



Long Term Skills Plan Overview Year 4

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question (Theme/Topic)	How did the Romans, Anglo Saxons and Vikings invade, raid and settle in Britain?		Why is the Titanic so famous?		How is the land used in Sheffield?	
Trips	Viking Visitor				Whitepost Farm Barnsley Music Festival	
English Mastery Text/s	How to Train your dragon		Kaspar Prince of Cats		Charlotte's web	
English text types	<ul style="list-style-type: none"> • Character description • Setting description- +CW based on the short film 'The Lighthouse • Non- chronological report + CW • Persuasive writing +CW • Narrative writing • 		<ul style="list-style-type: none"> • Diary +CW • Action and dialogue • Newspaper +CW • Non-chronological report +CW 		<ul style="list-style-type: none"> • Diary +CW • Persuasive letter +CW • Writing from Fern's point of view 	
SPAG skills	<p>simple and compound sentences</p> <p>Write complex sentences (MC + SC)</p> <p>Write complex sentences (SC + MC)</p> <p>Use cause & effect conjunctions: Because, As, if, Even though, So that</p> <p>Use time related conjunctions: After, Before, While, When (Time related conjunctions Each de must contain a verb)</p> <p>Punctuate direct speech</p> <p>Commas to separate clauses</p> <p>Nouns/Pronouns</p> <p>Precise nouns</p> <p>Expanded noun phrases (multiple adjectives and prepositional phrases)</p> <p>Fronted adverbials (single adverb – 'How' & prepositional phrases 'when')</p> <p>Apostrophe (possessive & for contraction)</p>					

Mathematics (Maths Mastery)	Unit 1: Reasoning with 4-digit numbers Unit 2: Addition and Subtraction	Unit 3: Multiplication and Division Unit 4: Discrete and continuous data	Unit 5: Securing multiplication facts Unit 6: Fractions Unit 7: Time	Unit 8: Decimals Unit 9: Area and perimeter	Unit 10: Solving measure and money problems Unit 11: 2D shape and symmetry	Unit 11: 2D shape and symmetry Unit 12: Position and direction Unit 13: Reasoning with patterns and sequences Unit 14: 3D shape
R.E	Creation /Fall- 6 weeks <i>What do Christians learn from the Creation story</i> Judaism- 2 weeks <i>What is the Torah and why is it special to Jews?</i>	Incarnation including love and friendship- 7 weeks <i>What is the Trinity?</i>	Hinduism- 2 weeks <i>What can Hindu's learn from religious stories?</i> Gospel- 4 weeks <i>What kind of world did Jesus want?</i>	Salvation- 6 weeks <i>Why do Christians call the day Jesus died 'Good Friday'?</i>	Kingdom of God- 5 weeks <i>When Jesus left, what was the impact of Pentecost</i> Sikhism- 2 weeks <i>Why are Gurus important to Sikhs?</i>	Reconciliation- 3 weeks <i>Why do Christians seek forgiveness?</i> Islam- 2 weeks <i>What is the Qur'an and why is it special to Muslims?</i> ?
Science	Sound	States of Matter	Electricity	Animals including humans	Living things and their habitats	Living things and their habitats
To work scientifically (Practical experiments)	<ul style="list-style-type: none"> ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings. 					

<p>History</p>	<p>The Roman Empire and its impact on Britain, Examples (non-statutory) This could include: <u>Julius Caesar's attempted invasion in 55-54 BC</u> <u>the Roman Empire by AD 42 and the power of its army</u> <u>successful invasion by Claudius and conquest, including Hadrian's Wall</u> <u>British resistance, for example, Boudica</u> 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Britain's settlement by Anglo-Saxons and Scots <u>Anglo-Saxon invasions, settlements and kingdoms</u></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <u>Viking raids and invasion</u> <u>resistance by Alfred the Great and Athelstan, first king of England</u></p>	<p>The History of the Titanic (not the main History unit but to ensure children have knowledge to access the Mastery texts).</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p>	
<p>Geography</p>				<p>Sheffield <u>Pupils should extend their knowledge and understanding beyond the local area</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and rivers. Describe and understand the key aspects of the human geography in Sheffield, including: types of settlement and land use, economic activity including trade links, and the</p>

