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Long Term Planning 2024-2025



Year 4 Planning Overview			
	Autumn	Spring	Summer
Topic title	World of Water	What did the Romans do for Leicester?	Insides Out!
Drivers (past present future)	<p>Past: How was water used in the past? (Canals, water mills, steam power, hygiene) Potential link to Foxton Locks</p> <p>Present: What are we doing to help our water stay clean?</p> <p>Future: Where should buildings be built to ensure that they are protected from future weather issues? (Flooding/ food plains, coastal erosion).</p>	<p>Past: Why did the Romans build roads?</p> <p>Present: How are roads adapted to cope with the growing amount of traffic? (Traffic Survey)</p> <p>Future: How will transport evolve in the future?</p>	<p>Past: How were illnesses treated in the past?</p> <p>Present: How far has medicine advanced (Covid 19 Vaccine)</p> <p>Future: How can we stop future pandemics? (Covid, SARS, MERs, Ebola)</p>
Curriculum of Global Discovery drivers	     <p>Critical thinking & Problem Solving Sustainability Global Awareness Technology & Digital Literacy Human Rights</p>	     <p>Creativity Technology & Digital Literacy Equity Community & Collaboration aspiration</p>	   <p>Community & Healthy Minds & Bodies Technology & Digital Literacy Diversity</p>
	<p>Avenues for exploration:</p> <ul style="list-style-type: none"> • saving water • our right to have clean water • How water can be used for renewable energy? 	<p>Avenues for exploration:</p> <ul style="list-style-type: none"> • inventions that have influenced the world today (baths, heating systems, aqueducts, roads) • how can we be innovators? • Migration and settlements 	<p>Avenues for exploration:</p> <ul style="list-style-type: none"> • what we need to do to stay healthy and how do we adapt? (Covid link) • how does society value equality and diversity
UN Global Goal links	       	   	   
British Values	 	   	 

Charity Link	<i>Water Aid</i>					
Visit/ experience linked to the topic	Severn Trent – Sewer Soup – People come in to explain what happens to water after it goes down the sink.		Jewry Walk Roman Baths trip.		Day at Beaumanor- looking at what our bodies can do.	
Hook	Severn Trent – Sewer Soup – People come in to explain what happens to water after it goes down the sink.		The Specialists in for a Roman experience day.		Technology Day: VR headsets. Egg experiment (eggs in different liquids) - teeth. Outside – lengths of the digestive system, measure and use chalk to show.	
Overall outcome for topic (showcase)	Post box trip- Writing letters to supermarkets to reduce plastic waste.		Class Assembly about the Romans.		Design a meal and cook it for parents/ family to raise money for Water Aid.	
Key Text	<ul style="list-style-type: none"> • Race to the Frozen North – Catherine Johnson • Shackleton’s Journey – William Grill • Town is by the Sea • A Whale’s Tale (Video) • Survivors – David Long • Nellie Choc Ice • Oliver and the Seawigs 		<ul style="list-style-type: none"> • Romans on the Rampage • Empires End: A Roman Story – Leila Rasheed • Meet the Ancient Romans – James Davies • Class assembly • Boudicca’s Army: I was there – Hilary McKay 		<ul style="list-style-type: none"> • Demon Dentist • Literacy shed comprehension – Eating and Digestion and Human Body. • The quest to digest – Mary K Corcoran • Chalk – Bill Tompson • Instructions – Neil Damon • Literacy Shed – Journey to the Centre of Your Body (Narrative) 	
English/Phonics	Journalistic writing - linking to news about water disasters Persuasive Letters – supermarkets to reduce plastic Narrative – linking to power of reading text.		The Write Stuff		The Write Stuff	
Purposes for writing	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Writing to entertain</p> </div> <div style="text-align: center;">  <p>Writing to inform</p> </div> <div style="text-align: center;">  <p>Writing to persuade</p> </div> </div>					
Mathematics 	Place Value Addition and Subtraction	Multiplication and Division A Multiplication and Division B Area	Length and Perimeter Fractions	Decimals A Decimals B	Money Time Statistics	Position and Direction Shape

