

St Ursula's E-ACT Academy

Year:4 (Y4/5)

Long term planning

Year / Theme	8	7	6	5	6	7
Theme	The Romans are coming	Shake, Rattle and Roll	What makes the world go round	Chinese Zodiac	Bright Sparks and Good Vibrations	Oh I do like to be beside the seaside
Context	Roman Empire British resistance Romanisation of Britain All Living Things - groups, classification, environmental change.	Natural disasters - Floods, earthquakes and tsunami. Animals including humans - basic digestive system, teeth and their functions.	States of Matter - water cycle.	Shang Dynasty of Ancient China Animals including humans - food chains.	Electricity.	Weston super-mare - study Sound.
Visits and visitors	Caerleon	Fireman from the disaster at Boscastle	Vistor from Wessex Water	British Museum (China Town) Chinese Language Specialist	Science day - focus on electricity and sound	Visit Weston Super-mare
Key text(s)	Beowulf Horrible Histories	Hamelin (Y4) Icarus (Y5)	Matale comes to supper	The King of the Birds	The Legend of the Green Children	The Edge of the World
Focus artefact or image/Artist	Mosaics Painting of Boudicca	Image - photos - what has happened?	Giant Ice cube	Zodiac lanterns dragons dance	Static ball Chimes	Tourism leaflet on Weston-super mare

