



Updated Long Term Plan :Y4 2021-22

Wylam First School Ambition and Intent

To deliver a curriculum where the three key areas below are the ‘golden thread’ running through our whole school curriculum, preparing children for their next steps in education and beyond and developing key life skills for success.

Personal Development and Welfare

Physical strength and fitness
 Mental health and well being
 PSHE/SMSC/RSE/Safety
 Philosophy
 Mindfulness
 Social Responsibility

STEM

Science
 Technology
 Maths
 Engineering
 Computing
 Design Technology
 Building sustainable futures
 Environmental issues

Creative Development

Literacy
 Humanities
 Debate/Public speaking
 Presentation
 Media
 Art
 Music
 Drama

Critical and creative thinking
 Problem solving
 Enterprise
 Perseverance
 Emotional Intelligence
 Collaboration
 Innovation
 Resilience
 Respect

*TCLT core values

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 Y4 Residential	Summer 2
Overarching Topic	Anglo-Saxons Invaders and Settlers	Wild World Flood, famine, Earthquakes and eruptions	World War 2 - The Battle of Britain and impact on the local area		Tyne Valley and the Wider World - Industrial/Engineering past Heritage Project	Building Bridges Study of the local area - Geography
Literacy	Talk 4 Writing Instructions Explanation texts Poetry - Beowulf Kennings Other cultures Spellings Grammar (Ongoing) The Iron Man: Ted Hughes Beowulf: Michael Morpurgo	Talk 4 Writing Stories (Imaginary Worlds) Poetry Persuasive writing and public speaking	Talk 4 Writing Stories (WW2 stories) Other cultures Information texts (Diaries) Poetry Lit Film Fest WW2 animation	Talk 4 Writing Stories Poetry Newspaper Reports	Talk 4 Writing Stories Issues Newspaper Reports Poetry	Talk 4 Writing Persuasive Writing Information Text Poetry
Texts	The Iron Man Beowulf: Michael Morpurgo	The Little Boat - Journey Story (Literacy Shed) (T4W) The Hobbit (class text/ use for extracts in literacy lessons) Litfilm fest - Pupil Parliament	The Tunnel - Pie Corbett (Transformation story, T4W) The Silver Sword (Class text)	WW2 cont into Literacy The Day My Life changed forever - Evacuation short story. (T4W) Friend or Foe (Class text)	Street Child (Class text)	Kidnapped (T4W Adventure Story) The Lion The Witch and The Wardrobe (Class text)

