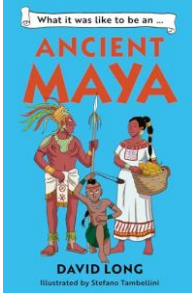
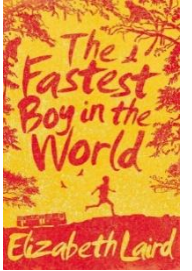

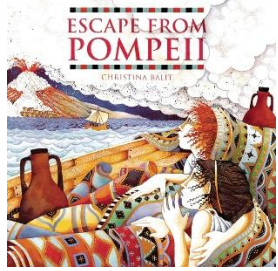


The Hawthorns Primary School Long term curriculum plan Year 4

	Autumn		Spring		Summer	
Topic name	Travel back thousands of years		Amazing Africa		Who were the Romans?	
Trips and visits	Workshop: Portals to the past (Maya)		Experience: Theatre and Art Gallery The Lion King and The National Portrait Gallery		Roman day: Teacher led	
Hook/outcome	No more chocolate in 3 days!		African Play		Roman Workshop	
Whole class reading text driver	<p>Ancient Maya by David Lon</p> 	<p>The Great Chocoplot by Chris Callaghan</p> 	<p>The White Giraffe by Lauren St John</p> 	<p>The Fastest Boy in the World by Elizabeth Laird</p> 		<p>The Land of Roar by Jenny McLauchlan</p> 
Parallel texts	<p>Extracts from:</p> 					<p>Video extracts</p> 

Writing learning journey 1	1 Outcome: Write own version of Rain Player story Purpose: To entertain. Audience: Readers. Form: Narrative. Viewpoint: Author	Outcome: Newspaper report on the end of chocolate Purpose: to inform Viewpoint: Local newspaper from Chompton-on-Delyt	Outcome: Letter writing Purpose: to inform/engage/retell events Form: letter Viewpoint: Martine	Outcome: Adventure story Purpose: To entertain Audience: KS2 readers Form: Narrative Viewpoint:	Outcome: Diary entry Purpose: To evoke strong emotions in the reader Audience: Year 4 Form: Narrative Viewpoint: character in the story	Outcome: Instructions to be followed in an emergency (such as a volcano erupting) Purpose: To save in an emergency Audience: General public Form: Instructions
Writing learning journey 2	2 Outcome: Non-chronological report on the Maya Purpose: To inform Audience: to showcase learning for parents Form: Non-chronological report	Outcome: To write a piece of descriptive writing which focuses on a chocolate factory Purpose: To entertain Audience: Year 4 reader Form: Paragraph of descriptive writing	Outcome: Non-chronological report in an unfamiliar style Purpose: To educate Audience: Parents Form: Non-chronological report in an unfamiliar style Viewpoint: Author	Outcome: Perform a play Purpose: To entertain Audience: Whole school community Form: Play script	Outcome: Disaster story Purpose: Entertain Audience: Readers Form: Narrative (Final SOA)	Outcome: Persuasive text Purpose: To convince the Vikings to keep the dragons Audience: The Viking town Form: Speech at a town meeting
Pen Pal letters	Pen Pal letter 1		Pen pal letter 2		Pen pal letter 3	
Sight of application writing	(Link to Year 3 learning-adventure story with a focus on character description)	Narrative of Maya story	Newspaper report on an aspect of the White Giraffe story - fire	Letter writing	Non-chronological report in an unfamiliar style on a volcano	Recount in the form of a diary entry

RE	Who is God to Sikhs? Sikhi	What is the most significant part of the nativity story for Christians today? Christianity	Do Sikhs think it is important to share? Sikhi	Is forgiveness always possible for Christians? Christianity	What motivates Humanists to lead good lives? Humanism	Do people need to go to Church to show they are a Christian? Christianity
PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Science	Animals including humans	States of matter	Living things in their habitats	States of matter	Sound	Electricity
Humanities	Ancient Maya Why do we study the Maya?		Africa Are all countries in Africa the same?		The Great Roman Empire What did the Roman's bring to England?	
Design and Technology	Food: Design and bake biscuits		Mechanics: Moving posters - levers		Electrical: Simple circuits project on a page	
Art and Design	Pattern		Sculpture		Still Life	
PE	Gymnastics (indoor) Ball skills (Outdoor)	Dance (indoor) Netball (outdoor)	Yoga (indoor) Handball (outdoor)	OAA (indoor) Basketball (outdoor)	Fitness (indoor) Cricket (outdoor)	Tennis (outdoor) Athletics (outdoor)
Music Sing up scheme	Sing Up	Sing Up	Year 4 production- performing together, call and response songs African drumming and percussion		Sing Up Berkshire Maestros	Sing Up Berkshire maestros
French	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
	J'ai/Tu as Dans ma trousse Items of clothing x 5 Je mets/Tu mets Oui/Non	Gender of nouns Plural nouns 1 st and 2 nd person - avoir 1 st and 2 nd person - mettre	C'est Days of the week Numbers 11-20	Plural nouns	C'est Ce n'est pas Qui est-ce? Colours x 6 De quelle couleur est-ce?	Negative - ne.. pas 3 rd person singular être Position of colour adjective

	Des					
	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
	Sentence with pronoun, verb and singular/plural nouns Rising intonation-question Elision	Silent letter rules a/ai/c before e/c before i/ch/e + 2 cons./ e in 1 syllable/ è/ eau/ -es/eu/j/g/in/o not at end/oi/on/r/u/y	Counting nouns beginning with a consonant Elision	Silent letter rules a/an/c before e/ch/ e + 1 cons./e + 2 cons./ei/en/ eu/j/i/in/o not at end/ on/ou/qu/r/u/un/z	Short positive and negative sentences Rising intonation- question Question word Formation of negative sentence Elision Liaison	Silent letter rules a/an/c before e/e + 1 cons./e in 1 syllable/e + 2 cons./en/ eu/g before e/i/o not at end/ ou / qu/r/s between vowels/un/
	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
	Stories Je m'habille et je te croque Rhymes/Songs Beau front Eiffel Tower	Eiffel Tower	Stories Par une sombre nuit de tempête Rhymes/Songs 11 à 20 Days of the week 1,2,3 je m'en vais au bois	Bi-lingual dictionary - meanings 2 times table	Rhymes/Songs De quelle couleur est-ce? Une souris verte	French speaking countries in Europe
Computing	E Safety Effective searching Coding	E safety Microbits	E Safety Spreadsheet	E Safety Hardware Investigators Artificial intelligence	E Safety Animation Making Music	E Safety Logo