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## Long Term Overview of Learning at Belmont School for 2021/22

### Year 4

	Autumn 2021	Spring 2022	Summer 2022
Exploration	Once upon a me...	Know, Now and Next...	The Great Outdoors...
<b>Personal, Social, Health and Economic (PSHE)</b>	<ul style="list-style-type: none"> <li>Transitioning back to school</li> <li>Understanding behaviour for learning expectations</li> <li>Learning to self-regulate and how to deal with uncertainty (including Zones of Regulation)</li> <li>Recognise the importance of healthy eating</li> <li>Consider the different types of loss and separation and create strategies to deal with and support others.</li> <li>Anti-bullying: Recognise how the actions of other can create peer pressure with different groups around us.</li> <li>Media and the community – how media influence our decisions, persuasion from the media</li> </ul>	<ul style="list-style-type: none"> <li>Effects of smoking – making good decisions, balanced lifestyle.</li> <li>Recycling in local community explain different recycling bins</li> <li>Safety in the wider world</li> <li>Rights and responsibilities: behaviour and consequences, privacy, independence and the responsibility that comes along with it.</li> <li>Anti bullying – equal opportunities, disability</li> </ul>	<ul style="list-style-type: none"> <li>Changes in the body during puberty</li> <li>Emotional changes during puberty</li> <li>Different types of relationships</li> <li>Strong feelings and mood swings</li> <li>Physical contact – acceptable/unacceptable</li> <li>Fundraising: voluntary agencies, plan fundraising project, reflect and celebrate achievements and strengths.</li> </ul>
<b>Core Texts</b>	<ul style="list-style-type: none"> <li>The Boy at the Back of the class by Onjali Q Rauf</li> <li>Charlie and the Chocolate Factory by Roald Dahl</li> <li>How to Train Your Dragon by Cressida Cowell</li> <li>Once upon a Me! (Assessment Piece)</li> </ul>	<ul style="list-style-type: none"> <li>Beowulf by Michael Morpurgo</li> <li>Illumanatomy by Kate Davies</li> <li>Tuesday by David Wiesner (Assessment Piece)</li> </ul>	<ul style="list-style-type: none"> <li>Tiger, Tiger Burning Bright by Fiona Waters</li> <li>The Amazing Story of Adolphus Tips by Michael Morpurgo</li> <li>The Chronicles of Narnia: The Lion, the Witch and the Wardrobe by C.S. Lewis</li> <li>The Green Ship by Quentin Blake (Assessment Piece)</li> </ul>
<b>Reading and Spelling Focus</b>	<ul style="list-style-type: none"> <li>Read most words fluently, including Y3/Y4 exception words, applying</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes in different books.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to authorial style, themes (e.g. triumph of good over evil) and features</li> </ul>



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	<p>knowledge of root words, prefixes and suffixes/word endings and decode any unfamiliar words with increasing speed and skill.</p> <ul style="list-style-type: none"> <li>• Discuss unusual similarities between spelling and sound and where these occur in the word.</li> <li>• Discuss and compare texts from different genres and writers.</li> <li>• Read for a range of purposes.</li> </ul> <p>Spelling Focus:</p> <ul style="list-style-type: none"> <li>• Words ending -sure</li> <li>• Possessive apostrophe with singular proper nouns</li> <li>• Homophones (peace/piece, main/mane, fair/fare)</li> <li>• Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>• Words with the/eɪ/sound spelt 'eigh' or 'ey' Words with the/ʃ/sound spelt 'ch' and the/ʌ/sound spelt 'ou'</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices in non-fiction text to retrieve, record and discuss information.</li> <li>• Use dictionaries to check the meaning of words that they have read.</li> <li>• Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</li> <li>• Justify predictions from details stated and implied.</li> <li>• Discuss vocabulary used to capture readers' interest and imagination.</li> </ul> <p>Spelling Focus:</p> <ul style="list-style-type: none"> <li>• The/g/ sound spelt 'gu'</li> <li>• Words with ending spelt '-ture'</li> <li>• Possessive apostrophe with plurals</li> <li>• Homophones (scene/seen, mail/male, bawl/ball)</li> <li>• Prefixes 'anti-' and 'inter-'</li> <li>• Use endings spelt '-cian', '-sion', '-tion' and '-ssion'</li> </ul>	<p>(e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Recognise and discuss different forms of poetry (e.g. free verse or narrative poetry).</li> <li>• Practise and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</li> </ul> <p>Spelling Focus:</p> <ul style="list-style-type: none"> <li>• Words with the /s/ sound spelt 'sc' (Latin in origin)</li> <li>• Endings spelt using the 'sion'</li> <li>• Apostrophes for possession, including singular and plural</li> <li>• Homophones</li> </ul>
<p><b>English Language/Grammar</b></p>	<ul style="list-style-type: none"> <li>• Revise Year 3 writing features.</li> <li>• Write a plan including key events, ensuring that all events lead towards the ending.</li> <li>• Reinforce that conjunctions enable causation.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed use of fronted adverbial</li> <li>• Effective use of expanded noun phrases using adjectives that are factual and express opinion and are modified with preposition.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the use of sentence openers through the use of DADWAVERS</li> <li>• Consolidate the use of verbs and adverbs to enhance the description in a story</li> </ul>