Block 1	<p>Geography – Map Reading</p> <p>This unit will cover map reading skills, finding cities in the UK, locating and naming some of the islands that surround the UK, identifying the difference between the British Isles, Great Britain and the UK. It will also look at features of villages, towns and cities.</p>	<p>History – Romans</p> <p>This unit will cover the key timeline events of the Roman Empire. It will look at using timelines to plot key times, learn about how the Romans invaded Britain, what life was like for Romans and how the invasion has impacted Britain today.</p>	<p>Science – Animals, including humans</p> <p>This unit will cover the digestive system, the key body parts involved in this and the process food goes through. It will also cover teeth, the various types of teeth and the jobs they do. It will also recap food chains.</p>
Subject outcome 1	<p>Investigate the water cycle and how it can determine where people live, what factors are taken into consideration. Produce a video clip in the style of a documentary.</p>	<p>Children to create a Rotten Romans video clip related to Roman life in Leicestershire</p>	<p>Create an interactive, creative labelled poster showing digestive system in the human body.</p>
Block 2	<p>Science biology - Living things and their habitats</p> <p>This unit will cover classifying keys to group, identify and name living things. It will also cover what a food chain is, how to construct a food chain and how the environment can impact food chains. It will cover grouping animals based on physical characteristics and how living things are divided into kingdoms.</p>	<p>Geography: – Human and Physical Features</p> <p>This unit will cover using maps to locate counties, identify the physical and human features of different regions in the UK and identify why some people may choose to live in one place rather than another.</p>	<p>Science – Sound</p> <p>This unit will cover how sound is made, how sound travels, how humans hear, what the ear looks like and how sound travels through our ears.</p>
Subject outcome 2	<p>Double page spread on how animals adapt to their environments and what can happen when their environment is threatened.</p>	<p>Create a map of Roman Leicester to explain the impact of Roman settlements in our area</p>	<p>Using musical instruments create pitch and vibration to explain how sounds travel through the ear. Video the outcome.</p>
Block 3	<p>Science chemistry - States of matter</p> <p>This unit will cover the water cycle, what it is, the elements of it and conduct an experiment showing the water cycle. It will also cover states of matter (solid, liquid, gas), how these are different, how the temperature can change the state of matter and what the particles look like for each type of matter.</p>	<p>DT – Catapult</p> <p>This unit will cover planning, design and making a Roman catapult. It will cover accurate measuring, evaluating and meeting a design criteria.</p>	<p>Art-Hot, cold and texture</p> <p>In this unit, the children will be looking at the artist, Frank Bowling and his work using 'hot' and 'cold' colours. The children will also be looking at the term 'abstract' and creating their own piece inspired by the effects of the colours found in volcanoes. They will also look at adding texture (like sand) to paint and the effect this creates.</p>
Subject outcome 3	<p>To make an interactive water cycle collage.</p>	<p>Design and make a mini Roman Catapult.</p>	<p>Create an art piece inspired by the effects of colours found in volcanoes.</p>
Block 4	<p>Science – Electricity</p> <p>This unit will cover how electricity is produced, how it travels around a circuit, what a circuit is, what are sources of electricity. It will also give the children opportunities to make circuits using equipment and test our different components</p>	<p>Art- Roman Ceramics</p> <p>This unit will cover clay skills for the children to produce a Roman inspired clay pot.</p>	<p>D&T – Cooking</p> <p>This unit will cover healthy eating, how to be hygienic and safe around food, understand how ingredients can come together to make a meal and cover skills used when prepping food.</p>
Subject outcome 4	<p>Creating and powering a circuit without a battery.</p>	<p>Create a Roman inspired clay pot.</p>	<p>Make a healthy meal.</p>

Lessons (Taught Weekly)

RE	<i>Unit L2.3 What is the Trinity and why is it important to Christians?</i>	<i>Unit L2.7 What do Hindus believe God is like?</i>	<i>Unit L2.8 What does it mean to be a Hindu in Britain?</i>	<i>Unit L2.5 Why do Christians call the day Jesus died Good Friday?</i>	<i>Unit L2.6 For Christians, when Jesus left, what was the impact of Pentecost?</i>	<i>Unit L2.11 How and why do people mark significant events in life?</i>
PSHE	Rights, Rules and Responsibilities RR34	My Emotions ME34 Anti-bullying AB34	Working Together WT34 Financial Capability FC34	Relationships & Sex Education RS4	Managing Risk & Safety MSR34	Digital Lifestyles Managing Change MC34
PE	Dance	Gymnastics	Dodgeball Swimming	Football Swimming	Handball	Rounders
Music	Rhythm and Pulse <i>This unit will cover what rhythm and pulse are, how to perform using rhythmic phrases whilst maintaining a steady pulse.</i>		Music Technology <i>This unit will allow the children an opportunity to use technology to produce music and apply various effects.</i>		Voice and Pitch <i>This unit will provide the children with opportunities to sing, build on singing skills use notation to create a melody and be aware of their breathing and pronunciation. It will also make children aware of pitch changes in songs and create melodies with varying pitch.</i>	
Computing	Computing systems and networks -The Internet - Unit 1 evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	Creating Media – Audio Editing – Unit 2 produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.	Creating Media – Photo Editing – Unit 3 learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.	Data and Information – Data Logging - Unit 4 Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	Programming A – Repetition in Shapes – Unit 5 Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.	Programming B – Repetition in Games - Unit 6 - Design and create a game which uses repetition, applying stages of programming design throughout.