



# Uphall Primary School

## Long term Plan

2023-2024

Year 4



	Autumn 1 Our Local Area	Autumn 2 Time Travellers	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Text:</b> The Giant's Necklace</p> <p><b>Text type:</b> Newspaper report</p>	<p><b>Text:</b> James and the Giant Peach</p> <p><b>Text type:</b> Narrative</p>	<p><b>Text:</b> Empire's End- A Roman Story</p> <p><b>Text type:</b> Diary entry</p>	<p><b>Text:</b> Aesop's Fables</p> <p><b>Text type:</b> Fables</p>	<p><b>Text:</b> Non-fiction texts/My country/Presents from the aunt in Pakistan</p> <p><b>Text type:</b> Poetry from different cultures</p>	<p><b>Text:</b> Malamander</p> <p><b>Text type:</b> Narrative</p>
<b>Reciprocal Reading</b>	<b>Text:</b> Ancient Egypt: Gods, Pharaohs and Cat!	<b>Text:</b> Ancient Egypt: Gods, Pharaohs and Cat!				
<p><b>Maths</b> (Ready to progress statements – Year3 end of unit assessments)</p> <p>NCETM</p>		Place Value Addition and Subtraction Measurement- Area Multiplication and Division A	Multiplication and Division B Length and Perimeter Fractions Decimals		Money Time Shape Statistics Position and direction	
<b>Science</b>	Sound	Animals including humans	Electricity	States of Matter	Living things & their habitats	
<b>Computing</b>	<b>Unit 4.1 Coding</b>	<b>Unit 4.2 Online safety</b> Weeks - 4 Programs - Various	<b>Unit 4.3 Spreadsheets</b> Weeks - 6	<b>Unit 4.4 Writing for different audiences</b>	<b>Unit 4.5 Logo</b> Weeks - 4 Programs - Logo	<b>Unit 4.7 Effective Search</b> Weeks - 3

	Weeks - 6 Main Programs - 2Code		Programs - 2Calculate	Weeks - 5 Programs - 2Email, 2Connect, 2DIY	Unit 4.6 Animation Weeks - 3 Programs - 2Animate	Programs - Browser Unit 4.8 Hardware Investigators Weeks - 2
RE	<ul style="list-style-type: none"> <li>• What does it mean to be Jewish? (First half)</li> <li>• Where, how and why do people worship?</li> </ul>		<ul style="list-style-type: none"> <li>• Who should inspire us?</li> <li>• What does it mean to be Jewish? (Second half)</li> </ul>		<ul style="list-style-type: none"> <li>• How and why do religious believers show their commitments during the journey of life?</li> <li>• What matters most to Humanists and Christians?</li> </ul>	
Art		<p style="text-align: center;"><b>Drawing</b></p> <p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p> <p style="text-align: center;"><b>Kapow</b></p> <p style="text-align: center;"><a href="https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/">https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/</a></p>		<p style="text-align: center;"><b>Painting and mixed media</b></p> <p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece</p> <p style="text-align: center;"><b>Kapow</b></p>	<p style="text-align: center;"><b>3D Sculpture</b></p> <p>Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</p>	

					<b>Kapow</b>	
<b>DT</b>	<b>DT- Cooking &amp; Nutrition</b>  Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.  Kapow		<b>Electrical systems- simple circuits and switches</b>  Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.  Kapow			<b>Mechanical Systems-Levers</b>  Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.  Kapow
<b>Music</b>						
<b>Geography</b>	<b>Geography: The United Kingdom</b> Locational Knowledge – locate counties and cities of the UK  RGS United Kingdom			<b>Geography: Rivers, Mountains and the Water Cycle</b> Physical Geography RGS rivers (adapt more for the Thames)  Uphall		<b>Geography: Coasts</b> Location Knowledge – identify key topographical features and understand how they have changed over time.

						RGS KS3 unit adapt.
<b>History</b>		<p><b>History: The Ancient Egyptians</b></p> <p>The achievements of the earliest civilisations</p> <p>Kapow</p>	<p><b>History: Roman Britain</b></p> <p>The Roman Empire and its impact on Britain</p> <p>Kapow</p>		<p><b>History: Tudors</b></p> <p>A study of a theme which extends pupils' chronological knowledge beyond 1066.</p> <p>Kapow</p>	
<b>RHE</b>	<p><b>R1.</b> That characteristics of a healthy family include commitment, care, protection and being there for each other in times of difficulty.</p> <p><b>R2.</b> That all family units have the capacity to provide love and care (including single parents, same sex</p>	<p><b>R3.</b> The characteristics of friendship include: mutual respect; truthfulness; loyalty; kindness; generosity; trust; sharing interests and experiences.</p> <p><b>R4.</b> That friendships have ups and downs and to be aware of how to work through repair and even strengthen without the need for violence.</p> <p><b>R5.</b> How to judge who to trust and not to trust.</p> <p><b>R6.</b> How to respond to peer pressure or being encouraged to do something that makes them feel worried or unsafe.</p> <p><b>Hw2.</b> What an active lifestyle looks like for a Year 4 child and the mental and physical benefits of this.</p> <p><b>Ss6.</b> The responsibility of bystanders.</p>	<p><b>Ss1.</b> How others may be very different from themselves (including physically, in character, personality and background s).</p> <p><b>Ss2.</b> Define discrimination and how it affects others.</p> <p><b>Ss3.</b> How to treat others politely.</p> <p><b>Ss4.</b> That they and others have the right to be treated with respect.</p>	<p><b>Hw1.</b> That children have a right to play/exercise and explore the risks associated with an inactive lifestyle (including obesity).</p> <p><b>Hw3.</b> That rationing time spent online can have a positive impact on their mental and physical wellbeing.</p> <p><b>Hw4.</b> The internet is an integral part of life and has many benefits and opportunities.</p> <p><b>Hw5.</b> The negative</p>	<p><b>Ss7.</b> Be aware and have strategies to respond safely to adults they may encounter that are strangers (including online).</p> <p><b>Ss8.</b> Why they apply knowledge of appropriate boundaries with peers and within their family.</p> <p><b>Ss9.</b> That their body belongs to them and the differences between appropriate and inappropriate or unsafe</p>	<p><b>Hw7.</b> Recognise the facts and risks associated with smoking.</p> <p><b>Hw8.</b> Recognise the facts and risks associated with legal (e.g. Medicine) and illegal harmful substances, including alcohol and drugs. (CYP have a right to pass in discussion should they choose because of Faith sensitivity).</p> <p><b>Hw9.</b> Describe and demonstrate</p>

