



Inmans Y4 LTP

Why did the Anglo-Saxons and Scots want to settle in Britain? <i>History</i>	How has the Humber Estuary affected life in our area? Geography/science	Why did the Vikings and Anglo-Saxons battle for Britain? <i>History</i>	What makes the earth angry? <i>Science/geography</i>	What happened to the Maya? Geography/History
<p>Knowledge & Understanding of the World</p> <p>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</p>	<p>Knowledge & Understanding of the World</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Focus on a local history study – the development of the River Humber</p>	<p>Knowledge & Understanding of the World</p> <p>Focus on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This will include:</p> <ul style="list-style-type: none"> - Viking raids and invasion - Resistance by Alfred the Great and Athelstan, first king of England - Further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066 	<p>Knowledge & Understanding of the World</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>Knowledge & Understanding of the World</p> <p>Focus on a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization</p>



<p><u>French</u></p> <p><u>All around town</u></p> <p>Listen attentively to spoken language, including everyday classroom language and instructions and show understanding by joining in.</p> <p>Engage in conversations by asking and answering questions, such as name, age, where I live and express opinions.</p> <p>Describe people and places orally.</p>	<p><u>French</u></p> <p><u>On the move</u></p> <p>Present ideas and information orally.</p> <p>Read carefully and show understanding of some words that I know in a written text.</p>	<p><u>French</u></p> <p><u>Going shopping</u></p> <p>Identify and use letter sounds to help me understand new words.</p> <p>Speak/ say phrases and short sentences about pastimes or food.</p> <p>Use sound patterns I have been learning to help me read new words</p> <p><u>Where in the world?</u></p> <p>Engage in conversations by asking and answering questions, such as name, age, where I live and express opinions.</p> <p>Broaden and develop their vocabulary to understand new words.</p>	<p>earthquakes, and the water cycle</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>French</u></p> <p><u>What's the time?</u></p> <p>Explore and appreciate the patterns and sounds of language through songs and rhymes and link the spelling.</p> <p>Develop accurate pronunciation when reading familiar words aloud.</p>	<p><u>French</u></p> <p><u>Holiday and hobbies</u></p> <p>Engage in conversations by asking and answering questions, such as name, age, where I live and express opinions.</p> <p>Speak/ say phrases and short sentences about pastimes or food.</p> <p>Talk about celebrations in other cultures and what I know about aspects of daily life that are different to my own.</p>
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		Write phrases and create new sentences to express ideas.		
RE & SMSC Unit: 4.1 Communities Key Question: Where is religion? Religion and World view focus: Christianity, Islam and Humanism. Summary This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society. By the end of this unit pupils should know about the religions and other worldviews represented in the locality; they	RE & SMSC Unit: 4.1 Communities Key Question: Where is religion? Religion and World view focus: Christianity, Islam and Humanism. Summary This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural	RE & SMSC Unit: 4.2 People who inspire us Key Question: What makes a saint? Religion and World view focus: Christianity, Islam and Humanism. Summary This unit explores the concept of commitment through a Social Sciences lens and provides opportunity to explore lives of people who have been inspired by religion to perform heroic deeds or dedicate their lives to a cause. There are opportunities to start with local saints and heroes, linking with aspects of history and citizenship. By the end of this unit pupils will recognise how religion has motivated people to	RE & SMSC Unit: 4.3 Our world Key Question: Who cares? Religion and World view focus: Christianity, Islam and Humanism. Summary The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life's big and difficult-to-answer questions about god, creation and man's responsibilities towards the Earth. By the end of this unit pupils will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for	RE & SMSC Unit: 4.3 Our world Key Question: Who cares? Religion and World view focus: Christianity, Islam and Humanism. Summary The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life's big and difficult-to-answer questions about god, creation and man's responsibilities towards the Earth. By the end of this unit pupils will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for



<p>have a knowledge of at least one religion in depth and its contribution to their community.</p> <p><u>Jigsaw</u></p> <p>Being Me in My World</p> <p>To recognise our place within society. Children to understand this is, for them, their class, school, local community or (briefly) as part of the United Kingdom.</p>	<p>society. By the end of this unit pupils should know about the religions and other worldviews represented in the locality; they have a knowledge of at least one religion in depth and its contribution to their community.</p> <p><u>Christmas-Light-why is light an important symbol of Christmas?</u></p> <p><u>Summary</u> Light-why is light an important symbol of Christmas Discuss the way light is used to express feelings e.g. a beaming smile, she lights up the room. Explore the artwork- Holman Hunt's 'The Light of the World' Know how light is used in the celebration of Christmas.</p> <p><u>Jigsaw</u> Celebrating Difference</p>	<p>dedicate themselves to worthwhile causes and the actions they have taken.</p> <p><u>Easter-The cross-what is its significance throughout the Easter story?</u></p> <p><u>Summary</u> The key events associated with Holy Week from Palm Sunday to Good Friday • how Christians remember and relive the events of Holy Week • the symbolic meaning of the Easter ritual of the washing of feet on Maundy Thursday • the contrast of Jesus' entry into Jerusalem on Palm Sunday and his actions on Maundy Thursday • the events of Good Friday • artwork depicting Mary the mother of Jesus at the crucifixion • different styles of crosses from around the world and what they mean.</p> <p><u>Jigsaw</u> Dreams and Goals</p>	<p>different faiths and World views.</p> <p><u>Jigsaw</u></p> <p>Relationships</p> <p>To explain different points of view on an animal rights issue. Express their own opinion and feelings on this.</p>	<p>different faiths and World views.</p> <p><u>Jigsaw</u></p> <p>Changing Me</p> <p>To identify what they are looking forward to when they are in Year 5</p> <p>To reflect on the changes they would like to make when they are in Year 5 and to describe how to go about this.</p>
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	<p>To tell you a time when their first impression of someone changed as they got to know them.</p> <p>To explain why it is good to accept people for who they are.</p>	<p>To know how to make a new plan and set new goals even if they have been disappointed</p> <p>To know what it means to be resilient and to have a positive attitude.</p> <p>Healthy Me</p> <p>To recognise when people are putting them under pressure and explaining the ways to resist this when they want to.</p> <p>To identify feelings of anxiety and fear associated with peer pressure.</p>		
<p><u>Creative Development</u></p> <p><u>Art- Portraits</u></p> <p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their art and design techniques, including drawing, painting.</p> <p>Develop knowledge about great artists, architects and designers in history.</p>	<p><u>Creative Development</u></p> <p><u>Art- Landscapes</u></p> <p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve art and design techniques, including drawing, painting.</p>	<p><u>Creative Development</u></p> <p><u>Art- Colour, pattern, texture, line, shape, form and space</u></p> <p>To create sketch books to record their observations and use them to review ideas.</p> <p>Develop knowledge about great artists, architects and designers in history.</p>	<p><u>Creative Development</u></p> <p><u>Art- Sculpture</u></p> <p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay]</p>	<p><u>Creative Development</u></p> <p><u>Art- Famous Artists</u></p> <p>To create sketch books to record their observations and use them to review ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting.</p> <p>Develop knowledge about great artists, architects and designers in history.</p>



