

Year 4 Long Term Plan

|                                     | 1 <sup>st</sup> . Autumn<br>Sep/Oct   | 2 <sup>nd</sup> . Autumn<br>Nov/Dec  | 1 <sup>st</sup> . Spring<br>Jan/Feb   | 2 <sup>nd</sup> . Spring<br>Mar/Apr   | 1 <sup>st</sup> . Summer<br>Apr/May  | 2 <sup>nd</sup> . Summer<br>June/Jul   |
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| English<br>Reading/Writing<br>Genre | <p><u>Non-Fiction - Newspapers (recounts)</u><br/>The children begin by looking at a wide variety of different newspaper articles and news programmes, looking at the features of this text type and developing knowledge of language used in this type of writing.</p> <p><u>Poetry - Creating images</u><br/>Explore a variety of different poems which use simple imagery.</p> | <p><u>Fiction - Stories with historical settings</u><br/><b>Texts: Fair's Fair by Leon Garfield and Hetty Feather by Jacqueline Wilson</b><br/>The children study the stories above and watch clips from TV shows and films with Historical settings.</p> <p><u>Non-fiction - Information texts</u><br/>The children will be looking at a number of different information texts and discussing what features (headings, diagrams, language features) make an</p> | <p><u>Fiction - Stories in imaginary settings</u><br/><b>This unit is based around The Lion, The Witch and The Wardrobe</b> as well as shorter texts set in imaginary worlds.</p> <p><u>Fiction - playscripts</u><br/>The children will study a variety of different playscripts and look at the features of plays including speech and stage directions.</p> | <p><u>Non-fiction - Explanation texts</u><br/><b>This unit is based around Until I met Dudley and Wallace and Grommit's Cracking Contraptions.</b><br/>The children look at the features of explanation texts and then write their own explanation of how an imaginary machine works.</p> <p><u>Fiction - Stories from other cultures</u><br/><b>This unit is based around a short film called 'Ride of Passage' which is about a young boy who is a member of a tribe in the</b></p> | <p><u>Fiction - Stories that raise issues or dilemmas</u><br/><b>Jack's Choice Tyler's Smile</b><br/>The children begin the unit by discussing a range of stories which deal with issues and dilemmas, by the end of the unit they will have written their own story based around a (not very serious) dilemma that they have experienced (or have known someone else to experience) in their own lives.</p> <p><u>Poetry - Exploring form</u><br/><b>Text - The Works</b></p> | <p><u>Non-fiction - persuasive writing</u><br/><b>This unit will focus on Film trailers and reviews as a form of persuasive writing.</b><br/>The children make a trailer on the iPads to advertise a film that they have seen using features from other trailers and finding important features of them that will encourage people to watch the film (such as showing the best parts of the film in the trailer.)</p> <p>They will then make their own</p> |

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|                     |  | effective piece of information writing.  |  | rainforest.<br>The film has no dialogue so a lot of this unit is spent on improving the children's skills in using dialogue to move a story on. They will write their own version of the story at the end of the unit. | This unit will focus on the study of a range of different types of poem (limerick, kenning, haiku) and finding out the differences in their structures. Children will have the opportunity to write their own poems for each of the types studied. | trailer using imovie to advertise a film that we have recently seen. |
| Punctuation/Grammar | Use adverbs to modify verbs<br><br>First and 3 <sup>rd</sup> person<br><br>Use the possessive apostrophe | Use conjunctions to express time or cause.<br>Use commas before and after clauses and phrases  | Using dialogue in narrative  | Using pronouns to avoid repetition or ambiguity  | Use prepositions to express time or place (prepositional phrases)  | Use adverbs and adverbials   |
| Spelling/Phonics    | words ending in 'sure' (measure, treasure, enclosure)<br><br>Words ending in                             | prefixes - il, im, ir, inter, anti (illegal, impossible, irregular, international, antiseptic) | Words ending in 'sion' like division, invasion, confusion<br><br>Suffix 'ous' poisonous, | 'tion', 'sion', 'ssion' 'cian' invention, confession, expansion, politician  | Words with 'sc' science, scene, discipline, fascinate  | The suffix 'ation' information, adoration, sensation, preparation,   |