<p>Geography</p>		<p><u>Flood and Famine</u> Flood and Famine Physical geog: learn about rivers, coasts, mountains/hills and the water cycle Understand how <i>topographical features</i> can change over time eg coast line erosion/flood Study places suffering flood and famine due to geographical location eg The Gambia, Uk floods? Discuss global warming/ climate change in simple terms. How is it contributing to flood and famine? What can we do to help? Look at different landscapes (coast/inland) Are weather patterns effected by the landscape? Learn that altitude affects temperature eg Alston is highest town in England. Compare average temperatures in Alston with Newcastle. Is the countryside colder than cities ? Why? Describe and understand key aspects of volcanos and earthquakes</p>	<p><u>Locate countries in Europe</u> Focus on locating countries involved in the war and their location on a map.</p>		<p><u>Fieldwork Study In North East</u> Design questions and studies to conduct in the local area. Read & understand 8 points of a compass Use 4 and 6 figure grid references on OS maps of Wylam over the centuries/decades locate key features (bridge, road, path, wood, train, road, hill, hospital, post office etc) Learn some of the symbols and use on own maps.</p>	<p><u>UK study: The North East - The River Tyne</u> Similarities/differences in physical geography in North East eg. Similarities/differences in human geography in North East eg: <i>All the major urban areas(Newcastle and Middlesborough)are more populated and better connected (eg roads, transport,wifi) than the rural areas. Major settlements are all close to water (sea/river) Why?(covered in detail in Y3)</i> Key landmarks: bridges, Angel of the North. Trip to Newcastle City. Patterns of land use in north east: identify and describe how the land has been used over time. How has the landscape been affected? eg by industries, transport links, shopping, mining,reservoirs Learn how and why human and physical features of the landscape change over time eg closure of Swan Hunter ship building and the coal mines. Or regeneration of Whitley Bay's Spanish City, Westoe Colliery, S. Shields. Record and collect data</p>
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						eg traffic survey at different times, on paper, ipod touch, camera etc. Present data in appropriate ways using keys to make data clearer. Draw conclusions from data. Design questions and studies to conduct in the local area.
History	<p>The Romans Study the Roman Empire & Conquest of GB. Julius Caesar' attempted invasion in 54-5 BC. The Roman Empire by AD42 and the power of its army. The successful invasion by Claudius. Roman conquest in GB, including the construction of Hadrian's Wall</p> <p>Identify and give reasons for different ways in which the past is represented. Eg to show someone as a brave hero</p> <p>Distinguish between different sources of historical evidence – compare different versions of the same story. Eg Boudica</p> <p>Identify and understand the reasons for and results of people's</p>	Roman History continued through literacy	<p>WW2 - Battle of Britain (a study of British history that extends pupils' chronological knowledge beyond 1066)</p> <p>Why and when WW2 began Allied forces Key events eg The Blitz Evacuation Battles eg The Battle of Britain(significant event that changed british history) Planes & Weapons Air raid preparation Propaganda Spies The Home Front Rationing Women & children Jobs at home</p> <p>Plot main events of the class timeline.</p>	(WW2 work cont'd through literacy).	<p>Tyne Valley and the Wider World <u>Fieldwork Study</u> <u>In North East (Geog)</u> Study a local site or aspect of history which is significant in the North East Make links where appropriate with the historical past of the North East in particular the demise of it's amazing industrial past and how that has impacted on the landscape of today. Consider how the invention of the steam engine was a significant local achievement that changed the course of British national and also international history. Consider the Importance of Points Bridge, Stephenson and Wylam in the industrial revolution and Victorian Britain</p>	

	<p>actions. eg invading/conquering other nations</p> <p>Communicate historical knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. ICT...etc</p> <p>(Consider change, cause, similarity/difference & significance in history lessons)British Resistance eg Boudica The Romanisation of Britain: study sites such as Housesteads, Vindolanda, Chesters, Brocolitia. Study the impact of technology, culture and beliefs, including early Christianity</p> <p>Roman Art and Culture</p> <p>School Trip: Vindolanda Roman Site Look at real artefacts from the Roman period – museum exhibition of artefacts found on the site. Includes, weapons, coins, armour, stored food, jewellery, clothing. Explore the remains of the Roman Village and imagine what life was like in Roman times.</p>		<p>Identify links between and consequences of events in WW2.</p> <p>Look at the evidence available . Use historical skills to begin to evaluate the usefulness of different sources of information</p> <p>Identify potential bias and the possible underlying motivations behind the bias. Consider alternative viewpoints and their validity.</p> <p>Use available evidence to build up a detailed picture of life in war-time. Study a day in the life of either a child, woman or soldier in detail.</p> <p>Communicate historical knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. ICT...etc</p> <p>Possible school trip to the Discovery Museum or Eden Camp (Yorkshire)</p>		<p>Another example could be Cragside Estate owned by William Armstrong (inventor).First house in world to be powered by hydroelectricity</p>	
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	<p>The Anglo Saxons</p> <p>Understand Britian was like between the Romans leaving Britian and Anglo Saxon invasion.</p> <p>Know why the Anglo Saxons wanted to invade Britain- explore and name the push and pull factors to why.</p> <p>Understand who the Anglo Saxons where and where they came from. Know that they were made up of Angles, Saxons, Geats and Jutes. Know where different nations decided to settle in Britain.</p> <p>Know how Anglo Saxons changed how Britain was organised and ruled in Kingdoms and recognise the similarities to our English Counties. Label maps.</p> <p>Begin to look at how Anglo Saxon's lived in Britian. Link to Computing Curriculum.</p>					
Science	States of Matter; solid/liquid/gas &	Habitats and Food Chains	Human teeth and their different	STEM Primary Engineer	Electricity Appliances, making	Sound