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	<ul style="list-style-type: none"> <li>Consolidate the use of verbs and adverbs.</li> <li>Embed the varied use of nouns and pronouns.</li> <li>Reinforce that paragraphs are useful for organising.</li> <li>Standard English forms of verb inflections are used instead of local spoken forms.</li> <li>Embed the use of a clear introduction and conclusion.</li> <li>Embed the use of subheadings.</li> <li>Edit, proof read and amend their writing.</li> <li>Begin to use fronted adverbials</li> <li>When performing a poem, vary volume, pace and use appropriate expression.</li> <li>Use actions, sound effects and rhythm to enhance a poems effectiveness.</li> <li>Begin to describe a poem's impact and explain an interpretation of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Use the full range of speech punctuation.</li> <li>Apostrophes to indicate plural possession.</li> <li>Introduce relative clauses using 'that', 'who' and 'where'.</li> <li>Link between key ideas in and across paragraphs.</li> <li>Use layout devices such as diagrams.</li> <li>Re-read completed narratives out loud.</li> <li>Use of paragraphs to organise ideas.</li> <li>Understand how similes and expressive language create images in a readers' head.</li> <li>Discuss a poem's form and the effect it may have on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce the use of paragraphs and stanzas to organise writing for different purposes to ensure cohesion</li> <li>Establish the structure of a different persuasive text and the comment features and differences between them and a normal letter.</li> <li>Embed the use of relative clauses</li> <li>Use adverbs to express frequency and quantity to make a persuasive point</li> <li>Demonstrate an understanding of the rules and structure of a Haiku</li> <li>Use figurative language to describe the elements of a Chinese element dragon.</li> </ul>
<b>Writing genre</b>	<ul style="list-style-type: none"> <li>Narrative – stories from different cultures</li> <li>Poetry- Rhyming Poems</li> <li>Persuasive Text (Book Review)</li> <li>Recount (Newspaper Report)</li> <li>Recount (Diary)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative- Myths and Legends</li> <li>Poetry- Free Verse Poetry</li> <li>Explanation Text</li> <li>Non- Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>Narrative -</li> <li>Poetry- Haiku</li> <li>Persuasive Text (Letter)</li> <li>Non-Fiction Text (Factual letter)</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place value – 4-digit numbers</li> <li>Addition and subtraction</li> <li>Measure – perimeter</li> <li>Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Measure – area</li> <li>Fractions</li> <li>Decimals</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Money</li> <li>Time</li> <li>Statistics</li> <li>Geometry – angles and 2D shapes</li> <li>Geometry – position and direction</li> </ul>



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<b>Science</b>	<ul style="list-style-type: none"> <li>• Living things</li> <li>• Sound</li> </ul>	<ul style="list-style-type: none"> <li>• States of Matter</li> <li>• Electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Animals including Humans</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Digital Literacy (E-Safety)- Explore E-safety focusing on how to keep passwords secure as well as reporting concerns about online safety to appropriate adults.</li> <li>• Digital Literacy- Discuss strategies to manage time spent online.</li> <li>• Information Technology (Multimedia)- Use different forms of input and output to create learning on TEAMS and OneNote</li> <li>• Computer Science (Coding and Programming)- Code and programme using 2code in Purple Mash to find bugs in codes and solve them.</li> <li>• Computer Science (Coding and Programming) -Use own coding skills in Scratch to create their own mini-game (How to use Scratch).</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Literacy (E-Safety)- Explore methods for protecting self and others online and understanding how to post positively and respectfully online.</li> <li>• Information Technology (Photography and Digital Art and Word Processing)- Design own toy by manipulating shapes to create digital art work and create an advert presentation with a range of media.</li> <li>• Information Technology (Multimedia) - Create and edit own music, adding effects for a purpose and creating a simple four chord song, using Garageband.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Literacy (E-Safety)- Understand the consequences when posting something online and strategies for choosing websites and games that are age appropriate.</li> <li>• Information Technology (Using the Internet)- Complete research on a topic recognising how search engines work and gather the relevant digital content.</li> <li>• Information Technology (Word Processing)- Write and deliver information on a given subject in the form of a Blog/Google Document.</li> </ul>
<b>Geography</b>	<p>South America</p> <ul style="list-style-type: none"> <li>• Compare qualities of life in South America and UK.</li> <li>• Draw maps of the continents and countries of the world including South America.</li> <li>• Location and understand the impact of the equator on the countries in the different hemispheres</li> </ul>	<p>England</p> <ul style="list-style-type: none"> <li>• Compare mountainous areas: Name and locate world's mountainous areas (Ben Nevis).</li> <li>• How land use changes</li> <li>• Trade links</li> <li>• Cumbria, Northumberland, Durham, Aberdeenshire and Gwynedd.</li> </ul>	<p>China</p> <ul style="list-style-type: none"> <li>• Name and locate China, India and Nepal and some of the world's most mountainous areas (Rockies, Himalayas)</li> <li>• Using maps compare the Lake District to Himalaya.</li> <li>• To understand how some use of land can change over time (Mountain areas)</li> <li>• To describe links between different countries, such as trade links, exports</li> </ul>



