



Year Long Term Plan 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Why are you proud to be Bradfordian? (7 weeks) IDENTITY	Are we Scientists? (8 weeks)	How did WW2 change Britain? (6 weeks) <u>DEMOCRACY & LEGACIES</u>	How did WW2 change Britain? (7 weeks)	What did the Romans do for us? (4 weeks) <u>LEGACIES</u>	What did the Romans do for us? (6 weeks)
Please include hook, visits, enrichment activities	Oracy focus Hockney Exhibition School Linking Project	Science Day Continue with SLN	Evacuee play/ Parent event	Lotherton Hall	Aldborough / Wallsend	Possible animal visitor?? Science link
English (Include any books/texts to be used) (Diary focus over year, personal/topic)	Descriptive writing – different stimuli Cover all GPS skills to be used throughout the year Introduce purpose of different types of writing	Instructions (directions, cooking, making, science) Range of scientific topic books that include instructions/experiments	Poetry – I am Winter, King of Seasons The Lion, the Witch and the Wardrobe short burst diary entry for each event in WW2 – different viewpoints	Portal Story – The Gas Mask The Lion, the Witch and the Wardrobe	Discussion – WAGOLL around Romans?	Continue Discussion
Maths	Place Value Consolidation of arithmetic skills from Y3 Data collection	Addition and Subtraction Position and Direction Measurement (science) Consolidation of Y4 PV and 4 operations	Multiplication and division (dividing by 10, 100) Statistics – inc money Consolidation of Y4 PV and 4 operations	Fractions and decimals Consolidation of Y4 PV and 4 operations	Properties of Shape Consolidation of Y4 PV and 4 operations	Measurement Consolidation of Y4 PV and 4 operations
Science		Working scientifically States of Matter	Sound	Electricity	All living things	Animals including humans
History	- To know the differences in lifestyles between culturally diverse societies, now and 50 years ago and how this has impacted on Bradford today (food, religion, <u>settlements</u> , organisation of society, technology, clothing)		- To know about the events that led to Britain entering WW2 - To know about the Battle of Britain and life during this period. -To know the reasons why the war ended (<u>allies</u> , <u>axis</u> , <u>parliament</u>)	- To know about the events that led to Britain entering WW2 - To know about the Battle of Britain and life during this period. -To know the reasons why the war ended (<u>allies</u> , <u>axis</u> , <u>parliament</u>)	- To know about the conquest of Britain by the Romans and becoming part of the Roman Empire (Julius Ceaser/Claudius) - To know about the resistance and opposition from British Natives (Boudica)	- To know about the conquest of Britain by the Romans and becoming part of the Roman Empire (Julius Ceaser/Claudius) - To know about the resistance and opposition from British Natives (Boudica)
Geography	Economic activity – why families chose to emigrate and Britain's economy	Links water cycle to weather in W Yorks – transport links, water sources for mills	-Locate key countries in Europe		Locate key countries in Europe Physical geography (landscape of the Dales from caving	Research & present key physical & human features of European countries (draw upon

	Heaton Woods to look at the locality Visit to Howarth contrasting locality	Explanation of the water cycle			visit & <u>volcanic region</u> of Italy from Romans) of a place in the UK compared with that of Europe. (Links to Roman Empire & Caving visit).	<u>navigational language</u> i.e. to the North of... bordered by...) using a range of geographical resources such as own interpretations from maps, globes, digital mapping rather than textbooks.
Art	Drawings and paintings of themselves/ their families Can they show personality through pictures? Links to descriptive writing. Portraits (RE link)		Propaganda posters (choosing suitable medium)		Link to Roman pottery patterns Pottery – making textures	
DT		Chocolate crispy cakes – solid – liquid – solid	Making toys (make do and mend) - spoon dolly - sewing toys (felt/fleece) PLAN/EVALUATE		Mosaics Plan Design Make Review	
RE	What do different people believe about God? (Beliefs) Comparison with my beliefs		How do faith communities demonstrate what is sacred? (Practices)		How do believers use symbolism to show their beliefs? (Forms of Expression)	
PHSCE	Identity To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. Relationships To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity.(See ‘protected characteristics in the Equality Act 2010’) Introduce Zones Of Regulation	Links with science Parents’ investigations	Citizenship To think about the lives of people living in other places, and people with different values & customs. To appreciate the range of national, regional, religious and ethnic identities in the UK. Develop zones of regulation	Risk To differentiate between the terms ‘risk,’ ‘danger’ and ‘hazard.’ To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environments) and how to use this as an opportunity to build resilience.	Health To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health & safety. (Life Caravan)	Economic To learn about the role money plays in their own and others lives, including how to manage their money. To learn about enterprise and the skills that make someone ‘enterprising.’