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<p>Stories and poems (Pie Corbett) Talk for writing</p>	<p>Beowulf</p> <p>Week 1 - I can extend the story of Beowulf, writing about 'The revenge of Grendel's mother.'</p> <p>Week 2 - I can write an innovated 'defeating the monster' story recycling the plot using the boxing up method.</p> <p>Week 3 - Plan and write an invented story.</p>	<p>Hamelin (Y4)</p> <p>Week 1 - I can rewrite the story from The Pied Piper's perspective.</p> <p>Week 2 - I can innovate a story by changing the creatures involved (i.e. into 'nice' creatures) and the different outcome this may have.</p> <p>Week 3 - Plan and write an invented story.</p> <p>Non - Chronological reports.</p> <p>Week 4 - I can write a report about animal / insect infestations.</p> <p>Week 5 - I can write a report about an invented dangers animal e.g, slayer seagulls, / cut-throat crabs / killer bees.</p> <p>Week 6 - I can write a newspaper report about a natural disaster. (Boscastle?)</p> <p>Icarus (Y5)</p> <p>Week 1 - I can re-write the text from Daedalus' perspective.</p> <p>Week 2 - I can innovate a story by changing the invention and outcome of using this invention.</p> <p>Week 3 - Plan and write an invented story.</p>	<p>Matale comes to supper</p> <p>Week 1 - Rewrite the story using addition of detail. (adding in key events/ descriptions etc.)</p> <p>Week 2 - I can innovate the story by re-ordering.</p> <p>Week 3 - Plan and write an invented story.</p>	<p>The King of the Birds</p> <p>Week 1 - I can rewrite the story using alteration (e.g can the story have a tragic ending?)</p> <p>Week 2 - I can write an innovated 'wishing' story recycling the plot using the boxing up method.</p> <p>Week 3 - Plan and write an invented story</p>	<p>The Legend of the Green Children.</p> <p>Week 1 - Rewrite the story from the perspective of one of the green children.</p> <p>Week 2 - Innovate the text using substitution of main character (e.g the legend of the purple men etc)</p> <p>Week 3 - Plan and write an invented story.</p>	<p>The Edge of the World</p> <p>Week 1 - I can write write the story using substitution of main characters and their wishes.</p> <p>Week 2 - I can write an innovated story recycling the plot using the boxing up method.</p> <p>Week 3 - Plan and write an invented story.</p>
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<p>Non-fiction genre + Writing outcome</p>	<p>Discussion Week 4 - Should violence ever be used to solve problems? e.g defeating a monster, war etc. Week 5 - Do monsters exist? i.e. Loch Ness monster etc. Week 6 - Were the British right to rebel? Recount Week 7 - I can write a recount about our trip to St Fagan's. Week 8 - I can write a recount about a day in the life of a Roman Soldier (diary entry)</p>	<p>Non- Chronological reports Week 4 - I can write a report about winged men (people who are born with wings) Week 5 - I can write a report about an invented hybrid creature. Week 6 - I can write a newspaper report about a natural disaster. Poetry Week 7 - Rhyming couplets.</p>	<p>Explanation- Week 4 - Explanation of how germs can spread/ make you ill. (link to story - dirty feet) Week 5 - Explanation of an invented superbug and how it works / what damage it can cause. Week 6 - I can explain the life cycle of a rain drop.</p>	<p>Persuasion Week 4 - Write a wish list for the school building/ playground. Write a letter to Mrs French to persuade her to grant these wishes. Week 5 - Write a letter to Jade Emperor to persuade him to re-do the Zodiac race as it wasn't fair.</p>	<p>Instructions Week 4 - Instructions 'How to look after a Green Child' (or innovated character e.g purple man.) Week 5 - How to make a simple circuit. Week 6 - Performance poetry.</p>	<p>Persuasion Week 4 - Prepare a persuasive speech to share with your class mates about why we should think about others before ourselves. Week 5 - Design a leaflet advertising the 'Edge of the World' as a holiday destination. Week 6 - Design a leaflet advertising the seaside as a holiday destination. Poetry Week 7 - Sea Shanties / Tongue twisters</p>
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<p>Mathematics.</p>	<p>Block A Unit 1 Counting, partitioning and calculating x 3 weeks. Block B unit 1 Securing number facts and understanding shape x 3 Block C Unit 1 Handling data and measures. x 2</p>	<p>Block D unit 1 Calculating, measuring and understanding shape. x 3 weeks Block E unit 1 Securing number facts, calculating and identifying relationships. x 3 weeks. Block A unit 2 Counting, partitioning and calculating x 1 week.</p>	<p>Block A Unit 2 Counting, partitioning and calculating x 1 weeks. Block B unit 2 Securing number facts and understanding shape x 3 Block C Unit 2 Handling data and measures. x 2</p>	<p>Block D unit 2 Calculating, measuring and understanding shape. x 3 weeks Block E unit 2 Securing number facts, calculating and identifying relationships. x 3 weeks.</p>	<p>Block A unit 3 Counting, partitioning and calculating x 2 week. Block B unit 3 Securing number facts and understanding shape x 3 Block C Unit 3 Handling data and measures. x 1</p>	<p>Block C Unit 3 Handling data and measures. x 1 Block D unit 3 Calculating, measuring and understanding shape. x 3 weeks Block E unit Securing number facts, calculating and identifying relationships. x 3 weeks.</p>
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ICT	<p>Multimedia</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop and refine work using text and images • Think about the audience when communicating information • Work collaboratively to explore and compare use of multimedia in ICT • Investigate uses of ICT outside of school 	<p>Collaborative working</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Share information using e-mail • Investigate use of a Learning Platform to share information • Investigate and compare the uses of ICT inside and outside school 	<p>Email and Collaboration</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Share and exchange information in a variety of forms • Investigate and compare uses of ICT inside and outside school 	<p>Databases</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Consider the need for a database and what they are used for • Add information to database • Classify and check data contained in a database • Investigate and compare uses of ICT inside and outside school 	<p>Creating and Testing (as Year 3)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Create, test, improve and refine sequences of instructions to make things happen • Monitor events and respond to them 	<p>Simulations using simple spreadsheets</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand that computer simulations can represent real or imaginary situations • Understand that computer simulations allow users to explore options • Know how to enter data into a computer simulation • Understand that computer simulations are simplified representations • Explore the effect of changing the variables in simulations and use them to make and test predictions
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<p>Science</p>	<p>All Living things: classification. environments. Sc4/2.1a recognise that living things can be grouped in a variety of ways. Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Animals including humans: basic digestive system. teeth and functions. Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions.</p>	<p>States of Matter: solids, liquids and gases. changing states. Water cycle.</p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b 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)</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Animals including humans: Food chains</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Electricity: simple circuits. conductors and insulators.</p> <p>Sc4/4.2a identify common appliances that run on electricity Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Sc4/4.2c 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 Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Sound: how sounds are made - vibrations.</p> <p>Sc4/4.1a identify how sounds are made, associating some of them with something vibrating Sc4/4.1a identify how sounds are made, associating some of them with something vibrating Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>
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History	<p>British History - Roman Empire</p> <ul style="list-style-type: none"> • Roman Britain: pupils should be taught about the Roman empire and its impact on Britain. • Julius Caesar's attempted invasion in 55-54BC • 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, Boudicca "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Modern History - Boscastle Flood - 16th Aug 2004</p>		<p>Early ancient civilisations - Shang Dynasty of Ancient CHINA</p> <ul style="list-style-type: none"> • Pupils should be taught about a non-European society that provides contrasts with British history 		<p>History of Weston</p> <p>Local history:</p> <ul style="list-style-type: none"> • Pupils should be taught about an aspect of local history • For example: • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study of an aspect of history or a site dating from a period beyond 1066 that is significant beyond the locality
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<p>Geography</p>	<p>Maps cataloguing the Roman Empire</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America describe and understand key aspects of human geography, 	<p>Local world's countries - physical features.</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. 	<p>Environment for adpation and variation</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Research China</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources 	<p>Study a region of the UK (- compass, symbols and keys</p> <ul style="list-style-type: none"> use the 8 points of a compass, 4 and 6-figure grid references, symbols and key name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Use fieldwork to observe, measure and record Understand geographical similarities and differences
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Art and Design	<ul style="list-style-type: none"> Sketchbooks to collect, record and evaluate Improve mastery of techniques - pottery and mosaics Sketching and making Roman shields, mosaics, play and design Roman games 	<ul style="list-style-type: none"> Sketchbooks to collect, record and evaluate Sketches of weather events 	<ul style="list-style-type: none"> Learn about an artist Sketchbooks to collect, record and evaluate Monet - drawing water 	<ul style="list-style-type: none"> Improve mastery of techniques Sketchbooks to collect, record and evaluate Chinese paintings 	<ul style="list-style-type: none"> Sketchbooks to collect, record and evaluate Lightning and vibrations 	<ul style="list-style-type: none"> Learn about an artist Sketchbooks to collect, record and evaluate Hokusais- drawing water
Design and Technology	<ul style="list-style-type: none"> Research, develop and create prototypes Understand seasonality Roman game Cooking roman stew 	<ul style="list-style-type: none"> Evaluate existing products Model of a natural disaster 	<ul style="list-style-type: none"> Use mechanical systems in their own words Model of the water cycle 	<ul style="list-style-type: none"> Use research and criteria to develop products which are fit for purpose Evaluate existing products and improve own work Make dragons and puppets Fortune cookies 		<ul style="list-style-type: none"> Use research and criteria to develop products which are fit for purpose Design model pier/ new design for weston - mechanical systems - Fairgrounds
Music Music Express - Year4/5	Cyclic patterns - African drumming	Music Express	Music Express	Pentonic dragons and the music of china	Music Express	Music Express
PHSE	New beginnings (SEAL) Empathise with others Working with others Helping people to belong	Getting on and falling out	Say no to bullying	Going for Gold	Good to be me	Relationships