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	<ul style="list-style-type: none"> <li>Name and locate many of the world's most mountainous areas (Andes) and understand how the use of land can change over time.</li> <li>Talk about geographical similarities and differences through studying the human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Geographical similarities and differences of human and physical geography of a small area of the UK (Ambleside).</li> <li>Discuss UK cities and counties, geographical regions, identify human and physical characteristics, topographical features (mountains), land-use patterns</li> <li>Establish the physical changes in the UK post Ice-age</li> <li>Recognise the similarities and differences between our local area and an EU country</li> <li>Social, cultural, religious and ethnic diversity of the societies studied, in Britain and wider world.</li> </ul>	<p>and imports, including physical and human features.</p> <ul style="list-style-type: none"> <li>Learn about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world.</li> </ul>
<p><b>History</b></p>	<p><b>Incas</b></p> <ul style="list-style-type: none"> <li>History of The Inca Empire</li> <li>To know the characteristics features of the Inca Empire.</li> <li>Study the ideas, cultural and religious beliefs and attitudes of The Inca Empire and how this changed over time.</li> <li>General history of South America (Spanish colonisation)</li> <li>Consider the effect that events and people have had in South America and the changes over time.</li> </ul>	<p><b>Romans</b></p> <ul style="list-style-type: none"> <li>Roman Settlements in Britain, including the city of Chester (St Albans)</li> <li>To use dates and vocabulary relating to the passing of time. E.g. The Roman Empire and the invasion of Britain.</li> <li>To recall and communicate, select and organise knowledge and understanding, historical information using dates and historical vocabulary to describe the periods studied.</li> </ul>	<p><b>Ancient China</b></p> <ul style="list-style-type: none"> <li>Ancient China – Shang Dynasty- When and where?</li> <li>Ancient China – Achievements</li> <li>An overview of when and where the first civilizations appeared and an in-depth study on the Shang Dynasty.</li> <li>To identify the era in which the Shang Dynasty took place.</li> <li>To use varying research tools to find out more about the social hierarchy during the Shang Dynasty and how social status was important in creating a specific community.</li> <li>Identify key achievements during the Shang Dynasty that influenced the country (as well as their influence today).</li> </ul>



