**Chesterton Primary School/Isle of Ely Primary School**

Theme Long Term Plan (Year 4)

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|  | **Autumn 1**  Gods and Gladiators | | **Autumn 2**  Extreme Earth | | **Spring 1**  Into the Woods | | | **Spring 2**  Food Glorious Food | | **Summer 1**  Greece Lightening | | **Summer 2**  Fiesta | |
| Big Wow | Roman Day | | Artist to visit school for workshop | | Visit to Wandleburry | | | Workshop; you are what you eat (Cambridge Science Centre) | | Visit to Fitzwilliam Museum Greeks | | Art Gallery inspired by Pablo Picasso | |
| Science | Which instrument would be best for Boudica to use in War?   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that   produced it   * recognise that sounds get fainter as the distance from the sound source increases | | Would you find a puddle in the desert?   * recognise that environments can change and that this can sometimes pose dangers to living things. * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | | Does an owl need grass to grow to be able to eat?   * construct and interpret a variety of food chains, identifying producers, predators and   prey   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living   things in their local and wider environment | | | Do you need saliva to swallow food?   * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions | | Can a lamp be lit without a battery?   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * recognise that a switch opens and closes a circuit and associate this with whether or   not a lamp lights in a simple series circuit   * recognise some common conductors and insulators, and associate metals with being   good conductors. | | Could Gaudi have created the Sagrada Familia from chocolate?   * compare and group materials together, according to whether they are solids, liquids   or gases   * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) | |
| History/ Geography | **History**  What would Britain have been like without the Romans?  the Roman Empire and its impact on Britain  This could include:   * Julius Caesar’s attempted invasion in 55-54 BC * the Roman Empire by AD 42 and the power of its army * successful invasion by Claudius and conquest, including Hadrian’s Wall * British resistance, for example, Boudica * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology,   culture and beliefs, including early Christianity | | **Geography**  Do all countries have a coast?  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | **History:**  Was Britain a safe place for the Anglo-Saxons?  Britain’s settlement by Anglo-Saxons and Scots  Examples (non-statutory)  This could include:  Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire  Scots invasions from Ireland to north Britain (now Scotland)  Anglo-Saxon invasions, settlements and kingdoms: place names and village life  Anglo-Saxon art and culture  Christian conversion – Canterbury, Iona and Lindisfarne | | | **Geography**  Should banana’s always cost the same?  Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Possible: import/export the story of the banana, fairtrade | | **History**  Is Ancient Greek entertainment still used today?  Ancient Greece – a study of Greek life and achievements and their influence on the western world | | **Geography:**  Where would you go to climb the highest Mountain Spain or England?  understand geographical similarities and differences through the study of human and physical geography of a **region of the United Kingdom**, **a region in a European country**, | |
| Art /DT | **Art:**  Could mosaics be made from wood?  Roman mosaics create a design then make them.  to create sketch books to record their observations and use them to review and revisit ideas  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] | | **DT**:  How can you make a book for Juneberry class?  pop up books  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  investigate and analyse a range of existing products  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | **Art**  Which environment is the best for drawing?  Creating sketches of the outdoors including weather using different drawing techniques.  to create sketch books to record their observations and use them to review and revisit ideas  to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, | | | **DT**  Can you cook with tomatoes from the UK all year round?  Cooking:   * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | **DT**  Does the Ancient Greeks pottery still remain influential today?  Greek Vase:  understand how key events and individuals in design and technology have helped shape the world  structure  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  generate, develop, model and communicate their ideas through discussion, annotated  sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | | **Art**  What is Cubism, style of art?  Pablo Picasso  about great artists, architects and designers in history. | |
| Spanish  (Language Angels) | Me Presento  (Presenting Myself) | | La Familia  (My Family) | | Desayuno En El Café  (at the café) | | | Mi Clase  (in the classroom) | | Tienes Una Mascota?  (Do you have a pet?) | | Ricitos De Oro y Los Tres Osos  (Golidlocks and the three bears) | |
| Computing  Purple Mash | Coding (6weeks) | Online Safety (2 weeks) | | Spreadsheets (6 weeks) | | Writing for different audiences (5 weeks) | Logo (4 weeks) | | Animation (3weeks) | | Effective Searching (3 weeks) | | Hardware Investigators (2 weeks) |
| RE  (Discovery RE) | How special is the relationship Jews have with God? | | What is the most significant part of the nativity story for Christians today? | | How important is it for Jewish people to do what God asks them to do? | | | Is forgiveness always possible? | | What is the best way for a Jew to show commitment to God? | | Do people need to go to church to show they are Christians? | |
| Music |  | |  | |  | | |  | |  | |  | |
| PE | Gymnastics: Principles of Balance  Ball on the ground | | Dance: Cold Places  Net Games | | Gymnastics: Rotation | | | Dance: Rugby and the Haka | | Outdoor and adventurous activity: Co-operation, Communication  and Consideration | | Athletics: Pentathlon | |
| Enabling Enterprise |  | | | |  | | | | |  | | | |