<p><u>Music – Mamma Mia</u> Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Sing in solo and ensemble contexts with increasing confidence</p>	<p>Know about great artists, architects and designers in history.</p> <p><u>Music – Stop (Anti bullying)</u> Sing in solo and ensemble contexts with increasing confidence</p> <p>Improvise and compose music using the inter-related dimensions of music</p>	<p><u>Music – Glockenspiel Stage 2</u> Play an instrument in solo and ensemble contexts with increasing confidence</p> <p>Listen to a wide range of music and recall sounds</p> <p>Use and understand different forms of musical notation</p> <p><u>Lean on Me</u> Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Develop knowledge about great artists, architects and designers in history.</p> <p><u>Music - Blackbird</u> Develop an understanding of the history of music</p>	<p><u>Music (Reflect – Classical)</u> Appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
<p><u>Physical Development</u></p> <p>4.1 Invaders 4.1 Boot Camp</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Physical Development</u></p> <p>4.2 Dynamic Dance 4.2 Mighty Movers</p> <p>Perform dances using a range of movement patterns</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p><u>Physical Development</u></p> <p>4.3 Gym Sequences 4.3 Step to the Beat</p> <p>Perform dances using a range of movement patterns</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p><u>Physical Development</u></p> <p>4.5 Nimble Nets 4.5 Cool Core (Pilates)</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,</p>	<p><u>Physical Development</u></p> <p>4.6 Young Olympians 4.6 Fitness Frenzy Swimming- External Provider</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>



<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p>		<p>hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Perform safe self-rescue in different water-based situations.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Perform dances using a range of movement patterns</p>
<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 4.2 and 4.7</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 4.5</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 4.4, 4.3 and 4.8</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 4.6</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 4.1</p>



<p>Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Science <u>Describe the simple functions of the basic parts of the digestive system in humans.</u></p> <p><u>Identify the different types of teeth in humans and their simple functions.</u></p> <p><u>Construct and interpret a variety of food chains, identifying producers, predators and prev.</u></p>	<p>Use sequence, selection and repetition in programs. Use logical reasoning to explain how some simple algorithms work and to detect errors in algorithms and programs.</p> <p>Design write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Design Technology Structures – Frame Structures: Research, design and build a suspension bridge</p> <p>Research, design and build a suspension bridge</p> <p>Design Carry out research into a variety of Hull-based bridges Develop a simple design specification to guide the</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Science</p> <ul style="list-style-type: none"> - 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. 	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Design Technology <u>Simple circuits and switches i.e. torch to be used in an emergency</u></p> <p>Design Understand how to use electrical systems in a product Know about 'needs' and 'wants' Know how to generate, develop, model and communicate their ideas through annotated sketches</p> <p>Make Know how to identify and recognise how their work has improved</p>	<p>Design write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect errors in algorithms and programs</p> <p>Design Technology <u>Design a Healthy Mexican Feast: Tacos, bean salad etc.</u></p> <p>Design Recap knowledge on what healthy eating is and a balanced diet Know the importance of annotated sketches and what appropriate information to include Know about a range of fresh and processed ingredients appropriate for their product</p>
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	<p>development of their ideas and product. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p><u>Make</u> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making</p> <p><u>Evaluate</u> Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development.</p>		<p>Know the stages of making and why these are important to follow How to connect electrical components safely The ways in which we can enhance the way the product works</p> <p><u>Evaluate</u> Explore a range of existing battery powered objects Know how to identify and recognise how their work has improved.</p> <p><u>Science</u></p> <ul style="list-style-type: none"> - 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 	<p>and whether they are grown, reared or caught.</p> <p><u>Make</u> Know how to plan the main stages of a recipe, listing ingredients, utensils and equipment Know how to use the equipment safely and hygienically Know how to use appropriate equipment and utensils to prepare and combine food</p> <p><u>Evaluate</u> Know what a sensory evaluation is Understand how to record evaluations using tables and simple graphs</p> <p><u>Science</u></p> <ul style="list-style-type: none"> - 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
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	<p><u>Science</u></p> <ul style="list-style-type: none">- Compare and group materials together, according to whether they are solids, liquids or gase- 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)- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		<ul style="list-style-type: none">- 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.	<p>their local and wider environment</p> <ul style="list-style-type: none">- Recognise that environments can change and that this can sometimes pose dangers to living things
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