

## YEAR 4 AND YEAR 5 LONG TERM PLAN

	Years 4 and 5 – Explore and Discover, Create and Challenge		
	Autumn Term 2018	Spring term 2019	Summer term 2019
	Homecomings	All Around The World	Grow Your Own
<b>Termly questions</b>	<ul style="list-style-type: none"> <li>Why did WW1 begin?</li> <li>Why do wars happen?</li> <li>Why do wars and conflict cause so much pain?</li> <li>How long did it take to build trenches?</li> </ul>	<ul style="list-style-type: none"> <li>What is Earth made of?</li> <li>How does Earth stay in orbit?</li> <li>How did explorers know where they were?</li> </ul>	<ul style="list-style-type: none"> <li>Why are there different habitats?</li> <li>How do plants adapt to different environments?</li> </ul>
<b>English</b>  (The choice of texts studied may change as this is dependent on the children's interests.)	<b>Realistic Fiction, Biography, Modern Fiction, Diaries &amp; Autobiographies</b>  <b>Texts:</b> <ul style="list-style-type: none"> <li>Pax Sara Pennypacker</li> <li>The Breadwinner Deborah Ellis</li> <li>War Horse Michael Morpurgo</li> <li>A selection of WW1 Poetry</li> <li>Oranges in No Man's Land Elizabeth Laird</li> </ul>	<b>Historical Fiction/Contexts. Fiction from our literary heritage. Reference Books</b>  <b>Texts:</b> <ul style="list-style-type: none"> <li>Shackleton's Journey William Grill</li> <li>The Polar Bear Explorers' Club Alex Bell</li> <li>Around the World in 80 days (Jules Verne)</li> <li>Varjak Paw S F Said</li> <li>A Long Walk To Water Linda Sue Park</li> <li>Water Wings Morris Gleitzman</li> <li>Northern Lights Phillip Pullman</li> </ul>	<b>Futuristic Fiction. Books from other cultures &amp; traditions. Myths, legends, traditional stories</b>  <b>Texts:</b> <ul style="list-style-type: none"> <li>Just So Stories Rudyard Kipling</li> <li>Lettuce (Grow Your Own) Helen Lanz</li> <li>Where my Wellies Take Me Clare &amp; Michael Morpurgo</li> <li>Holes Louis Sacher</li> </ul>