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|               | <p>'ture' (creature, feature, furniture, adventure)</p> <p>Revise and review homophones</p> <p>+ words from Y4 spelling list</p>  | <p>+ words from Y4 spelling list</p>   | <p>mountainous, famous, obvious</p> <p>+ words from Y4 spelling list</p>   | <p>Add suffixes beginning with vowel letters to words of more than one syllable (forgetting, limiting, forgotten, limitation)</p> <p>+ words from Y4 spelling list</p>   | <p>+ words from Y4 spelling list</p>   | <p>admiration</p> <p>Revise possessive apostrophes</p> <p>+ words from Y4 spelling list</p>  |
| Handwriting   | <p>Revise handwriting techniques covered in Year 3</p>  |  |  |  |  | <p>All children to be using a handwriting pen for non-maths work from May half-term holiday.</p>   |
| <b>Maths.</b> | <p>Place Value and counting</p> <ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9, 25 and 1000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read Roman Numerals to 100 and know that over</li> </ul> | <ul style="list-style-type: none"> <li>Count backwards through 0 to include negative numbers</li> </ul> <p>Measure and calculate the perimeter of rectilinear shapes in cm and metres</p> <p>Convert between different units of measure</p> <p><b>Multiplication and Division:</b></p> | <p>Multiplication and Division:</p> <ul style="list-style-type: none"> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling and harder</li> </ul> | <p>Fractions:</p> <ul style="list-style-type: none"> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> </ul> | <p><b>Decimals:</b></p> <p>Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 1/4, 1/2 and 3/4 Understand the effect of dividing a one or two digit number by 10 or 100. Identifying the value of the digits</p> | <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>Identify acute and obtuse angles and compare and order angles up to 2 right angles by size</li> <li>Identify lines of symmetry in 2D shapes presented in different</li> </ul> |

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|  | <p>time, the numeral system changed to include 0 and place value.</p> <ul style="list-style-type: none"> <li>Find 1000 more or less than any given number</li> <li>Recognise the place value of each digit in a 4 digit number</li> <li>Order and compare numbers beyond 1000.</li> <li>Round any number to the nearest 10, 100 or 1000</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul> <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> <li>Estimate and use inverse operations to check answers to a</li> </ul> | <ul style="list-style-type: none"> <li>Use place value, known and derived facts to multiply and divide mentally including multiplying by 0 and 1, dividing by 1 and multiplying together 3 numbers</li> <li>Recognise and use commutativity in mental calculations</li> <li>Multiply 2 digit and 3 digit numbers by a one-digit number using a formal written layout</li> <li>Recall multiplication and division facts up to 12 x 12</li> </ul> | <p>correspondence problems such as n objects are connected to m objects.</p> <p>Measurement</p> <ul style="list-style-type: none"> <li>Find the area of a rectilinear shape by counting squares.</li> <li>Convert between different units of measure</li> </ul> <p>Fractions:</p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and</li> </ul> | <p>Add and subtract fractions with the same denominator.</p> <p>Decimals:</p> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> </ul> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of</p> | <p>in the answer as ones, tenths and hundredths.</p> <p>Money:</p> <ul style="list-style-type: none"> <li>Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>Solve problems involving converting from hours to minutes; minutes to</li> </ul> | <p>orientations</p> <ul style="list-style-type: none"> <li>Complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>Compare and classify geometric shapes including quadrilaterals and triangles based on their properties and sizes</li> <li>Describe positions on a 2D grid as coordinates in the first quadrant</li> <li>Describe movements between positions as translations of a given unit to the left/right or up/down</li> <li>Plot specified points and draw sides to</li> </ul> |
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|  | <p>calculation</p> <ul style="list-style-type: none"> <li>• Add and subtract numbers up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• Solve addition and subtraction 2-step problems in context, deciding which operations and methods to use and why.</li> <li>• Recall multiplication and division facts up to <math>12 \times 12</math></li> </ul> |  | <p>dividing 10ths by 10.</p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts up to <math>12 \times 12</math></li> </ul> | <p>measure [for example, kilometre to metre]</p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts up to <math>12 \times 12</math></li> </ul> | <p>seconds; years to months; weeks to days.</p> <p>Statistics:</p> <ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p>(statistics is also taught in other subjects - especially geography and science)</p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts up to <math>12 \times 12</math></li> </ul> | <p>complete a given polygon.</p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts up to <math>12 \times 12</math></li> </ul> |
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| <b>Science</b>   | <b>Living things and their habitats</b>   | <b>Animals including humans</b>   | <b>States of matter</b>                        |   | <b>Sound</b>  | <b>Electricity</b>                              |
| <b>R.E.</b>      | What does it mean to live in a Hindu community today?   | Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration              | What are the deeper meanings of the festivals? | Why do Christians call the day Jesus died 'Good Friday'?  | What can we learn from religions about temptation, right and wrong?                 | What helps Hindu people as they try to be good? |
| <b>Computing</b> | <b>E Safety to include emails</b>   | <b>Data retrieving and organising</b>   | <b>Algorithms and Programs</b>                 |   | <b>Communicating and Presentation</b>   | <b>Communicating and Presentation</b>           |
|                  | <b>Domain Name Search Engine</b>  |   | <b>Decomposition Abstraction</b>               |   |   | <b>Hyperlink Loop URL</b>                       |
|                  | <b>E Safety – revisit and reinforce at the start of each term.</b>  |   |  |   |   |   |
|                  | <b>Using technology – reinforce across the curriculum.</b>  |   |  |   |   |   |
|                  | <b>Browser Tab</b>  |   |  |   |   |   |
| <b>Geography</b> | <b>Geographical skills and fieldwork: Greater Manchester</b><br><br>(Location knowledge - Regions/Counties) | <b>European Countries/Region of France (Marseilles)</b><br>(place knowledge)                    |  |   |   |   |
| <b>History</b>   |   | <b>Local History</b><br>(history of Manchester- The Industrial Revolution)<br>How did transport |  | <b>Roman Empire</b><br>(and its impact upon Britain)<br>Why did the Britons rebel against the Romans in 61AD? | <b>Britain's settlement by Anglo Saxons and Scots</b><br>Who were the Anglo-Saxons? |   |

