



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? <i>Geography/science</i>	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? <i>Geography/History</i>
<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.		
<p>RE & SMSC</p> <p>Unit: 4.1 Communities Key Question: Where is religion? Religion and World view focus: Christianity, Islam and Humanism.</p> <p>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</p>	<p>RE & SMSC</p> <p>Unit: 4.1 Communities Key Question: Where is religion? Religion and World view focus: Christianity, Islam and Humanism.</p> <p>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</p>	<p>RE & SMSC</p> <p>Unit: 4.2 People who inspire us Key Question: What makes a saint? Religion and World view focus: Christianity, Islam and Humanism.</p> <p>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</p>	<p>RE & SMSC</p> <p>Unit: 4.3 Our world Key Question: Who cares? Religion and World view focus: Christianity, Islam and Humanism.</p> <p>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>	<p>RE & SMSC</p> <p>Unit: 4.3 Our world Key Question: Who cares? Religion and World view focus: Christianity, Islam and Humanism.</p> <p>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>



<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 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</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><u>Music – body percussion</u></p> <ul style="list-style-type: none"> – To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. – To know that combining different instruments and different rhythms when we 	<p><u>Creative Development</u></p> <p><u>Art</u> 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]</p> <p><u>Music – Changes in pitch, tempo and dynamics – Rivers</u></p> <ul style="list-style-type: none"> – To know that when you sing without accompaniment it is called ‘A Cappella’. 	<p><u>Creative Development</u></p> <p><u>Art</u> Learn about great artists, architects and designers in history</p> <p><u>Music – Rock and roll</u></p> <ul style="list-style-type: none"> – To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. – To know that a bass line is the lowest pitch line of 	<p><u>Creative Development</u></p> <p><u>Art</u> 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]</p> <p><u>Music – adapting and transposing motifs</u></p> <ul style="list-style-type: none"> – To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of 	<p><u>Creative Development</u></p> <p><u>Art</u> To create sketch books to record their observations and use them to review and revisit ideas</p> <p><u>Music instrumental scheme – South America</u></p>



<p>compose can create layers of sound we call 'texture'.</p> <ul style="list-style-type: none"> - To know that a 'loop' in music is a repeated melody or rhythm. - To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<ul style="list-style-type: none"> - To know that harmony means playing two notes at the same time that usually sound good together. - To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. - To know that 'performance directions' are words added to musical notation to tell the performers how to play. 	<p>notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <ul style="list-style-type: none"> - To know that playing in time means all performers playing together at the same speed. - To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. <p><u>Music – Haiku, music and performance</u></p> <ul style="list-style-type: none"> - To know that a glissando in music means a sliding effect played on instruments or made by your voice. - To know that expressive language (like a poem) can be used as inspiration for composing music. - To understand that both instruments and voices can create audio effects that describe something you can see. 	<p>music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <ul style="list-style-type: none"> - To know that 'transposing' a melody means changing its key, making it higher or lower pitched. - To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. 	
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		<ul style="list-style-type: none"> - To know that grouping instruments according to their timbre can create contrasting 'textures' in music. 		
<p>Physical Development</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>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>Physical Development</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>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Physical Development</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>Physical Development</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, 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>Physical Development</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</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</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 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>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 4.5 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. 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>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 4.4, 4.3 and 4.8 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 Design a Healthy Buffet</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 4.6 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</p>	<p>Scientific & technological understanding</p> <p>Computing</p> <p>Unit 4.1 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</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 prey.</u></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 development of their ideas and product. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p>Make Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</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 and whether they are grown, reared or caught.</p> <p>Make 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>Evaluate Know what a sensory evaluation is</p>	<p>Simple circuits and switches i.e. torch to be used in an emergency</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 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>Evaluate Explore a range of existing battery powered objects</p>	<p>work and to detect errors in algorithms and programs</p> <p>Science</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 their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers to living things
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	<p>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><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 	<p>Understand how to record evaluations using tables and simple graphs</p> <p><u>Science</u></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>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 - 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. 	
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	<p>this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none">- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			
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