



HAYES MEADOW PRIMARY SCHOOL

YEAR FOUR – LONG TERM PLAN 26/27



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
Core Texts	The Egyptian Cinderella Cinderella of the Nile The Heart Scarab The Ancient Egyptian Sleepover The Egyptian Diary of Nakt		Roman Diary Queen of Darkness		The Adventurers – 3 books series Romeo and Juliet													
Visual texts	Prince of Egypt Tadeo Jones – Egyptian Tomb – LS				Romeo and Juliet Tom’s midnight garden – film and BBC													
Suggested Visits/ Visitors	Professor McGinty – Egypt <u>Wolseley centre</u> <u>Visit to Blithfield Reservoir</u>		Sarehole Mill – Rivers Wall – Roman site Blithfield reservoir – Geography and science		Visit to Lichfield – history, geography and art Thinktank													
History	How can we recreate the wonder of Ancient Egypt? Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them. An in-depth study Ancient Egypt. Know about and name some of the advanced societies that were around 3,000 years ago. Know about the key features of Ancient Egypt. Appreciate how life was in Britain when these civilizations were at their strongest.		Who were the Romans and what did we learn from them? Know how Britain changed between the end of the Iron Age and the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society. Know how there was resistance to the Roman occupation and know about Boudica. Know about at least one famous Roman emperor. Sources: maps, artefacts, paintings, buildings		Why should the gunpowder, treason and plot never be forgotten? Know that the reason for the gunpowder plot was to blow up the king in the houses of parliament This was because radical Catholics didn’t like the way the Protestant King was treating Catholic people. Catholics wanted to inspire un uprising.													
	<table><tr><th>Cause</th><th>Effect</th></tr><tr><td>The pyramids were built – to burry important people and Pharaohs</td><td>The pyramids of Giza became one of the ancient wonders of the world because of their size and mathematical precision.</td></tr></table>		Cause	Effect	The pyramids were built – to burry important people and Pharaohs	The pyramids of Giza became one of the ancient wonders of the world because of their size and mathematical precision.	<table><tr><th>Cause</th><th>Effect</th></tr><tr><td>The Romans left Britain - Rome was being attacked</td><td>This left Britain undefended, allowed Anglo Saxons to invade and settle</td></tr></table>		Cause	Effect	The Romans left Britain - Rome was being attacked	This left Britain undefended, allowed Anglo Saxons to invade and settle	<table><tr><th>Cause</th><th>Effect</th></tr><tr><td>Failed attempt to assassinate the king - angry at the English government and the Protestant king for their mistreatment of Roman Catholics</td><td>Laws against Roman Catholics were immediately increased in severity, and the gradual advance toward religious toleration was put back for centuries – then led to celebrations Bonfire celebrations</td></tr></table>		Cause	Effect	Failed attempt to assassinate the king - angry at the English government and the Protestant king for their mistreatment of Roman Catholics	Laws against Roman Catholics were immediately increased in severity, and the gradual advance toward religious toleration was put back for centuries – then led to celebrations Bonfire celebrations
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Geography	Why are most of the world’s cities located by rivers? Use world and UK maps to locate famous rivers		What are biomes and how are they created? Know what is meant by the term ‘biome’		What are the unique features of the United Kingdom?													

