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| Year B  (2023 –  2024) | Halwill Primary School – Long Term Planning – Class 4 | | | | | | | |
| Autumn | | Spring | | | | Summer | |
| Subject Leadership Focus | RSE (JM)  History (JM) | | Geography (JM)  Science ( ) | | | | RWV (LB)  D.T (JM) | |
| Writing Moderation | NARRATIVE: The Christmas Story produce final piece for moderation.    RECOUNT: Linked to history topic    POETRY: The power of imagery – describe Harvest. | | INFORMAL LETTER WRITING: writing to a pupil from our link city school. Produce a final written piece for moderation.    BALANCED ARGUMENT: link to oracy work. Select topic relevant to class topic. | | | | NARRATIVE: 1st Person Story    PERSUASSIVE LEAFLET: to design a leaflet Following our Federation Visit. | |
| Federation Pupil Entitlement  Enrichment | International Harvest Festivals/Carnivals – share geographical skill/RE activities during Harvest Festival Assembly    Try food from other cultures    Is Christmas celebrated everywhere in the world? | | Dance – to be shared during Easter parade/Assembly/community celebration.    Use school blog/letter writing to make links with a city school. | | | | Federation Visit: City Visit, sporting event TBC    Preparing for future adult life. Possible career options, STEM ambassador. | |
| Class Pupil  Entitlement  Enrichment | Weekly News  Make do and mend – Class 4 link their learning to WW2 learning. To set up the enterprise of a second hand clothes shop.  Once a half term:  Money Monday  Talking Tuesday  Where in the World Wednesday  Thinking Thursday  Fluffy Friday | | Weekly News  A weekly puzzle that develops cross curricular links  Once a half term:  Money Monday  Talking Tuesday  Where in the World Wednesday  Thinking Thursday  Fluffy Friday | | | | Weekly News  Using a sewing machine  Once a half term:  Money Monday  Talking Tuesday  Where in the World Wednesday  Thinking Thursday  Fluffy Friday | |
| Opportunities for Diversifying the Curriculum | Representation – positive starting points will be used.  National Army Museum -  The origins of African and Caribbean soldiers in the Army  Conflict and resistance within the British Empire in Africa  The contributions of black men and women to Britain’s efforts in the First and Second World Wars | | Representation – positive starting points will be used.  https://assets-eu-01.kc-usercontent.com/d554c971-bcd0-014b-bb17-d2b96b437da4/29867d0f-5a9e-4339-b1e2-3b0d2db2ccdc/BAB%20Activity%20Sheets.%20V7.pdf  Ancient Greece's visual heritage included representations of black people. | | | | Representation – positive starting points will be used.  Pablo Fanque was an inspirational performer – short film BBC Teach. | |
| English | NARRATIVE:  Fairy Tales  Third person from Dr Kelley’s (The Lost Magician) perspective  RECOUNT – My War  Diary by Flossie  Albright  POETRY: Remembrance power of imagery | INSTRUCTIONAL  TEXT: How to put on a gas mask  NARRATIVE: The  Christmas Story - first person | | NARRATIVE: myths and legends – shift from formal to informal writing    PERSUASSIVE LEAFLET: visit  Greece | BALANCED ARGUMENT: Should Theseus have killed the Minotaur?  REPORT: Living in Greece | NARRATIVE:  Street Child - Third person  Poetry – POETRY –  I am a cat – No  Nonsense Literacy | | RECOUNT: working  in a Victorian factory (link to history dates and time lines to be  EXPLANATION: How the circulatory system works link to science |

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| Reading  Genre | NARRATIVE: Rose  Blanche – Roberto  Innocenti    NARRATIVE: The  Lost Magician –  Piers Torday Whole Class  reader    RECOUNT – My War Diary by  Flossie Albright | NARRATIVE: The  Christmas story –  Brian Wildsmith    INSTRUCTIONAL  TEXT: How to put on a gas mask. Application of WW2 poster – how to put on a gas mask. | | NARRATIVE: Myths and legends – Heather Alexander    PERSUASSIVE LEAFLET: visit Greece GDS Babcock material.  Exposure to professionally presented tourist leaflets.    BBC Teach School Radio - https://www.bbc.co.uk/teach/schoolradio/ks2-ancient-greece/zk73nrd | | Non-Chronological REPORT: How to be an Ancient Greek in 25 easy steps – (Big  Cats) Scoular  Anderson. Whole  Class reader Dorling  Kindersley – Ancient  Greece    Balanced Argument – TBC To link to current affairs/Newsround relevant topic. | NARRATIVE:  Street Child - Berlie Doherty Whole Class reader    POETRY – I am a cat – Book Writes | NON FICTION - Life in a Victorian School (Pitkin Guide)  by Bob Mealing |
