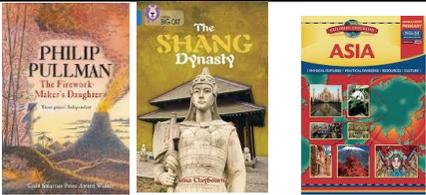


CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4

	Autumn Asia 13 weeks	Spring The Living Tree 11 Weeks	Summer Vikings 12 weeks
Curriculum driver- overarching question <i>Overarching - forming an arch above or CONNECTING everything together.</i>	How Many People Live in Asia?	Where Did the Trees Come From? Where Did the Animals Come From? Where Did I Come From?	Were Vikings Violent?
Curriculum areas as main focus	Geography / History	RSE / Science	History
High quality texts to support curriculum delivery/ toggle texts			
Identified links to previous and future years learning <i>Students learn best when they are able to integrate new learning with what they already understand.</i>	<p>Map of the Local Environment [Year 1]</p> <p>Where in the World [Year 1]?</p> <p>Places of Interest [Years 2/3]</p> <p>United Kingdom [Years 2/3]</p> <p>Seas and Oceans [Year 2/3]</p> <p>London and Our Locality [Years 2/3]</p> <p>The World [Years 2/3]</p> <p>Locational Knowledge [Years 4/5/6]</p>	<p>Humans and Animals [2/3]</p> <p>Habitats [2/3]</p> <p>Living Things [2/3]</p> <p>Living Things and Their Habitats [X2] [4/5/6]</p>	<p>Significant Individuals and where they lived [Year 1]</p> <p>Events Beyond Living Memory [Year 1]</p> <p>Significant Individuals [Year 1]</p> <p>Comparing Different Periods [Year 1]</p> <p>Anglo Saxons and Scots [Years 4/5/6]</p> <p>Roman Empire [Years 4/5/6]</p>

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4

<p>Retrieval opportunities and links</p>	<p>Science – Animals Including Humans [Years 4/5/6]</p> <p>History – Shang Dynasty [Years 4/5/6]</p> <p>Music – Music and Traditions [Years 4/5/6]</p> <p>Art – Expressions [Years 4/5/6]</p> <p>DT – Constructing Walls [Years 4/5/6]</p>	<p>Geography – Year 1 – Plants</p> <p>Geography – Years 4/5/6 – Locational Knowledge</p> <p>Art – Year 1 Collage and Display / Aboriginal Art / Sculpture / Using a range of Materials</p> <p>Art – Year 2/3 – African Art</p> <p>DT – Year 1 – Building Bridges / Working in the Garden</p> <p>Physical Education [all]</p> <p>MFL – Year 2/3- Spanish Animals</p> <p>MFL – Year 4/5/6 – French Animals</p> <p>DT -4/5/6 – Healthy Eating X3</p> <p>DT – 2/3 – British Food / African Food</p>	<p>Geography – Locational Knowledge [Years 4/5/6]</p> <p>Geography – United Kingdom [Years 2/3]</p> <p>Art – Body Model Making [Years 4/5/6]</p> <p>DT – Viking Long ship [Years 4/5/6]</p> <p>Geography – Seas and Oceans [Years 2/3]</p> <p>Art – Viking Culture [Years 4/5/6]</p>
<p>Hooks/ Visits/ Visitors/ concrete experiences to build knowledge</p>	<p>Art Gallery [Compton]</p>	<p>Visitors of different ages</p>	<p>Dovedale [monuments] Jorvik Viking Museum - York</p>
<p>Cultural Capital <i>accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates</i></p>	<p>Children will learn about how one continent can hold a diverse range of people, focusing on religion, ethnicity and diversity.</p>	<p>That although we are all humans we are all different. “We are all different We are all equal”</p>	<p>To understand how past events, shape a future and how this can cause divisions in society.</p>