	changes of state caused by temperature. Identify part played by evaporation and condensation in the water cycle. Demonstrate that the rate of evaporation is dependant on temperature	Construct and interpret a variety of food chains, identifying producers, predators and prey	functions.The digestive system in humans		electrical circuits in series naming cells, wires, bulbs, batteries, switch & buzzer Conductors & insulators	
Computing	E-Safety I can use advanced features to communicate ideas	E-Safety I can construct databases and use spreadsheets	E-Safety I can make a short film	E-Safety I can create animations I can create text, images and sounds for specific audience and use in a presentation	E-Safety I can code effectively using scratch	E-Safety Make and edit a short film CAD - using microsoft word - design 3D block prints for art
Art	Mosaics, their style and materials.			Creating artwork in the style of propaganda posters	Thomas Bewick wood block printing Children create own block printing designs - Links to CAD	
DT	Harvest Festival - Creating vegetable soup and fire cooked bread for the	Textiles Create a Roman purse - Design and make a bag/purse	Food and Nutrition Cooking traditional recipes		Follow instructions to Construct a fairground with working	Bridge Project Use knowledge of how to strengthen, stiffen & reinforce

	<p>celebration</p> <p>Foraging for fruits and berries - create crumbles and apple pressing for juice</p> <p>Looking at the nutritional value of foods - difference between processed and non processed foods</p> <p>Looking at where food comes from and creating recipes</p> <p>Comparing what we eat now with a Roman banquet</p>	- suitable for a specific purpose	<p>from WW2 - understand and apply the principles of a healthy and varied diet. Understand seasonality. Know where and how a variety of ingredients are grown, reared, caught and processed. Create savoury dishes.</p> <p>Links to Dig for Victory</p>		<p>components - Link to Science - (Focused task for DT module)</p>	<p>structures to design and make the strongest bridge</p> <p>Design a circuit to create a light, buzzer, sign for the bridge</p>
Music	Trumpets	Trumpets Christmas	Active music	War songs Vera Lynn	Traditional songs	North east musicians and songs
RE	Buddhism	People of Faith	Christianity	Food and fasting	Pilgrimages	The Bible
PSHE	Relationships	British Values -	'Think Positive'	'One World'	Relationships	'Safety First'

Equalities	<p>'VIP'</p> <p>'Dogs Don't Do Ballet' by Anna Kemp</p> <p>I know what assertive means and I know why being assertive is sometimes hard.</p>	<p>Respecting Rights</p> <p>Link to Literacy/Computing topic - Preparing and recording a speech for parliament about the impact of global warming</p>	<p>'Red: A crayon's story'</p> <p>I know why people sometimes don't speak up and I know everyone in my school should be proud of who they are.</p>	<p>'The Way back Home' by Oliver Jeffers</p> <p>I know that people speak different languages and I know how languages can be a barrier. I can find ways to overcome barriers.</p>	<p>'Growing Up'</p> <p>'The Flower' by John Light</p> <p>I know that we have choices and I know why it's good to learn about new and different things.</p>	<p>'King and king' by Linda de Hann</p> <p>I know what marriage is and I know who can get married in the UK and I know why people choose to get married.</p>
MFL	<p>French: Revision of Y3 French: greetings, days, months, colours, body parts, classroom instructions etc</p> <p>Counting 0-100</p>	<p>French Introducing my family Mere, pere , beau-mere etc Who lives in your house Where you live - J'habite..</p>	<p>French Pets As-tu un animal? Avoir verb</p> <p>Reading French</p>	<p>French Conjugating er verbs in the present tense: Aimer, adorer, detester Negative ne pas Je n'aime pas</p> <p>Constructing and writing sentences</p>	<p>French Hobbies - what I like or don't like to do Sports, Music Art etc Relate to school subjects</p>	<p>French: Extend holiday French: shopping using money, ordering in shops, cafes etc</p>