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PE Shine to cover	Invasion games Dance Gymnastics	Invasion games Dance Gymnastics	Invasion and net games Gymnastics Swimming Outdoor adventurous activities	Invasion and net games Gymnastics Swimming Outdoor adventurous activities	Athletics - track and field events Striking and fielding games	Athletics - track and field events Striking and fielding games
MFL French - MB	Presenting yourself Numbers, days and months Show and Tell for European days of languages	Home Family Pets Christmas songs	Food and eating Create French menus for a class cafe La Chandeleur (crepes) 2nd February	Getting dressed Clothing vocabulary Discuss what you and others are wearing Use adjectives to describe clothes in detail	Sports and hobbies Sports vocabulary Discussing sports Hobby vocabulary	Weather and seasons Discuss the weather with others Weather forecasts Present a forecast to the class Bastille Day

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<p>RE Bristol SACRE</p>	<p>UNIT 12 What does it mean to belong to a religion? Judaism Focus Areas: B, D & E Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i. the journey of life? ii. their main festivals and practices? iii. their faith communities? iv. the wider world? b) Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together?</p>	<p>UNIT 9 How should we live and who can inspire us? Focus Areas: B & F Featured religions: Judaism & Sikhism Supplementary questions: a) What positive examples have people given that show us how to live? b) What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities? c) How have the actions and example of people of faith or belief changed our world? d) How might we change our lives in the light of the qualities demonstrated by other people?</p>	<p>UNIT 10 What does it mean to belong to a religion? Hinduism Focus Areas: B, D & E Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i. the journey of life? ii. their main festivals and practices? iii. their faith communities? iv. the wider world? b) Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ?</p>
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<p>Skills for Life and Learning (SEAL aspects only on here)</p>	<p>New beginnings - c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in</p>	<p>Getting on and falling out 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p>	<p>Bullying 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions</p>	<p>Going for Goals b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 3e) to recognise the different risks in different situations and then decide how to behave responsibly; 4a) to recognise that their actions affect themselves and others, to care about other people's feelings, and to try to see things from their points of view. <i>Good To Be Me</i></p>	<p>Good to be me 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>	<p>Relationships 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships. <i>Speaking and Listening-T3 46.</i> To identify the main points of each speaker, compare their arguments and how they are presented.</p>
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