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4

<p><i>their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</i></p>			
<p>Potential purposeful writing opportunities leading to a 'Published Polished Piece' and learning objectives to be covered</p> <p>Polished piece 1 x 2/3 weeks and to be made and shared</p> <p>Writing/SPA G objectives</p>	<p>Myths</p> <p>Discussion</p> <p>Newspaper</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Poetry with figurative language</p> <p>By Heart Performance</p> <p>Explanation</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials</p> <p>Learning the grammar for years 3 and 4 in Appendix 2</p>	<p>Novel as a Theme</p> <p>Issues and Dilemmas</p> <p>Fantasy</p> <p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
<p>Reading objectives:</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>Recognising some different forms of poetry</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p>

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4

	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
Science	<p>Animals, Including Humans [Year 4/5/6]</p> <p>Describe the simple functions of the basic parts of the digestive system in humans [Yr4]</p> <p>Identify the different types of teeth in humans and their simple functions [Yr4]</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey [Yr4]</p> <p>Describe the changes as humans develop to old age [Yr5]</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood [Yr6]</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function [Yr6]</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans [Yr6]</p> <p>Significant Scientist - George Washington Carver (botanist) Born into slavery, George Washington Carver became a foremost botanist, inventor and teacher. He invented over 300 uses for the peanut and developed methods to prevent soil depletion. He was made a member British Royal Society of Arts — a rare honour for an American – and advised prominent leaders like Mahatma Gandhi and President Teddy Roosevelt on agriculture and nutrition.</p> <p>Resource: George Washington Carver Scientist, Inventor, and Teacher Video for grades 3-7</p>	<p>Living Things and their Habitats [Year 4/5/6]</p> <p>Animals, Including Humans [Year 4/5/6]</p> <p>Recognise that living things can be grouped in a variety of ways [Yr4]</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local environment [Yr4]</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things [Yr4]</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird [Yr5]</p> <p>Describe the life process of reproduction in some plants and animals [Yr5]</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals [Yr6]</p> <p>Give reasons for classifying plants and animals based on specific characteristics [Yr6]</p> <p>Research the significance of the work of Carl Linnaeus [Yr6]</p>	<p>States of Matter [Year 4]</p> <p>Properties and Changes of Materials [Year 5]</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases [Yr4]</p> <p>Observe that some materials change state when they are heated or cooled, and measure to research the temperature at which this happens in degrees Celsius [Yr4]</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature [Yr4]</p> <p>Compare and group together every day on the basis of their properties, including their hardness, solubility, transparency, conductivity [electrical and thermal] and response to magnets [Yr5]</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution [Yr5]</p> <p>To use knowledge of solids, liquids and gasses to decide how mixtures might be separated, including filtering, sieving and evaporating [Yr5]</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular of everyday materials including metals, wood and plastic [Yr5]</p>

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4

		<p>Describe the simple functions of the basic parts of the digestive system in humans [Yr4]</p> <p>Identify the different types of teeth in humans and their simple functions [Yr4]</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey [Yr4]</p> <p>Describe the changes as humans develop to old age [Yr5]</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood [Yr6]</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function [Yr6]</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans [Yr6]</p> <p>Significant Scientist - Marie Sokolowski Curie (1867 - 1934) As the first woman in history to win a Nobel Prize — and the only person to win two Nobel Prizes in two different disciplines (chemistry and physics) — Polish-French physicist and chemist Maria Sokolowski Curie is one of the first names that comes to mind when thinking of women in science. When she and her husband Pierre Curie discovered radioactivity, it changed the way people saw the world forever: suddenly, it appeared that energy could appear as if by magic. She also discovered two elements, polonium and radium, and the element curium is named in her honour. The world's first studies into the treatment of tumours took place under her direction and she founded the Curie Institutes in Paris and Warsaw, which to this day are leading medical research centres. Beyond her incredible individual contributions, Marie Curie has also left another enduring legacy — she has inspired generations of women to pursue their own dreams of scientific exploration and discovery.</p>	<p>Demonstrate that dissolving, mixing and changes of state are reversible changes [Yr5]</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda [Yr5]</p>
History	<p>Shang Dynasty</p> <p>Great Wall of China</p>	<p>[3] Britain's Settlement by Anglo-Saxons and Scots</p>	<p>[4] Vikings and Anglo-Saxons</p>