| Maths | Place Value  Four Operations | Four Operations  Prime Numbers  Statistics | | Fractions  Algebra  Decimals | | Decimals Percentages Geometry Angles and shape/ position and direction | Converting units arear and perimeter volume measures | Four operations  Fractions |
| History | WW 11 a local study linked to the railway in Halwill  Junction |  | Ancient Greece | |  | | Victorians |  |
| Geography | LOCATION: name  and locate cities  of UK HUMAN and PHYSICAL: describe settlement and land use of London | LOCATION:  Describe location by compass and four and six figure references |  | | PLACE KNOWLEDGE:  similarities and differences between physical and human geography of Greece and UK | |  | GEOGRAPHICAL  SKILLS and  FIELDWORK: A  Traffic Survey in Halwill Junction. |

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| Art and  Design | Perspective drawing to a  vanishing point. Drawing an evacuee in proportion.  shading: charcoal, pencil and water colour | | Propaganda posters  – evoking control through colour and language | | Clay – slab pots | | Wax resist – linked to Ancient Greek pots  Sculpture -Mudroc face masks to use in their myths and legends. | | People in action – linked to Edward Maywerd.  Simple pencil drawings and portraits of people moving. | | Patterns in art – William Morris. Symmetry and repeated pattern  Work in the style of  Lowry | |
| DT | | COOKING NUTRITION:  nutrition and healthy eating. Compare the availability of food today compared to the rationing of  WW2 | |  | | TECHNICAL KNOWLEDGE: apply knowledge of how to strengthen, stiffen and reinforce complex structures. Discuss the structure of temples. Reinforced by triangulation | |  | | TECHNICAL KNOWLEDGE:  Using electrical systems in their products. Using switches, bulbs, buzzers and motors. Recap and build on electricity from autumn term. Link to impact of electricity on Victorians | |  |
| Science | | LIVING THINGS AND THEIR  HABITATS:  Describe how living things are classified into broad groups. Give reasons for classifying plants and animals | | ELECTRICITY: Associate the brightness of a lamp or buzzer with the number and voltage of cells used in the circuit.  Compare and discuss variations caused by electrical components. Use recognised symbols | | PROPERTIES AND CHANGES OF  MATERIALS: Classify materials. Describe liquid, solid, gas. Set up comparative and fair tests. Demonstrate reversible and irreversible changes | |  | | ANIMALS  INCLUDING HUMANS:  describe changes as humans develop to old age | | ANIMALS  INCLUDING  HUMANS: identify the main parts of the human circulatory system |
| Computing | | Teach Computing Y5  Computing system and networks Systems and searching | | Teach Computing Y5  Creating Media Video production | | Teach Computing Y5  Data and Information – Flat File data bases | | Teach Computing Y5  Creating media – Introduction to vector graphics | | Teach Computing Y5  Creating media – Introduction to vector graphics | | Teach Computing Y5  Programming A Selection in physical computing  Photo editing  Programming B – selection in quizzes |
| Music | | Charanga Music  Scheme – Happy | | Charanga Music  Scheme – Classroom  Jazz | | Charanga Music Scheme – A New  Year Carol | | Charanga Music Scheme – You’ve got  a friend | |  | | Charanga Music  Scheme -Reflect,  Rewind and Reply |
| Religion  World View | | What does it mean for Christians to believe that God is holy and loving? | |  | | What do Christians believe Jesus did to ‘save’ people? | |  | | Why do Hindus want to be good? | |  |
| RSE | | VALUING  DIFFERENCES – Ok to be different | |  | | RIGHTS and RESPONSIBILITIES -  Democracy in Britain 1 | | RIGHTS and  RESPONSIBILITIES  -Democracy in Britain  2 | |  | | Non Statutory Sex  Education |
| French | | Our Bodies – naming body parts in French | | Our Bodies – naming body parts in French | | Our Homes – naming associated vocabulary in French | | Our Homes – naming associated vocabulary in French | | The seasons naming associated vocabulary in French | | The seasons naming associated vocabulary in  French |
| PE | | Dance Yoga | | Dance Yoga | | Games Gymnastics | | Games Gymnastics | | Games  Disability Sports | | Games  Athletics |