



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 Mayans? Geography/History
Knowledge & Understanding of the World 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	Knowledge & Understanding of the World 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. 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 Focus on a local history study – the development of the River Humber	Knowledge & Understanding of the World 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: - 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	Knowledge & Understanding of the World 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 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) Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	Knowledge & Understanding of the World 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 Look at diverse figures in Mayan society like The Red Queen of Palenque



<u>French</u> <u>I'm Learning</u> Use language the pupils need to talk about themselves. Begin to integrate previously learnt language with newly acquired language and use their vocabulary and knowledge of grammar to manipulate language and start to create sentences of their own. Use basic greetings in French, ask somebody how they are feeling and reply when asked. Ask somebody their name in French and reply when asked. Recall the numbers 1-10 and count from 11-20 in French. Ask somebody how old they are in French and reply when asked. Ask somebody where they live in French and reply when asked.	<u>French</u> <u>My Family</u> Talk about themselves AND another person from their/a family with more confidence. Begin to learn how an article/determiner is attached to the noun (family member). Use the nouns and articles/determiners for family members in French. Move from using the article/determiner 'the' with a family member to using the possessive adjective 'my' in French. Answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?) in French. Introduce family members in French, using 'il/elle s'appelle (he/she is called).	<u>French</u> <u>Boule d'or et les trois ours Goldilocks and the 3 bears.</u> Begin to decode and understand unfamiliar language from a traditional well-known story. Explore awareness of the sounds of language, print, and the relationship between letters and sounds to help process the new language. Listen attentively to the story and recognise, understand and remember more of the new language. Increase their memory potential in French by using picture cards, word cards and phrase cards in French. Increase their thinking and reasoning skills in French.	earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <u>French</u> <u>What's the time?</u> Explore and appreciate the patterns and sounds of language through songs and rhymes and link the spelling. Develop accurate pronunciation when reading familiar words aloud.	<u>French</u> <u>Holiday and hobbies</u> Engage in conversations by asking and answering questions, such as name, age, where I live and express opinions. Speak/ say phrases and short sentences about pastimes or food. Talk about celebrations in other cultures and what I know about aspects of daily life that are different to my own.
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Express their nationality in French and understand basic gender agreement rules.	Use my knowledge of larger numbers in French to be able to describe the age of family members.	Attempt to spell in French. <u>Where in the world?</u> Engage in conversations by asking and answering questions, such as name, age, where I live and express opinions. Broaden and develop their vocabulary to understand new words. Write phrases and create new sentences to express ideas.		
RE & SMSC <u>Unit: 4.1 Communities Key Question: Where is religion? Religion and World view focus: Christianity, Islam and Humanism.</u> <u>Summary</u> This unit is considered mainly through the lens of Social Science	RE & SMSC <u>Unit: 4.1 Communities Key Question: Where is religion? Religion and World view focus: Christianity, Islam and Humanism.</u> <u>Summary</u>	RE & SMSC <u>Unit: 4.2 People who inspire us Key Question: What makes a saint? Religion and World view focus: Christianity, Islam and Humanism.</u> <u>Summary</u>	RE & SMSC <u>Unit: 4.3 Our world Key Question: Who cares? Religion and World view focus: Christianity, Islam and Humanism.</u>	RE & SMSC <u>Unit: 4.3 Our world Key Question: Who cares? Religion and World view focus: Christianity, Islam and Humanism.</u>