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<p><b>Art</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Create increasingly accurate drawings, having identified the most suitable materials taking inspiration from Stephen Wiltshire.</li> <li>• Embed tonal techniques and understand that scale, composition, and proportion are essential to the planning phase of observational work.</li> <li>• Discuss and review own work, expressing thoughts and feelings, and identify changes and see how it can be developed further.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Explore tinting and shades of colours through the work of Alma W Thomas.</li> <li>• Establish strategies to create perspective through the work of William Turner and John Constable</li> <li>• Explore the composition of natural landscapes considering scale in relation to foreground, middle ground and back ground.</li> <li>• Discuss and review others work, expressing thoughts and feelings, and identify changes and see how they can be developed further.</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Experiment using various printing techniques, evaluating their effectiveness.</li> <li>• Plan, create and evaluate own Willow pattern inspired plate.</li> <li>• Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>
<p><b>Design and Technology</b></p>	<p><b>Textile/Collage</b></p> <ul style="list-style-type: none"> <li>• Recognise that natural fabric are made of animal hair and plant fibres which would have been used by the Incan people to create clothes.</li> <li>• Decorate pieces of fabric with geometric patterns to using needle and thread.</li> <li>• Discuss and review own work, expressing thoughts and feelings, and identify changes and see how it can be developed further.</li> </ul>	<p><b>Sculpture/ 3D work</b></p> <ul style="list-style-type: none"> <li>• Explore proportions and size when planning a sculpture of a Roman emperor/bust taking inspiration from the works of Antony Gormley.</li> <li>• Create a 3D Roman shield with textures that have been created using different tools.</li> <li>• Discuss and review others work, expressing thoughts and feelings, and identify changes and see how they can be developed further.</li> </ul>	<p><b>Textiles/ Collage</b></p> <ul style="list-style-type: none"> <li>• Create a kite base on a Chinese design using a range of stitches to join pieces of material together.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Experiment with different types of printing, using this understanding to support the creation of a Willow Pattern inspired plate.</li> <li>• Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>
<p><b>Religious Education</b></p>	<ul style="list-style-type: none"> <li>• Humanism – How is Humanism the same as and different to a religion?</li> <li>• Christianity- What do we mean by peace? Where is it found?</li> </ul>	<ul style="list-style-type: none"> <li>• Judaism- What does it mean to be sorry? How can we tell?</li> <li>• Christianity - In what ways is Jesus relevant today and in the future?</li> </ul>	<ul style="list-style-type: none"> <li>• Islam – what roles do places of worship have in the community?</li> <li>• Sikhism - Does it matter what we wear and why?</li> </ul>



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<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Indoor P.E. - Handball: Invasion (hands) – Receiving, sending, aiming, attacking and defending</li> <li>Outdoor P.E. - Basketball- Moving into space, moving after we pass</li> <li>Indoor P.E. - Gymnastics: Counterbalance counter tension</li> <li>Outdoor P.E. - Dance- choreograph more complex sequence of moves based on own actions/movement added showing control and confidence in the movement</li> </ul>	<ul style="list-style-type: none"> <li>Indoor P.E. - Movement skills – Climbing, hanging/pulling and rolling</li> <li>Outdoor P.E. - Gymnastics – Flight</li> <li>Indoor P.E. - Panathlon and Officiating</li> <li>Outdoor P.E. - Tag Rugby: Invasion (feet/chest) – Receiving, sending, aiming, attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Indoor P.E. - Volleyball: Striking, aiming, digging, smashing, movement, attacking, defending and officiating</li> <li>Outdoor P.E. - Rounders: Striking and fielding – Bowling, receiving and positional play</li> <li>Indoor P.E. - Striking – Aiming, smashing, serving, movement, attacking, defending and officiating</li> <li>Outdoor P.E. - Athletics: Running, throwing and working as a team</li> </ul>
<b>Music</b>	<p>SET WORK: LA TRAVIATA BY ITALIAN COMPOSER GUISEPPIE VERDE</p> <ul style="list-style-type: none"> <li>(composing a waltz/mood music)</li> <li>Keywords: opera; musical; waltz; brindisi; chords; melody</li> </ul> <p>SET WORK: THE PLANETS BY GUSTAV HOLST</p> <ul style="list-style-type: none"> <li>Keywords: PIANISSIMO; PIANO; CRESCENDO; FORTE; FORTISSIMO; GUSTAV HOLST; MARS; VENUS; MERCURY; JUPITER</li> </ul>	<p>Bollywood Fusion Unit (provided by Harrow Music Service)</p>	<p>KEYBOARD UNIT 4: Music Staff Notation;</p> <ul style="list-style-type: none"> <li>How to clap in time to a beat;</li> <li>How to count in fours;</li> <li>How to read “noughts and crosses” symbols, progressing onto crotchets and crotchet rests.</li> <li>How to move in time to a beat.</li> <li>Body percussion</li> <li>Understanding strong beats and off-beats;</li> <li>How to read crotchet and quaver rhythms</li> <li>Listening tests: writing down what they hear</li> <li>PERFORMANCE PIECE: IN THE HALL OF THE MOUNTAIN KING by GRIEG</li> </ul>
<b>Modern Foreign Languages - Spanish</b>	<ul style="list-style-type: none"> <li>Why we learn a second language?</li> </ul>	<ul style="list-style-type: none"> <li>New technology in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>All about sports:</li> </ul>



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- Spanish greetings
- Emotions
- Colours
- Numbers 1-15
- All about school
- Halloween

- Transports
- Home
- Animals
- Under the sea
- Pets

- What is your favourite sport?
- typical Sports in Spain
- action verbs
- Healthy food
- Spanish culture (Food, festivals, music)
- Spanish party- end of year celebration-