	<p><b>Reading:</b> Phonics &amp; Word Reading, Comprehension</p> <ul style="list-style-type: none"> <li>• read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• become familiar with a wide range of books</li> <li>• recommend books</li> <li>• identifying and discussing themes</li> <li>• learning and preparing poetry and other texts to perform by heart and read aloud</li> <li>• show understanding of what has been read through: checking, inferring, predicting and summarising.</li> <li>• discuss how authors use language, including figurative language</li> <li>• discussing their understanding and exploring the meaning of words in context</li> <li>• provide reasoned justifications for own views</li> </ul>	<p><b>Reading:</b> Phonics &amp; Word Reading, Comprehension</p> <ul style="list-style-type: none"> <li>• read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• become familiar with a wide range of books</li> <li>• recommend books</li> <li>• identifying and discussing themes</li> <li>• learning and preparing poetry and other texts to perform by heart and read aloud</li> <li>• show understanding of what has been read through: checking, inferring, predicting and summarising.</li> <li>• discuss how authors use language, including figurative language</li> <li>• discussing their understanding and exploring the meaning of words in context</li> <li>• provide reasoned justifications for own views</li> </ul>	<p><b>Reading:</b> Phonics &amp; Word Reading, Comprehension</p> <ul style="list-style-type: none"> <li>• read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• become familiar with a wide range of books</li> <li>• recommend books</li> <li>• identifying and discussing themes</li> <li>• learning and preparing poetry and other texts to perform by heart and read aloud</li> <li>• show understanding of what has been read through: checking, inferring, predicting and summarising.</li> <li>• discuss how authors use language, including figurative language</li> <li>• discussing their understanding and exploring the meaning of words in context</li> <li>• provide reasoned justifications for own views</li> </ul>
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<b>Mathematics</b>	<b>White Rose Planning, NRICH</b> <ul style="list-style-type: none"> <li>• Number – Place Value</li> <li>• Number- Addition and Subtraction</li> <li>• Number- Multiplication and Division</li> <li>• Measurement - Length and Perimeter</li> <li>• Fluency, Problem Solving &amp; Reasoning</li> </ul>	<b>White Rose Planning, NRICH</b> <ul style="list-style-type: none"> <li>• Number- Multiplication and Division</li> <li>• Measurement - Area and Volume</li> <li>• Fractions</li> <li>• Decimals</li> <li>• Fluency, Problem Solving &amp; Reasoning</li> </ul>	<b>White Rose Planning, NRICH</b> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Money (Y4)</li> <li>• Percentages (Y5)</li> <li>• Statistics</li> <li>• Measurement: Time and converting units</li> <li>• Geometry- Properties of Shape</li> <li>• Geometry- Position and Direction</li> </ul> <p>Fluency, Problem Solving &amp; Reasoning</p>
<b>Science</b>	<b>Sound and Light</b> <p>How sounds are made, vibrations travel to the ear, pitch and volume (distance and energy).</p> <p>Light travels in straight lines, reflects from objects to the eye and why shadows are cast.</p> <p><b>Working scientifically</b></p>	<b>Earth and Space</b> <p>Understanding the solar system and the movement of the Sun, Earth and Moon.</p> <p><b>Working scientifically</b></p>	<b>Plants and their habitats</b> <p>Describe reproduction in plants and classify into broad groups according to common observable characteristics.</p> <p>Discover and explain how plants are suited to their habitats.</p> <p><b>Working scientifically</b></p>

<p><b>Design Technology</b></p>	<p><b>Construction (design, make and evaluate)</b></p> <ul style="list-style-type: none"> <li>• Building shelters from a range of materials. (link to outdoor learning, link to history) (Tepee, shelters in trenches)</li> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate own ideas and products &amp; consider views of others. Understand how key events and Individuals in DT have helped shape the world.</li> </ul>	<p><b>Sheet material (design, make and evaluate)</b></p> <ul style="list-style-type: none"> <li>• Design and make a floating model (Link to history/geography)</li> <li>• Create an Orrery (link to science)</li> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate own ideas and products &amp; consider views of others. Understand how key events and Individuals in DT have helped shape the world.</li> </ul>	<p><b>Cooking and nutrition (design, make and evaluate)</b></p> <ul style="list-style-type: none"> <li>• Food and nutrition. Research and devise a healthy party meal</li> <li>• Food and nutrition.</li> <li>• Understand seasonality and how ingredients are grown.</li> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate own ideas and products &amp; consider views of others. Understand how key events and Individuals in DT have helped shape the world.</li> </ul>
<p><b>Computing</b></p>	<p><b>E- Safety</b> Use technology safely &amp; respectfully, keeping personal information private.</p> <p><b>Multimedia</b> Create, organise, store, manipulate, search &amp; retrieve digital content.</p> <p>Use of IT to enhance &amp; support learning across the curriculum &amp; develop understanding of use of Technology in our lives.</p>	<p><b>E- Safety</b> Use technology safely &amp; respectfully, keeping personal information private. Recognise acceptable and unacceptable behaviour.</p> <p><b>Programming</b> Algorithms, Design, Write &amp; Debug simple programs.</p> <p>Use of IT to enhance &amp; support learning across the curriculum &amp; develop understanding of use of Technology in our lives.</p>	<p><b>E- Safety</b> Continue to develop understanding of how to see technology safely &amp; respectfully, keeping personal information private. Identify a range of ways to report concerns about content and contact.</p> <p><b>Data Handling</b> Collect, analyse, evaluate &amp; present data and information.</p> <p>Use of IT to enhance &amp; support learning across the curriculum &amp; develop understanding of use of Technology in our lives.</p>