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4

	To understand the achievements of the earliest civilisations [KS2]	To study the Roman withdrawal from Britain in AD410 and the fall of the western Roman Empire [KS2] To study the Scots invasion from Ireland to north Britain [now Scotland] [KS2] Anglo-Saxon invasions, settlements and kingdoms; place names and village life [KS2] Anglo Saxon art and culture [KS2] Christian conversion – Canterbury, Iona and Lindisfarne [KS2]	To study Viking raids and invasions [KS2] To study the resistance by Alfred the Great and Athelstan, the first king of England [KS2] To study further Viking invasions and Danegeld [KS2] To study Anglo Saxon laws and justice [KS2] To study Edward the Confessor and his death in 1066 [KS2]
Geography	<p>Locational Knowledge</p> <p>[Countries in Asia]</p> <p>Locate the world’s countries, using maps to focus on Europe, Asia, North / South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities [KS2]</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle. [KS2]</p>	<p>Place Knowledge</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North / South America [KS2]</p>	<p>Locational Knowledge</p> <p>[Europe and Scandinavia]</p> <p>Locate the world’s countries, using maps to focus on Europe, Asia, North / South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities [KS2]</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle. [KS2]</p>
Music	<p>Music and Traditions</p> <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 [KS2]</p>	<p>Natural Percussion</p> <p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression [KS2]</p> <p>To improvise and compose music for a range of purposes using inter-related dimensions of music [KS2]</p>	<p>Summer Production</p> <p>Perform and evaluate music [KS1 / KS2]</p> <p>Learn to sing and use voices looking at pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations [KS1 / KS2]</p>
Art	<p>Expressions</p> <p>To create sketch books to record their observations and use them to review and revisit ideas [KS2]</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil, charcoal, paint, clay]</p>	<p>Body Model Making</p> <p>Generate, develop, model and communicate their ideas through discussion, annotate sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided designs [KS2]</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and</p>	<p>Viking Culture</p> <p>To learn about great artists, architects and designers in history [KS2]</p> <p>Significant Artist – Joseph Domjan – Happy Dragon/Moon Dragon – pattern</p>

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4

	<p>Significant Artist – folk artists – Chinese landscape scrolls</p> <p>Feng Kaixun – performer, photographer and painter, paints delicate ‘folk art’ style on coffee filters using ink and paintbrushes. Performance art –apples ink to huge canvas using her own hair as a brush!</p>	<p>ingredients, according to their functional properties and aesthetic qualities [KS2]</p> <p>Significant Artist – Gustav Klimt – The Tree of Life, Stoclet Frieze – looking at pattern</p> <p>Significant Artist – Anthony Gormley – body sculptures</p>	<p>work/overlying images/ colour mixing/silhouettes – could do project overlaying paper cuts over powder paint/ pastel colours - https://www.tate.org.uk/art/artworks/domjan-moon-dragon-p01393</p>
DT	<p>Design/Make/Evaluate – 3D Models – Constructing walls</p> <p>Understand how key events and individuals in design and technology have helped shaped the world [KS2]</p> <p>Use research and develop design criteria to inform the design of innovation aimed at particular individual or groups [KS2]</p> <p>Technical knowledge –</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] accurately [KS2]</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (KS2)</p>	<p>Cooking and nutrition – Healthy Eating</p> <p>Understand and apply the principles of a healthy and varied diet (KS2)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2)</p> <p>Understand seasonality and know where and how a variety of ingredients are reared, caught and processed (KS2)</p> <p>NB – consider a visit to local food producer</p>	<p>Design/Make/Evaluate –Viking Long ship</p> <p>Understand how key events and individuals in design and technology have helped shaped the world [KS2]</p> <p>Use research and develop design criteria to inform the design of innovation aimed at particular individual or groups [KS2]</p> <p>Understand and use mechanical system in their products [for example, gears, pulleys, cams, levers and linkages [KS2]</p> <p>Technical knowledge –</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] accurately [KS2]</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (KS2)</p> <p>Evaluate propulsion and investigate different kinds of materials for use as sails</p>
MFL	French	French	French

