













Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question 	Were the Dark Ages dark?	Where does my food go?	Are dragons real?	Should all crimes be punished?	How does the Amazon Rainforest matter to us?	What makes St Dennis, St Dennis?
Real Life Experiences 	Viking invasion on the school field Build Viking longships and test in water	Creating a digestive system model	Virtual visit to Poland. Investigation into 'dragon' animals such as bearded dragons and Komodo dragons	Visit to Bodmin Jail	Visit to Eden Project	Fieldwork – walk around the village Visit to Cornwall Energy Recycling Centre
Environment and Community 	Finding out how Saxons and Vikings influenced place names and finding out about the origins of some Cornish place names.	Eating for a sustainable environment – WWF	How would dragons affect the environment? Discussion text	How do the local police force work to reduce and punish crime? Visit from local Tri-Services Officer.	How does deforestation in a different continent affect us? Exploring 'The lungs of the Earth'	How has the Cornwall Energy Recycling Centre impacted the village? Identifying and analysing change in the village over time
English 	Storytelling Fiction: Odin Creates the World – Viking Saga Book Study: Arthur and the Golden Rope by Joe Todd Stanton Writing linked to the wider curriculum: Non-chronological report: Hindu Deities (RE)	Storytelling: Fiction: Charlie and the Chocolate Factory by Roald Dahl Book Study: The Great Choco Plot by Chris Callaghan Writing linked to the wider curriculum: Explanation of how digestive system works (Science)	Storytelling Fiction: Smok the Dragon by Pie Corbett Book Study: How to Train Your Dragon by Cressida Cowell Writing linked to the wider curriculum: Persuasive leaflet on visiting Poland (Geography)	Storytelling Fiction: The Time Travelling Criminal Book Study: Tilly and the Time Machine by Adrian Edmondson Writing linked to the wider curriculum: Recount: Bodmin Jail visit (History)	Storytelling Fiction: The Great Kapok Tree by Lynne Cherry Book Study: The Explorer by Katherine Rundell Writing linked to the wider curriculum: N/A	Storytelling Fiction: The Nine Maidens (Naw-Voz) Book Study: Buried Alive by Jacqueline Wilson Writing linked to the wider curriculum: Explanation about how electricity travels in a circuit (Science)
Maths 	Number: Place Value Number: Addition and Subtraction Measurement: Area		Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Number: Decimals		Number: Decimals Measurement: Money Measurement: Time Geometry: Shape	

					Geometry: Position and Direction Number: 4 operations Statistics	
Science 		Biology: Understand animals and humans	Biology: Living things and their habitats	Physics: Sounds	Chemistry: States of Matter	Physics: Electricity
History 	Enquiry Question: What caused the Battle of Hastings and what were its effects? NC: Vikings and Saxons - Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Themes: Settlements / Conflict			Enquiry Question: How have the way crimes been punished changed over time? NC: Crime and Punishment in the UK - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Themes: Society		
Geography 			Unit: European Region – Poland Fieldwork: Link up with school in Poland - set up comparison chart with our school. Compare human and physical features of local areas		Unit: The Rainforest Fieldwork: Eden Project visit – survey of plants in 'rainforest' area	Unit: Local study St Dennis (land use) Fieldwork: Mapping skills within local area
Physical Education and Sport 	PE: REAL Dance (Personal) Sport: Football	PE: REAL Gymnastics (Social) Sport: Tag Rugby	PE: REAL PE (Cognitive) Sport: Hockey	PE: REAL PE (Creative) Sport: Cricket	PE: REAL Gymnastics (Physical) Sport: Tennis	PE: REAL PE (Fitness) Sport: Athletics
Religious Education 	What do Hindus believe God is like? (Unit 27)	GOSPEL: What kind of world did Jesus want? (Unit 25)	What does it mean to be a Hindu in Britain today? (Unit 29)	SALVATION: Why do Christians call the day Jesus died 'Good Friday'? (Unit 28)	KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? (Unit 26)	How and why do people mark significant events of life? (Unit 30)
Art 	Techniques: Drawing, painting, collage and digital media	Techniques: Drawing, painting and textiles Outcomes: Recreating Tapestry images through	Techniques: Drawing, collage and sculpture Outcomes: Discover and recognise dragons in	Techniques: Drawing, collage and digital media	Techniques: Drawing, printing and collage Outcomes: Line drawings of rainforest	Techniques: Drawing, painting and sculpture Outcomes: Draw, design, create and