<b>Art &amp; Design</b>	<p><b>Drawing:</b> Observational drawing, portraits, use of shade, tone, hatching and other methods and techniques.</p> <p><b>Sculpture:</b> Create a commemorative WW1 sculpture with the title; Homecoming</p>	<p><b>Painting &amp; Printing:</b> Water colours of animals and scenes from around the world. Art and textiles work from around the world</p> <p>Aboriginal art Japanese art African art</p>	<p><b>Artist Study:</b> David Hockney (iPad art)</p> <p>Using natural dyes created from home-grown vegetables and greenery to create a tie dye bag for life (linked to sustainable living). To experiment with a range of textile techniques.</p>
<b>Music</b>	<p><b>Singing &amp; Listening</b> to a range of high quality music, developing aural memory. Preparation for Young Voices Concert</p>	<p><b>Composing &amp; Listening</b> to a range of high quality music, developing aural memory. Use Musical Notation to create their own piece for Pluto, through drawing inspiration from Holst.</p> <p><b>Famous Composer Study</b> Comparing Saint Seans Carnival of the Animals and Holst's Planet suite.</p>	<p><b>Singing &amp; Listening</b> to a range of high quality music, developing aural memory.</p> <p>Upper Key Stage 2 Performance</p>

<b>History</b>	<b>Conflicts</b> <b>Native Americans</b> <b>Afghanistan</b> <b>WW1</b> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history.</li> <li>• develop the appropriate use of historical terms.</li> <li>• notice connections, contrasts and trends over time.</li> <li>• devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct responses that involve thoughtful selection of relevant information.</li> <li>• knowledge is constructed from a range of sources.</li> </ul>	<b>Explorers</b> <b>North America - Lewis and Clark, Columbus, Marco Polo, Francis Drake, James Cook, Shackleton and Scott.</b> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history.</li> <li>• develop the appropriate use of historical terms.</li> <li>• notice connections, contrasts and trends over time.</li> <li>• devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct responses that involve thoughtful selection of relevant information.</li> <li>• knowledge is constructed from a range of sources.</li> </ul>	<b>Local history study</b> <b>Knaresborough / Ripon / York</b> <b>Ripon – St Wilfred, Police, Workhorse and Courthouse Museum.</b> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history.</li> <li>• develop the appropriate use of historical terms.</li> <li>• notice connections, contrasts and trends over time.</li> <li>• devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct responses that involve thoughtful selection of relevant information.</li> <li>• knowledge is constructed from a range of sources</li> </ul>
<b>Geography</b>	<b>Maps</b> Use four figure and six figure grid references and at least 12 symbols/key on an OS map to describe places in the UK and wider world (USA)	<b>The Continents</b> Comparison of the human and physical geography of world locations across the five continents	<b>Local Study linked to History</b> A study of the human and physical geography of the local area

<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• OAA</li> <li>• Net Games: Tennis</li> <li>• Invasion Games: Tchoukball</li> <li>• Invasion Games: Netball</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion Games: Basketball</li> <li>• Invasion Games Rugby</li> <li>• Gymnastics: balance / jumping and landing</li> <li>• Dance</li> <li>• Billy Elliot Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics: Running; speed/obstacles / distance /relay</li> <li>• Striking/Fielding Games: Cricket</li> <li>• Athletics: Throwing; pull/push/flip</li> <li>• Invasion Games: Lacrosse</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Can Christian Aid and Islamic Relief change the world?</li> <li>• Christmas a year by year approach?</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred Journeys and Pilgrimages</li> <li>• What does Easter really mean?</li> </ul>	<ul style="list-style-type: none"> <li>• Why are there over 50 mosques in Yorkshire?</li> <li>• Key figures and faith leaders</li> </ul>
<b>French</b>	<p><b>Ma famille et moi</b> <b>Les fêtes</b></p> <p>Numbers 10 -69 Alphabet Classroom Language</p> <p>French vocabulary associated with people (family and body) Months, dates, festivals including Christmas, Birthdays</p>	<p><b>Le monde des animaux</b> <b>Bon appétit</b></p> <p>Numbers 10 -69 Alphabet Classroom Language</p> <p>The Carnival of the Animals: French vocabulary associated with animals, pets, zoo animals, shopping, vegetables, breakfast Learn to write simple and then more complex sentences, use past tenses.</p>	<p><b>Le temps libre</b> <b>Destination vacances</b></p> <p>Numbers 10 -69 Alphabet Classroom Language</p> <p>French vocabulary associated with musical instruments, hobbies, clothes, the beach</p> <p>Use of the future tense</p>