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4

	<p>Listen attentively to spoken language and show understanding by joining in and responding [KS2]</p> <p>Explore the patterns in sounds of languages through songs and rhymes and link the spelling, sound and meaning of words [KS2]</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others [KS2]</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures [KS2]</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases [KS2]</p> <p>Read carefully and show understanding of words, phrases and simple writing [KS2]</p>	<p>Appreciate songs, stories, poems and rhymes in the language [KS2]</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary [KS2]</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly [KS2]</p> <p>To describe people, places, things and actions orally and in writing [KS2]</p>
Computing	<p>Coding</p> <p>Online Safety</p>	<p>Spreadsheets</p> <p>Writing for Different Audiences</p>	<p>Animation</p> <p>Effective Search</p> <p>Hardware Investigators</p>
Online Relationships	<p>Self-image and Identity</p> <ul style="list-style-type: none"> I can explain how my online identity can be different to the identity I present in 'real life'. [Yr4] Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. [Yr4] I can explain how identity online can be copied, modified or altered. I can explain how I can represent myself in different ways online. [Yr5] I can demonstrate responsible choices about my online identity, depending on context. [Yr5] 	<p>Online relationships</p> <ul style="list-style-type: none"> I can describe strategies for safe and fun experiences in a range of online social environments. [Yr4] I can give examples of how to be respectful to others online. [Yr4] I can explain that there are some people I communicate with online who may want to do me or my friends harm. [Yr4] I can recognise that this is not my/our I can give examples of technology- fault. specific forms of communication (e.g. emojis, acronyms, text speak). I can make positive contributions and be part of online communities. [Yr4] I can describe some of the communities in which I am involved and describe how I collaborate with others positively. [Yr4] 	<p>Online reputation</p> <ul style="list-style-type: none"> I can describe how others can find out information about me by looking online. [Yr4] I can explain ways that some of the information about me online could have been created, copied or shared by others. [Yr4] I can search for information about an individual online and create a summary report of the information I find. [Yr5] I can describe ways that information about people online can be used by others to make judgments about an individual. [Yr5] I can explain how I am developing an online reputation which will allow other people to form an opinion of me. [Yr6] I can describe some simple ways that help build a positive online reputation. [Yr6]
PSHE / RSE / Wellbeing	[PSHE Matters] Being Me	[PSHE Matters] Being Safe	[PSHE Matters] Growing Up

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4

	<p>[PSHE Matters] Bullying Matters</p> <p>[SEAL] Say No to Bullying</p> <p>ANTI BULLYING WEEK</p>	<p>SAFER INTERNET WEEK</p> <p>[PSHE Matters] Money Matters</p> <p>FIRST AID [KS2]</p>	<p>SUN SAFETY</p> <p>[PSHE Matters] Changes</p> <p>[SEAL]Changes</p> <p>TRANSITION EVENTS</p>
RE	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>(Part 2)</p> <p>U2.7 What matters most to Christians and Humanists?</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? (Part 1)</p> <p>L2.5 Why are religious festivals important for religious communities?</p>	<p>U2.5 Is it better to express your beliefs in art and architecture or charity and generosity?</p>
<p>Cultural diversity links</p> <p><i>the existence of a variety of cultural or ethnic groups within a society.</i></p>	<p>Children will have an opportunity to study population, ethnicity, diversity, religion and language as part of the overarching Asia theme.</p>	<p>Awareness of environmental issues around the world.</p>	<p>Awareness of religions around the world.</p> <p>To understand that different religions have divisions and sects.</p>
<p>Theme Share with parents/community</p>	<p>Anti-Bullying Week</p> <p>Diversity Theme to share with Parents</p>	<p>Safer Internet Week</p> <p>First Aid – St Johns Ambulance</p> <p>Links with RSE learning</p>	<p>Sun Safety</p> <p>Transition Events</p>

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 4