St Dennis Primary Academy – Long Term Plan

	<p>Outcomes: Still life using a range of mixed media. Fabric collages of still life, photographed, rearranged and added to.</p> <p>Artist: Paul Cezanne, Pierre Auguste Renoir</p>	<p>OP art, design and stitch a section inspired by the Bayeux Tapestry</p> <p>Artist: Bayeux Tapestry, Pop Art, Roy Lichtenstein, Andy Warhol</p>	<p>different art forms (George and the Dragon), create a collage, dragon sculpture using clay</p> <p>Artist: Raphael – George and the Dragon, Bernt Notka</p>	<p>Outcomes: Self-portraits and abstract portraits, photomontage in the style of an artist</p> <p>Artist: David Hockney, Pablo Picasso and Roy Lichtenstein</p>	<p>animals, polyfoam printing block prints, large-scale painting and collage to show symmetry and camouflage</p> <p>Artist: Henri Rousseau</p>	<p>paint a pot based on the Troika style</p> <p>Artist: Troika Pottery Artists – Leslie Illsley, Jan Thompson, Benny Sirota</p>
<p>Design Technology</p> 	<p>Area: Textiles</p> <p>Unit: Fastenings</p> <p>Composite: A fabric book sleeve</p>	<p>Area: Food</p> <p>Unit: Adapting a recipe</p> <p>Composite: A recipe for a healthy snack</p>	<p>Area: Structure</p> <p>Unit: Pavilions</p> <p>Composite: A structure to house a dragon</p>		<p>Area: Mechanical systems</p> <p>Unit: Making a slingshot car</p> <p>Composite: A car with a working slingshot system</p>	<p>Area: Electrical systems</p> <p>Unit: Torches</p> <p>Composite: A working torch with a switch.</p>
<p>Music</p> 	<p>Charanga: Mamma Mia</p>	<p>Compose song for Christmas concert</p>	<p>Charanga: Glockenspiel 2</p>		<p>First access workshops: Brass band</p>	
<p>Computing</p> 	<p>Computing Systems and Networks: The internet</p> <p>Natterhub: Balance it Question it</p>	<p>Programming: Repetition in shapes</p> <p>Natterhub: Feel it</p>	<p>Creating Media: Photo editing</p> <p>Natterhub: Secure it</p>	<p>Creating Media: Audio production</p> <p>Natterhub: Chat it</p>	<p>Data and information: Data logging</p> <p>Natterhub: Think it</p>	<p>Programming: Repetition in games</p> <p>Natterhub: Learn it Mind it</p>
<p>PSHE</p> 	<p>Emotional Literacy: Introduction to the Zones</p> <p>Whole School Focus: Stay Safe Week Black History Month</p> <p>Brook Learn What makes a good friend? Respecting others</p>	<p>Emotional Literacy: Understanding Myself and Others</p> <p>Whole School Focus: Anti-Bullying Week NSPCC PANTS</p> <p>Brook Learn Resolving conflict and managing negative pressure Everyday safety and basic first aid</p>	<p>Emotional Literacy: Identifying and Naming Emotions</p> <p>Whole School Focus: Drug and Alcohol Education Safer Internet Day</p> <p>Brook Learn Money Choices Volunteering and Citizenship</p>	<p>Emotional Literacy: Managing Triggers and Sensory Needs</p> <p>Whole School Focus: Money and Careers Week</p> <p>Brook Learn Safely enjoying the online world Keeping personal information safe and private online</p>	<p>Emotional Literacy: Building a Personal Toolbox</p> <p>Whole School Focus: Environment Week</p> <p>Brook Learn Understanding that not everyone is who they say they are online Managing Feelings</p>	<p>Emotional Literacy: Using Tools Independently</p> <p>Whole School Focus: RSE Week Healthy Week</p> <p>Brook Learn The Environment</p>

Languages - Spanish		Phonics and Pronunciation Lesson 1/2 Me Presento <i>(Presenting Myself)</i>		La Familia <i>(The Family)</i> Mi Casa <i>(My Home)</i>		Desayuno En El Café <i>(At the Café)</i>
------------------------	---	---	--	--	--	---