

# Long Term Sequence: Year 4

Subject		Autumn Term		Spring Term		Summer Term	
English	Quality Texts	<i>Anglo-Saxon Boy</i>		<i>The Miraculous Journey of Edward Tulane</i> <i>The Lion, the Witch and the Wardrobe</i>		<i>The Girl Who Stole an Elephant</i>	
	Fiction	<b>Historical setting</b> Retell one of the battles but from the perspective of a different character  <b>Issues/dilemmas</b> Write diary entries in role of the central characters, as well as diary entries from the perspective of historical figures chronicling key historical events and issues/dilemmas that go with them.		<b>Stories set in imaginary worlds</b> Write an alternative chapter where Edward ends up in a different, imaginary setting  <b>Own version and retelling</b> Told from the perspective of a child who has had their life touched by Edward		<b>Write an alternative chapter based on a story from another culture</b> The group have to make a lot of quick decisions. Choose one and write an alternative version of the chapter. Make a different decision for them.  <b>Traditional stories</b> Write a monologue from Ananda's point of view. Use traditional language in the style of the book.	
	Non-fiction	<b>Non-chronological report</b> Information text about Anglo-Saxon life  <b>Explanation text</b> Why did the Battle of Hastings take place?		<b>Developed recount - newspaper report</b> Report documenting the maiden voyage of Queen Elizabeth with Reward on board, including his encounter with the boys  <b>Instructional text</b> How to survive...choose a specific time in Edward's life that has been particularly traumatic		<b>Discussion text</b> Chaya steals on multiple occasions, although this is always shown as a Robin Hood-esque act rather than nefarious. Is it ever right to steal?  <b>Persuasive letter/speech</b> Write and perform a speech convincing people to support Princess Leela.	
	Poetry	Creating Images		Exploring Form		Haiku, Cinquain, Shape Poems	
Mathematics		Place value - <b>Number</b> Addition and subtraction - <b>Number</b> Area - <b>Measurement</b> Multiplication and division A - <b>Number</b>		Multiplication and division B - <b>Number</b> Length and perimeter - <b>Measurement</b> Fractions - <b>Number</b> Decimals A - <b>Number</b>		Decimals B - <b>Number</b> Money - <b>Measurement</b> Time - <b>Measurement</b> Shape - <b>Geometry</b> <b>Statistics</b> Position and direction - <b>Geometry</b>	
Science		Living things and their habitats - <b>Biology</b> States of matter – <b>Chemistry</b> Revisit Living things and their habitats - <b>Biology</b>		Animals, including humans - <b>Biology</b>		Sound - <b>Physics</b> Electricity - <b>Physics</b>	
Art and Design		Contour drawings based on still life and natural forms <b>Drawing</b>	Overpainting and tertiary colours <b>Painting</b>	Kente cloths and symbolic colours <b>Printmaking &amp; Textiles</b>	Wire and fabric human sculptures <b>Sculpture &amp; Collage</b>	Tints and tones to create an ombre effect with paint <b>Painting</b>	Refining drawing and sewing techniques <b>Creative Response – Drawing &amp; Textiles</b>
Computing		The internet <b>Networks</b> Design & development	Audio production <b>Effective use of tools</b> Creating media	Repetition in shapes <b>Algorithms</b> Programming	Data logging <b>Computing systems</b> Data and information	Photo editing <b>Effective use of tools</b> Creating media	Repetition in games <b>Programming</b> Design & development
Design and Technology		Ultra-processed food <b>Food and Nutrition</b>	Hinges <b>Mechanisms</b>	Fixings and fastenings <b>Textiles</b>	Designing structures using a frame <b>Structures</b>	Switches and circuits <b>Electrical systems</b> Link: Electricity	Understanding dietary requirements <b>Food and Nutrition</b> Link: Animals, including humans (Digestion)
Geography		<i>How are rivers formed?</i> Water cycle & Rivers <b>Human and physical geography</b>		<i>How can we locate places in the world and describe the features of the time zones?</i> Latitude and longitude <b>Locational knowledge</b>	<i>How can we compare/contrast different environmental regions of the world?</i> Fieldwork and map skills <b>Geographical skills and fieldwork</b>	<i>Why is the Nile so important to ancient and present Egypt?</i> Revisit Rivers <b>Human and physical geography</b>	
History		<i>Why did the Anglo-Saxons come to Britain?</i> Anglo-Saxons <b>Invasion   Power</b>		<i>Why did the Normans and Vikings both think they had the right to the throne of England?</i> Viking And Anglo-Saxon Struggles <b>Invasion   Power</b>		<i>Why is the Nile so important to ancient and present Egypt?</i> Achievements of An Ancient Civilisation: Egypt <b>Civilisation   Power</b>	
Languages (French)		The calendar (Days, months, date)	Colours, emotions and numbers (0-20)	Items from daily life (Clothes)	Learning together (Subjects and school)	The natural world (Animals and plants)	Celebration (Bastille Day)
Music		<i>Mastering rhythm 2</i> Follow beats in a bar (time signatures/metre) <b>Untuned Percussion</b>	<i>Introducing texture 2</i> Sing parts in an ensemble (harmony) <b>Singing</b>	<i>Musical notation 2</i> Revisit the staff <b>Glockenspiel</b>	<i>The history of singing 2</i> Singing for entertainment e.g. opera, theatrical, modernism <b>Singing</b>	<i>Composition 2</i> Perform including an element of composition <b>Range of Instruments</b>	<i>Introducing timbre 2</i> Identify and describe how sounds are combined <b>Glockenspiel</b>
Physical Education		Gymnastics (Apparatus) <b>Active Fusion Fri PM</b>	Dodgeball	Gymnastics (Floor)	Football	Tennis	Athletics & Sports Day Practice
		Tag Rugby	Swimming <b>Swimstars and Dolphins</b>	Dance	Hockey	OAA	Rounders <b>Active Fusion Fri PM</b>
Personal, Social & Health Education		Being part of a team <b>Being Me in My World</b>	Judging people by their appearance Forms of bullying <b>Celebrating Difference</b>	Coping when dreams don't come true <b>Dreams and Goals</b>	Leaders and followers; smoking and alcohol; peer pressure <b>Healthy Me</b>	Jealousy; loss and bereavement; negotiation; endings <b>Relationships</b>	Sanitary health; conception; managing change <b>Changing Me</b>
Religious Education		Why is Jesus inspiring to some people? <b>Believing</b>	What does it mean to be a Hindu in Britain today? <b>Living</b>	What can we learn from religions about deciding what is right and wrong? <b>Living</b>		Why do some people think life is like a journey and what significant experiences mark this? <b>Expressing</b>	
Educational Visits/Visitors		Local Doncaster Museum and Gallery Workshop	The Point in Doncaster Artist Workshop	Dig 'Jorvik' Experience	Priest from St. Aidan to visit the children: How can we decide right and wrong?	Ancient Egyptians Workshop	Sandall Beat Wood (Fieldwork)