequel chapter and <i>descriptions</i> Lord of the Forest ~ Caroline Pitcher <i>descriptions</i> A walk in London ~ Salvatore Rubbino <i>Information</i> book: same style writing ~ A Drive on the Isle of Wight.	So You Think You've Got it Bad? A Kid's Life In Ancient Greece ~ Chae Strathie You Wouldn't Want to be a Slave in Ancient Greece ~ Fiona Macdonald <i>Diary</i> https://www.youtube.com/watch?v=VxW5D5VPg_0 <i>Speech</i> https://www.youtube.com/watch?v=qhq4_SwjOGg <i>How to write a speech</i>
Guided reading	The Butterfly Lion ~ Michael Morpurgo	The Firework Maker's Daughter ~ Philip Pullman	Eric the Viking ~ Terry Jones	The Incredible Journey of Edward Tulane ~ Kate DiCamillo	
Maths	Busy Ants Unit 1 Week 1 <i>number and place value</i> Week 2 <i>addition and subtraction</i> Week 3 <i>property of shapes</i> Unit 2 Week 1 <i>multiplication and division; number and place value</i> Week 2 <i>fractions</i> Week 3 <i>position and direction</i> Unit 3 Week 1 <i>addition and subtraction</i> Week 2 <i>decimals</i>	Busy Ants Unit 3 Week 3 <i>mass</i> Unit 4 Week 1 <i>multiplication and division; number and place value</i> Week 2 <i>multiplication and division</i> Week 3 <i>time</i> Unit 5 Week 1 <i>number and place value</i> Week 2 <i>addition and subtraction</i>	Busy Ants Unit 5 Week 3 <i>properties of shapes</i> Unit 6 Week 1 <i>multiplication and division; number and place value</i> Week 2 <i>fractions</i> Week 3 <i>length</i> Unit 7 Week 1 <i>addition and subtraction</i> Week 2 <i>addition and subtraction</i> Week 3 <i>statistics</i>	Busy Ants Unit 8 Week 1 <i>multiplication and division</i> Week 2 <i>decimals</i> Week 3 <i>perimeter and area</i> Unit 9 Week 1 <i>number and place value</i> Week 2 <i>addition and subtraction; money</i> Week 3 <i>properties of shapes</i> Unit 10 Week 1 <i>multiplication and division</i>	Busy Ants Unit 10 Week 2 <i>fractions</i> Week 3 <i>volume and capacity</i> Unit 11 Week 1 <i>addition and subtraction; money</i> Week 2 <i>decimals</i> Week 3 <i>position and direction</i> Unit 12 Week 1 <i>multiplication and division</i> Week 2 <i>multiplication and division</i> Week 3 <i>statistics</i>
History			Enquiry question: <i>How did the Anglo-Saxon and Vikings shape the culture and history of Britain?</i> Who for? <i>To do the background research for a series of programmes called 'The Really Interesting History of Britain'</i> End Result <i>Information about the impact of Anglo Saxon and Viking invasions.</i>	Draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry (mosaics) Maths link: Estimate and measure the weight, length and perimeter of an artefact; find out the area of rectilinear shapes by counting squares (e.g. explore mosaics)	Enquiry question: <i>What did the Greeks do for us?</i> Who for? <i>Sceptic adults who don't believe that such an Ancient civilisation could have such an impact.</i> End Result <i>Video and writing about the influences, culminating in a modern version of The Olympic Games.</i> https://www.bbc.co.uk/bitesize/clips/z9knhv4
Geography	Key Skill: Use data and research to argue which of the two regions studied is the best place to live; justify argument with maps, photographs, facts and figures Compare London to other capital cities in Europe. Compare and describe the human and physical features of both areas, similarities and differences. Name the capital cities and countries. Use an atlas, digital mapping, aerial views. LO ~ Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-	Key Skill: Combine information from different sources to build up explanations English Link: Retrieve and record information from non-fiction - know what information to look for be clear about the task and learn how to use contents pages and indexes LO ~ describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes	History Link: Analyse how people in the past overcame problems or maximised the potential of their geographical sites Identify how humans have adapted to the physical terrain	Key Skill: Able to describe a place, which they have never visited, by interpreting symbols, contours, etc. and drawing conclusions. Study of the UK, name many human and physical characteristics. Map work: 4 figure grid references. Understand the interaction between physical and human processes and the formation and use of landscapes and environments, e.g. UK rivers, describe how rivers can change over time. LO ~ Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps	Is able to make links to show understanding why trade and natural resources were important in historical times for the growth of empires

	<p><i>use patterns; and understand how some of these aspects have changed over time</i></p> <p>Visit 2 different beaches, compare and map.</p> <p>List the main natural resources of the continent, produce a fact file which includes maps, data and reports on capital cities of the chosen continent.</p>				