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|                  |   | change in Manchester during the Industrial Revolution?   |   |   |   |  |
| <b>Art</b>       | <b>Drawing</b><br><i>Show body language in sketches</i><br><i>Marks/lines to produce texture</i><br><i>Represent figures/forms in movement</i><br><i>Shading to show to light and shadow</i><br><b>LS Lowry</b> |  | <b>Painting</b><br><i>Understand warm and cool colours</i><br><i>Understand and identify complimentary and contrasting colours</i><br><i>Control brushes and materials with confidence.</i><br><b>Monet</b> |   | <b>Print</b><br><i>Experiment with relief and impressed printing. Recording textures/patterns.</i><br><i>Mono-printing, colour mixing through overlapping colour prints.</i><br><b>Anglo Saxon link</b> |  |
| <b>D. and T.</b> | <b>Textiles</b><br><i>Stitches and Pattern Pieces</i><br><i>A stuffed felt hanging decoration</i>   |  | <b>Food</b><br><i>Seasonality and Savoury – cooking techniques</i><br><i>Pizza</i>  |   | <b>Electrical</b><br><b>Simple Circuits and switch</b><br><b>Torch</b>  |  |
| <b>P.E.</b>      | <b>Gymnastics</b><br><br><b>Invasion Games</b><br>Emphasis on sending and receiving using hands or feet<br>Football<br>Handball<br>Netball  | <b>Dance</b><br><br><b>Invasion Games</b><br>Emphasis on sending and receiving with a piece of equipment<br>Hockey<br>Lacrosse | <b>Gymnastics</b><br><br><b>Invasion Games</b><br>Emphasis on sending and receiving using hands or feet<br>Football<br>Handball<br>Netball OR with a piece of equipment<br>Hockey<br>Lacrosse               | <b>Dance</b><br><br><b>Net and Wall</b><br>Badminton<br>Tennis<br>Volley ball | <b>Athletics</b><br>Run jump throw Competitions<br><br><b>Striking and Fielding</b><br>Rounders, Softball<br>Baseball<br>Cricket  | <b>Athletics</b><br>Run jump throw Competitions<br><br><b>Outdoor/ adventurous</b><br>Orienteering |
| <b>PSHE</b>      | <b>Respecting One Another/Bullying and Stereotypes</b>  |  | <b>Staying safe Health and Safety / E-Safety</b>  |   | <b>Keeping mentally Healthy</b>   |  |

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|               | <p><b>Democracy:</b> Election of School Council</p> <p><b>Mutual Respect:</b> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p><b>Tolerance of Different Faiths and beliefs:</b> Hinduism</p> |   | <p><b>Rule of Law:</b> How/why rules and laws are made and enforced, including health and Safety rules</p>                  |   | <p><b>Individual Liberty:</b> Debates on topical issues which allow children to reflect upon their differences and understand everyone is free to have different opinions.</p> |   |
|               |  |   | <p><b>One World -</b></p> <p><b>Climate change</b></p> <p><b>Urban and Rural Inequality</b></p> <p><b>Organisations</b></p> |   |  |   |
| <b>Music</b>  | <p>Duration (Pulse and Rhythm)</p> <p>Tempo</p> <p>Texture</p> <p>Poetry</p>   | <p>Timbre</p> <p>Notation</p> <p>Sounds</p> | <p>Duration (Pulse and Rhythm)</p> <p>Texture</p> <p>Notation</p> <p>Building</p>   | <p>Pitch</p> <p>Structure</p> <p>Around The World</p> | <p>Duration (Pulse and Rhythm)</p> <p>Pitch</p> <p>Texture</p> <p>Structure</p> <p>Time</p>  | <p>Timbre</p> <p>Notation</p> <p>Environment</p> <p>Food and Drink (Notation)</p> |
|               | Technology   |   |   |   |  |   |
| <b>French</b> | Portraits  | Portraits                                   | Les quatre amis (The 4 friends)   | Les quatre amis (The 4 friends)                       | Ça pousse! (Growing things)  | Ça pousse! (Growing things)   |