	families, step-families, blended families, foster families, adoptive families, unmarried		<p><b>Ss5.</b> What people are in positions of authority and how to treat them.</p> <p><b>R7.</b> That stereotypes can be unfair, negative and destructive.</p> <p><b>Hw12.</b> Explore the facts relating to allergies, immunisation and vaccines.</p> <p><b>Hw14.</b> That personal hygiene routines can prevent bacteria, germs and viruses spreading.</p>	<p>elements of the internet can include trolling, online abuse and bullying and this can impact negatively on mental wellbeing.</p> <p><b>Hw6.</b> That some computer/online games/apps have age restrictions for their protection.</p> <p><b>Hw15.</b> How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p><b>Hw15.</b> That isolation and loneliness can affect children.</p>	<p>physical, and other, contact (e.g. pushing, hitting, touching, hurting).</p> <p><b>Ss10.</b> To understand the concept of privacy as children.</p> <p><b>Ss11.</b> That they should tell a trusted adult if someone's physical contact makes them feel uncomfortable or unsafe.</p> <p><b>Ss12.</b> That they should tell a trusted adult if they have a bad feeling about any adult.</p> <p><b>Ss13.</b> Who to ask for help and advice for themselves or others about things they have heard.</p>	<p>concepts of basic first aid e.g. common injuries and head injuries.</p> <p><b>Hw10.</b> Know when to call emergency services if necessary (including how they would make this clear and efficient).</p> <p><b>Hw11.</b> Know their personal contact details.</p>
PE	<p><u>Indoor:</u> Aut 1 – gymnastics Aut 2 - dance <u>Outdoor:</u> Games - Evasion games</p>		<p><u>Indoor:</u> Spr 1 – Handball Spr 2 - Handball <u>Outdoor:</u> Games - Net games</p>	<p><u>Indoor:</u> Sum 1 – Athletics Sum 2 – Net rounders <u>Outdoor:</u> Tennis</p>		
Spanish						

<p><b>Contextual Safeguarding</b> <b>Contextual Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Physical health and fitness including oral health.</li> <li>• Emotional and mental health</li> <li>• Peer on peer bullying and friendships</li> <li>• Irregular attendance</li> <li>• Online safety</li> <li>• County lines, radicalisation, drugs and alcohol.</li> </ul> <p>Year group specific – Attendance Low Attainers SEMH ELSA SEND Friendships</p>	<p><b>Importance of attending school</b></p> <p>ELSA, circle times, worry boxes, feeling charting, thinking questions, trips, exercise, wellbeing sessions, trips to Wanstead park, tackling stereotypes and teaching the children about the world- ensuring values are outlined and antiracist curriculum supports children.</p> <p>Anti-bullying week, inclusion week, disability awareness days, circle times, class charters, antiracist curriculum and challenging stereotypes.</p> <p>Online safety – recap of all prior knowledge focus on ensuring children have the base of knowledge.</p> <p>Fitness sessions, PE sessions, swimming and external club opportunities, keeping clean and washing hands recap. Staying healthy during the Winter – general reminders about health and strategies such as catch it, bin it, kill it. Flu Jabs</p>		<p><b>Importance of attending school</b></p> <p>Mental Health week – managing feelings and emotions.</p> <p>Online safety – Keeping safe online, communicating safely online</p> <p>Keeping healthy mentally and physically. Being part of the local community – hobbies, physical exercise. Safely spending time outdoors (stranger danger recap)</p>	<p><b>Importance of attending school</b></p> <p>Online safety – how will we keep ourselves safe online</p> <p>Re-visit anti-bullying week, strategies, rules and what they should do if they think someone is being bullied. Making new friends.</p> <p>Peer pressure and temptations – wrong choices, drugs, alcohol.</p>		
<p><b>Trips</b></p>	<ul style="list-style-type: none"> <li>• Ancient Egypt workshop</li> <li>• Exploring Ilford</li> </ul>	<ul style="list-style-type: none"> <li>• Jewish Museum</li> </ul>				

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