Art	<p>Colour</p> <p>Primary, secondary, warm/cool, tints/shades, complementary colours, monochrome</p> <p>Painting - Kandinsky</p>	<p>Digital media - stop/go animation. Tony Hart.</p>	<p>Drawing - Picasso to hyper-realism</p> <p>Printing - Independent Arts project</p>	<p>Sculpture and Mosaic - Gaudi</p>	<p>Textile - The Bayeux Tapestry</p>
D.T.		Cooking		Mechanisms using levers and linkages	Sewing
Computing	<p>Digital literacy</p> <p>On-line relationships, reputation, bullying etc.</p>	<p>Digital art</p> <p>Using https://bomomo.com/ and word document.</p>	<p>KAPOW Program</p> <p>Scratch</p>	<p>KAPOW Build a Website</p>	<p>KAPOW Programming 2</p> <p>Computational thinking</p>
Music	<p>KAPOW Rock and Roll</p> <ul style="list-style-type: none"> • Compose simple rhythmic accompaniment to song • Create at least 1 simple melody using 3 or 5 notes. 	<p>KAPOW</p> <ul style="list-style-type: none"> • Listen and reflect and make musical decisions • Create simple rhythm pattern for others to copy • Play tuned percussion instrument • Rehearse and perform their part in a song. 	<p>KAPOW Vikings</p> <ul style="list-style-type: none"> • Explore different sound effects • Read and play music with rests • Follow musical instructions 	<p>KAPOW Mountains and Rivers</p> <ul style="list-style-type: none"> • Talk about music using correct language • Recognise music from different times • ID pulse • Know if song is call and response or chorus and verses 	<p>KAPOW</p> <ul style="list-style-type: none"> • Improvise using instruments • Sing in unison and 2 parts • Sing in different ways: solo, variety of styles • Present a musical performance
PSHE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Ourselves, growing and changing <i>Managing setbacks</i> • Mental health <i>Taking care of mental health</i> Life in the wider world • Economic wellbeing <i>Skills such as teamwork, communication and negotiation</i> Healthy Relationships • Friendships <i>Importance of and how they change over time.</i> 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Drugs, alcohol and tobacco <i>Laws around legal drugs</i> Life in the wider world • Communities <i>Value diversity and the contributions different people make to communities</i> Healthy Relationships • Families and close positive relationships <i>Marriage and different types of relationship (civil partnership). Might not always live together. Recognise when family relationships make them unhappy and how to seek help.</i> 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Keeping safe <i>Predict, manage and assess risk</i> Life in the wider world • Shared responsibilities <i>Need for rules and laws and consequences of breaking them</i> • Economic wellbeing <i>Peoples spending decisions can affect others and the environment. Jobs pay different amounts</i> Healthy Relationships • Respecting self and others <i>Importance of self-respect. Treating everyone politely and with respect and strategies how to do so. Respect others point of view in discussions.</i> 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Keeping Safe <i>Range of strategies for keeping safe in local environment and in strange places, safe use of digital devices when out. Keeping personal information private. Strategies for keeping safe on line. What to do if they have concerns, inappropriate content etc online.</i> Healthy Relationships • Safe Relationships <i>How to respond to unknown adults, even online. Resist pressure to do something unsafe or uncomfortable. Know where to get help.</i> 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Healthy Lifestyles <i>Habits - positive and negative. Good physical health, healthy diet and exercise. Bacteria and viruses can affect health, hygiene routines limit spread of infection, personal hygiene.</i> Healthy Relationships • Managing hurtful behaviour and bullying <i>Recognise impact or bullying on and off line and the consequences of hurtful behaviour.</i>
French	<p>Blanc Module 1</p> <p>Lessons 1 - 5</p> <p>Module 2</p> <p>Lessons 6 - 8</p> <p>Rigolo 1 U4 L1 animals</p> <p>Respond physically to a range of classroom instructions.</p>	<p>Blanc Module 2</p> <p>Lessons 9, 10</p> <p>Blanc Module 3</p> <p>Lessons 11 - 15</p> <p>Rigolo 1 U2 L2 colours</p> <p>Colours</p> <p>French Gardens</p> <p>Feminine nouns</p>	<p>Blanc Module 4</p> <p>Lessons 16 - 20</p> <p>Colours French Woods</p> <p>woodland animals</p>	<p>Blanc Module 5</p> <p>Lessons 21 - 25</p> <p>In the sea...In the woods... Do you like...</p>	<p>Blanc Module 6</p> <p>Lessons 26 to 30</p> <p>Rigolo 1 U6 L2 opinions about food</p> <p>In the garden - garden objects</p> <p>Where I live.</p>
P.E.	Gym	Games	Games	Games	Athletics
	Orienteering	Gym	Gym	Country Dance	
			Self-evaluation and health awareness		