			<p>distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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, plans and graphs and digital technologies.</p>
<p>Art</p>		<p><u>Exploring Pattern</u></p> <p>To use line, shape and colour to create patterns.</p> <p>To can use folding, cutting and collage to create a pattern.</p> <p>To create repeated patterns to apply to a range of products.</p> <p>To explore the work of an artist who creates artwork inspired by pattern.</p> <p>To work in sketchbooks to explore how to make drawings inspired by “rules.”</p>	<p><u>The Art of Display</u></p> <p>To explore great artists in history and create work inspired by their style. To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To explore how some artists choose to display their work on “plinths” and I have understand how a work is displayed can affect the way the audience sees the work.</p> <p><u>Storytelling Through Drawing</u></p> <p>To have explored the work of artists who tell stories through imagery. To respond to the work of illustrators and graphic novelists, “reading” the visual images and sharing their thoughts.</p> <p>To work in sketchbooks to record ideas and thoughts generated by looking at other artists’ work.</p> <p>To use a sketchbook to generate ideas about how they might</p>

				<p>To use a sketchbook to collect ideas about how other artists consider how their work is displayed.</p> <p>To use a sketchbook to think about the passengers on the Titanic and how they may have looked.</p> <p>To make a sculpture/plinth from construction materials which shows a version a passenger from the Titanic, using things like body position, clothes, props and fine details to give the sculpture character.</p>	<p>respond to a piece of poetry or prose.</p> <p>To use line, shape, and colour using a variety of materials to test ideas</p>	
DT	<p><u>Sandal</u> To design, make and evaluate a Roman sandal.</p>		<p><u>Create a battery operated light</u> To design and build a structure of a lamp based a lamp from the Titanic and evaluate the finished product.</p>			<p><u>Moving Farmyard Animal</u> To design and make a moving mechanism</p>
Music	Whole class instrument tuition – Brass – from Barnsley Music hub					

P.E	Games Unit 1 (Year 4) Net/Court/Wall games Athletics Unit 1 (Year 4)	Outdoor and Adventurous Activities (Year 4) Trails/Problem solving/Team building/Orienteering Games Unit 2 (Year 4) Problem solving and inventing games	Dance Unit 1 (Year 4) These shoes are made for walking Giraffes can't dance Incognito Gymnastics Unit P (Year 4) Balance	Gymnastics Unit Q (Year 4) Receiving body weight Dance Unit 2 (Year 4) Electricity	Games Unit 3 (Year 4) Invasion games Games Unit 4 (Year 4) Striking and Fielding games	Athletics Unit 2 (Year 4) Practise for Sports Day Sports Day
Computing	Investigating weather Researching and storing data on a spreadsheet and green screen video	Further coding with Scratch	HTML Editing the HTML and CSS of a web page to change the layout of a website and the text and images		Computational thinking Plugged and unplugged activities to develop the four areas of computational thinking	
PSHE	Keeping/Staying Safe – Baseline Topic- Cycle Safety Keeping/Staying Healthy – Baseline Topic- - Healthy Living	Growing and Changing – Baseline Topic- - Relationships Being Responsible – Baseline Topic- Coming Home on Time	Feelings and emotions – Baseline Topic- Jealousy	Computer Safety – Baseline Topic- - Online Bullying	The Working World – Baseline Topic- - Chores at Home	A World Without Judgement – Baseline Topic- - Breaking Down Barriers First Aid- Baseline Assessment, First Aid Year 4
Languages	Introducing myself (name, age, birthday), Introducing some family members, Rooms in the house, Transport, School equipment, School subject , More sport and hobbies					