<p><b>PHSE</b> <b>Staying Safe</b></p>	<p><b>Active citizen</b></p> <ul style="list-style-type: none"> <li>• Laws and democracy</li> <li>• Knowing the consequences of anti-social behaviour and breaking the law.</li> <li>• United nations</li> <li>• Fair trade</li> </ul> <p>Visit from Consultant Neurologist: Developing an understanding of the ageing process</p>	<p><b>Me and my relationships</b></p> <ul style="list-style-type: none"> <li>• Puberty</li> </ul>	<p><b>Me and my future</b></p> <ul style="list-style-type: none"> <li>• Making a good impression</li> <li>• What am I good at? What do I enjoy?</li> <li>• Portraying yourself well <ul style="list-style-type: none"> <li>• Careers</li> <li>• Money / enterprise / employment</li> </ul> </li> </ul>
<p><b>Metacognition</b></p>	<p><b>Learning Something New</b></p> <ul style="list-style-type: none"> <li>• Attitudes to failure, emotional reactions &amp; associated vocabulary</li> <li>• Motivation &amp; rewards</li> <li>• Learning together</li> <li>• Reflection &amp; Evaluation of Learning</li> </ul>	<p><b>Strategies for improving our memories.</b></p> <ul style="list-style-type: none"> <li>• Problem Solving Strategies including “Trial and Error” and systematic approaches</li> <li>• Reflection &amp; Evaluation of Learning</li> </ul>	<p><b>Visualisation</b></p> <ul style="list-style-type: none"> <li>• Behaviour of effective learners.</li> <li>• Awareness of how children learn and how they apply skills.</li> <li>• Working and learning with Year 1 &amp; 2</li> <li>• Reflection &amp; Evaluation of Learning</li> </ul>
<p><b>21 things</b> (including Educational Visits)</p>	<ul style="list-style-type: none"> <li>• Learn names of trees in school grounds</li> <li>• Hookstone Woods for shelters (Forest Schools)</li> <li>• Royal Armouries Visit</li> </ul>	<ul style="list-style-type: none"> <li>• Bewerley Park for Raft building</li> <li>• Young Voices</li> <li>• Harrogate Town visit</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4 residential visit to Lineham Farm</li> <li>• Visit to Yorkshire CCC</li> </ul>

<b>Homework Challenges</b>	<ul style="list-style-type: none"> <li>• Make a book about Native American Indians.</li> <li>• Make a 3D Model of a WW1 artefact. Write about it.</li> <li>• Write a story with at least three chapters that is a little like Private Peaceful.</li> <li>• Produce an artefact or model based on Children of the Oregon Trail.</li> <li>• Design and make a maths game about money.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a book about Space</li> <li>• Make a 3D Model of a rocket or space ship</li> <li>• Write a story called Lost In Space</li> <li>• Design and make a travel brochure about a country of your choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a healthy meal</li> <li>• Make a 3D Model of Knaresborough Castle/</li> <li>• Produce an artefact or model based on one of our books</li> <li>• Design and make a 3D book about plants</li> </ul>
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**Reviewed: January 2019**

**Author: Miss V Watson, Headteacher**