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 have a knowledge of at least one religion in depth and its contribution to their community. <u>Jigsaw</u> Being Me in My World 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.	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 have a knowledge of at least one religion in depth and its contribution to their community.	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 dedicate themselves to worthwhile causes and the actions they have taken. <u>Easter-The cross-what is its significance throughout the Easter story?</u> <u>Summary</u> The key events associated with Holy Week from Palm Sunday to Good Friday • how Christians	<u>Summary</u> 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 different faiths and World views. <u>Jigsaw</u> Relationships To explain different points of view on an animal rights issue. Express their own opinion and feelings on this.	<u>Summary</u> 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 different faiths and World views. <u>Jigsaw</u> Changing Me
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	<u>Christmas-Light-why is light an important symbol of Christmas?</u> <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. <u>Jigsaw</u> Celebrating Difference To tell you a time when their first impression of someone changed as they got to know them. To explain why it is good to accept people for who they are.	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. <u>Jigsaw</u> Dreams and Goals To know how to make a new plan and set new goals even if they have been disappointed To know what it means to be resilient and to have a positive attitude. Healthy Me To recognise when people are putting them under pressure and explaining the ways to resist this when they want to.	To identify what they are looking forward to when they are in Year 5 To reflect on the changes they would like to make when they are in Year 5 and to describe how to go about this.
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<u>Creative Development</u> <u>Art</u> <u>Portraits</u> To create sketch books to record their observations and use them to review and revisit ideas. Know how to draw creatively using pencil skills and create texture within drawing. Know about great artists, architects and designers in history. <u>Music – singing in parts:loops and layers</u> <u>Listening and evaluating</u> To know: Composers choose musical elements to create particular effects or moods. Contrast is created by changing elements, such as dynamics, tempo or instruments.	<u>Creative Development</u> <u>Art</u> <u>Landscapes</u> Know how to create a realistic landscape painting. Know about the work of great artists, architect and designers. <u>Music – Music motifs</u> <u>Listening and evaluating</u> To know: - Contrast in music means using differences (e.g. loud/quiet or fast/slow) to make it more interesting. <u>Notation</u> To know: - Notation can be used to write down music that has been created. - Notation can help musicians play music created by someone else.	<u>Creative Development</u> <u>Art</u> <u>Colour, pattern, texture, line, shape, form and space</u> Know how to create sketch books to record observations and use them to review ideas. Develop knowledge about great artists, architects and designers in history. <u>Music – Sounds of China</u> <u>Listening and evaluating</u> To know: - Music can be described using musical elements such as pitch, rhythm, tempo and dynamics. - Contrast in music means using differences (e.g. loud/quiet or fast/slow) to make it more interesting. - Music can be classified or ‘sorted’ in different ways (e.g. genre, culture, historical period,	<u>Creative Development</u> <u>Art</u> <u>Sculpture</u> To know how to create sketchbooks to record observations and review ideas. To be able to create a sculpture Know about great artists, architects and designers in history. Frank Gehry- Architecture <u>Music – 12-bar blues</u>	<u>Creative Development</u> <u>Art</u> <u>Great Artists</u> Create a sketch book to record their observations and use them to review ideas. Improve mastery art and design techniques including drawing and painting. Develop knowledge about great artists, architects and designers in history. <u>Music instrumental scheme – South America</u>



	• Staff notation is a commonly used system for writing music. • Each position on the stave represents a different note name. • When notes move step by step up or down the stave the pitch becomes higher or lower. Inter-related dimensions Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same.	instrument/technique, purpose and mood). • Music from different cultures and time periods sound different because of their musical features (e.g. improvised or composed, types of instruments used). Inter-related dimension of music To know: • Dynamics describe the volume of music and can change within a piece. • Music can be organised into sections such as 'beginning', 'middle' and 'end'. • Melodies are made from a sequence of pitches that move higher, lower or stay the same. • Tempo can change within a piece of music, becoming faster or slower. <u>Music – Music technology</u>		
<u>Physical Development</u> Session 1- Fundamental Movement Skills Session 2- OAA	<u>Physical Development</u> Session 1- Gymnastics Session 2- Multi Sports- Term 1	<u>Physical Development</u> <u>Spring 1</u> Session 1- Dance Street Dance Session 2- Mutli Sports- Term 2	<u>Physical Development</u> Session 1- Dodgeball Session 2- Invasion Games <u>Dodgeball</u>	<u>Physical Development</u> Session 1- Athletics Session 2- Striking and Fielding <u>Athletics</u>