	<p>Use a local map to follow the course of a river close to the school</p> <p>Use Google Earth to follow the course of a local or near river</p> <p>Make models to illustrate erosion and depositions in a river</p> <p>Create a model of a river showing features such as meanderings, etc.</p> <p>Carry out a local river survey, to include field sketches</p>	<p>Recognise the physical conditions necessary for the creation of different biomes.</p> <p>Know what is meant by biomes and what are the features of a specific biome.</p> <p>Label layers of a rainforest and know what deforestation is.</p>		<p>Describe and follow a journey on a map between two places or features using 8 compass points. e.g., 'Move three steps north-east then 3 steps west'.</p> <p>Use 8 points of a compass to describe the locations of two places in relation to each other. e.g., 'The school is north-west of the shops.'</p> <p>Find the same boundary of a country/county on different scale maps.</p>							
Science	<p>All living things and their habitats</p> <p>Use classification keys to group, identify and name living things.</p> <p>Know how changes to an environment could endanger living things.</p> <p>Use and construct food chains to identify producers, predators and prey.</p>	<p>Sound</p> <p>Know how sound is made associating some of them with vibrating.</p> <p>Know how sound travels from a source to our ears.</p> <p>Know the correlation between pitch and the object producing a sound.</p> <p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Know what happens to a sound as it travels away from its source.</p>	<p>Chemical and Physical changes</p> <p>Group materials based on their state of matter (solid, liquid, gas)</p> <p>Know the temperature at which materials change state</p> <p>Know about and explore how some materials can change state.</p> <p>Know the part played by evaporation and condensation in the water cycle.</p>	<p>Electricity</p> <p>Identify and name appliances that require electricity to function.</p> <p>Construct a series circuit.</p> <p>Identify and name the components in a series circuit.</p> <p>Predict and test whether a lamp will light within a circuit.</p> <p>Know the function of a switch.</p> <p>Know the difference between a conductor and an insulator.</p>	<p>Animals including Humans</p> <p>Identify and name the parts of the human digestive system.</p> <p>Know the functions of the organs in the human digestive system.</p> <p>Identify and know the different types of human teeth.</p> <p>Know the functions of different human teeth.</p>						
						Working scientifically – scientific attitudes, planning, observing and measuring, analysis.					
						Scientific attitudes	Planning	Observing and measuring	Analysis	Evaluating	Measurements
						Ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them.	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests.	Make systematic and careful observations and, where appropriate, take accurate measurements, using a range of equipment safely,	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations,	Use results to suggest improvements and raise further questions.	Use standard units

	Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. Read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.		including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions.	displays or presentations of results and conclusions. Use results to draw simple conclusions and make predictions for new values. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support findings.		
Art		Sculpture – use clay to make an Egyptian Mask.	Painting – paint a landscape which includes a river.			Drawing – use pastels in a still life drawing in the style of Edgar Degas to show movement.
DT	Textiles – design and make a slipper to fit their own foot. (link to Egyptian Cinderella)		Food Technology – make a healthy pizza.		Structure and Mechanisms – make a model of a London landmark with an electrical component.	
		Designing Use ideas from other people when designing eg. Creating a mood board. Produce a plan and explain the use of materials, equipment and processes. Persevere and adapt work when original ideas do not work. Communicate ideas through annotated sketches that show different viewpoints of the product.	Making Know which tools to use for a particular task and show knowledge of handling the tool. Know which material is likely to give the best outcome based on its properties. Mark, measure and cut accurately. Sew, weave or knit using a range of stitches.	Evaluating Evaluate and suggest improvements for designs. Evaluate products for both their purpose and appearance. Evaluate their own and others work. Present a product in an interesting way.	Technical knowledge Link scientific knowledge by using lights, switches or buzzers. Use IT where appropriate to add to the quality of the product.	
Computing (including online safety linked with PSHE)	<p style="text-align: center;">Online Safety</p> <p style="text-align: center;">Before the first unit of the academic year, Online Safety is explicitly taught. Lesson 1 is Unit 7 of the Online Safety curriculum, Privacy and Security. Lesson 2 is Unit 8 of the Online Safety curriculum, Copyright and Ownership.</p> <p style="text-align: center;"><u>Privacy and Security:</u></p> <p style="text-align: center;">To know that internet use is never fully private and is monitored, as well as knowing that some online services seek to consent information about you.</p> <p style="text-align: center;"><u>Copyright and Ownership:</u></p>					

RE	2.6d Environment: Harvest	2.4d Landmarks in life.	2.6c Commitment: Lent	2.4c Study of a chosen religion	2.3d Thinking about God	2.2b Features and patterns of worship
	Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour.	Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked.	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects our lives.	Research some key events in the development of a religious tradition and explain the impact on believers today.	Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice.	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.
	Christianity Judaism	Christianity Islam	Christianity	Sikhism	Christianity Hindu	Christianity Islam
MFL	Encore! People and Places	Quelle heure est-il? Time	Les fetes Festivals	Ou vas-tu? Where are you going?	On mange! Eating	Le cirque Different languages
	Describing people- recap from Y3 Nationalities	Time Leisure activities	Festivals Recap numbers 11-20 from Y3 Number 31-60	Directions Weather	Food Asking how much something costs	Languages Clothes Colours
	<p>Read and understand a short passage using familiar language.</p> <p>Explain the main points in a short passage.</p> <p>Read a passage independently.</p> <p>Read a factual text and identify family members within it/ read about their favourite sport/ read a weather report.</p>					