<u>Fundamental Movement Skills</u> - To be able to run for long distances and change stride length when needed. - Be able to change jumping technique and remain in control of their body. - Begin to understand which muscles are used when balancing and notice the effects of exercise on the body when exercising. - Be able to change through different speeds in different situations, developing a foot speed. <u>OAA</u> - Introduce orienteering and the concept of position and direction. - To introduce and develop problem solving skills in practice. - Work as a team to succeed in a common goal.	<u>Gymnastics</u> - To learn and remember the 7 gymnastic positions and perform a selection of these as jumps; landing safely. - Develop our balance. - Learn 5 different balances with a partner. - To travel in different ways on the floor and on level, or sloped balance beam. To dismount using a variety of jumps. - Perform a variety of different vaults and get closer to doing a range of floor skills. - To perform a sequence of movements using a variety of different equipment. <u>Multi Sports Term 1</u> - Enhance dribbling speed and passing	<u>Dance- Street Dance</u> - To understand the meaning of unison, canon, repetition, mirroring, rhythm and how to use it in dance. - To identify different styles of dance. - To learn what Top rocks are. - To learn choreography for street dance. - To create ending sections for the group routine that we have been working on. <u>Multi Sports- Term 2</u> - Catch and pass a ball using 10 points of contact. Create a target by placing the hands in a 'w' shape. - Learn how and when to use different passes. - Practice the body position needed to make a successful tackle, without contacting the opposition player.	- Throw a ball accurately towards a target, improving accuracy and power of throws. - Dodge balls effectively during gameplay. - Catch a ball safely during gameplay and combine dodging and catching techniques in a competitive game. - Make quick decisions on whether to dodge, catch or throw. <u>Invasion Games</u> - Pass the ball to a mix of stationary and moving targets and dribble the ball in a straight line with improved levels of success. - Dribble the ball in different directions, avoiding stationary targets and continue to practice hitting the ball using a push shot, with increased levels of success. - To demonstrate control and accuracy of passing	- Understand how to generate power and what happens to their body when running. - Understand how the body moves when jumping and complete jumps with control. - Be able to follow safety instructions when performing javelin and learn the correct throwing technique. - Understand what pacing is and how longer distance running differs to sprinting. <u>Striking and Fielding</u> - Understand the basic rules and enhance skills of rounders. - Learn the rules and enhance strategies of Danish Longball. - Introduce fundamental concepts of cricket and deepen understanding of strategies and gameplay.
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	accuracy while maintaining control. - Be able to pass and shoot accurately. - Learn how to defend the opposing team successfully. - Learn how to dodge a ball coming towards you and understand the rules of dodgeball. - Learn which balls are the correct ones to try catch and throw accurately.	- Begin to use attacking tactics and find space in a small game. <u>Spring 2</u> <u>Functional Fitness</u> - Develop an understanding of sprinting at a high speed over a short distance and change direction at speed. - Continue to develop strength and power in competitive activities. - Demonstrate an understanding of pacing in long distance running. - Continue to improve weight exercise techniques and understand which exercises require which muscle. <u>Multi Skills</u> - Understand how to increase speed over a short distance. Perform different movements	and catching, including improved footwork. - Be able to perform basic football skills of passing, receiving, dribbling, shooting and tackling. - Understand when to use a jump shot in a game situation and learn the basic rules of handball rules.	
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		with control over a set distance. - Be able to change the type of throw performed depending how far the ball needs to be thrown. - Understand how to evade attackers in a game. - Learn how to bowl correctly towards a target and how to hold a cricket bat. - Learn how to correctly receive a rugby ball. - Understand how to perform a shot-put throw accurately. - Learn how to stand correctly when batting the ball and understand basic rules and tactics for Kwik cricket.		
Scientific & technological understanding <u>Computing</u> <u>The internet</u>	Scientific & technological understanding <u>Computing</u> <u>Audio production</u>	Scientific & technological understanding <u>Computing</u> <u>Repetition in shapes</u>	Scientific & technological understanding <u>Computing</u> <u>Photo editing</u>	Scientific & technological understanding <u>Computing</u> <u>Repetition in games</u>



Recognising that the internet is a network of networks including the WWW and why we should evaluate online content. <u>Science</u> 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. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Capturing and editing audio to produce a podcast, ensuring that copyright is considered. <u>Design Technology</u> Structures – Frame Structures: Research, design and build a suspension bridge Research, design and build a suspension bridge <u>Design</u> Carry out research into a variety of Hull-based bridges Develop a simple design specification to guide the development of their ideas and product. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <u>Make</u> Formulate a clear plan, including a step-by-step list	Using a text-based programming language to explore count-controlled loops when drawing shapes. <u>Data logging</u> Recognising how and why data is collected over time, before using data loggers to carry out an investigation. <u>Design Technology</u> Design a Healthy Mexican Feast: Tacos, bean salad etc. <u>Design</u> 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 and whether they are grown, reared or caught. <u>Make</u>	Manipulating digital images and reflecting on the impact of the changes and whether the required purpose is fulfilled. <u>Design Technology</u> Simple circuits and switches i.e. torch to be used in an emergency <u>Design</u> 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 <u>Make</u> Know how to identify and recognise how their work has improved Know the stages of making and why these are important to follow How to connect electrical components safely	Using a block-based programming language to explore count-controlled and infinite loops when creating a game. <u>Science</u> - 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 - Recognise that environments can change and that this can sometimes pose dangers to living things
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	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 <u>Evaluate</u> Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development. <u>Science</u> - 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	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 <u>Evaluate</u> Know what a sensory evaluation is Understand how to record evaluations using tables and simple graphs <u>Science</u> - 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	The ways in which we can enhance the way the product works <u>Evaluate</u> Explore a range of existing battery powered objects Know how to identify and recognise how their work has improved. <u>Science</u> - 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	
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	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.	- 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.	- Recognise some common conductors and insulators, and associate metals with being good conductors.	
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