Year 4 Long Term Plan

	1st. Autumn Sep/Oct	2nd. Autumn Nov/Dec	1st. Spring Jan/Feb	2nd. Spring Mar/Apr	1st. Summer Apr/May	2nd. Summer June/Jul
English Reading/Writing Genre	Non-Fiction - Newspapers (recounts) 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. Poetry – Creating images Explore a variety of different poems which use simple imagery.	Fiction - Stories with historical settings Texts: Fair's Fair by Leon Garfield and Hetty Feather by Jacqueline Wilson The children study the stories above and watch clips from TV shows and films with Historical settings. Non-fiction - Information texts The children will be looking at a number of different information texts and discussing what features (headings, diagrams, language features) make an	Fiction - Stories in imaginary settings This unit is based around The Lion, The Witch and The Wardrobe as well as shorter texts set in imaginary worlds. Fiction – playscripts The children will study a variety of different playscripts and look at the features of plays including speech and stage directions.	Non-fiction - Explanation texts This unit is based around Until I met Dudley and Wallace and Grommit's Cracking Contraptions. The children look at the features of explanation texts and then write their own explanation of how an imaginary machine works. Fiction - Stories from other cultures This unit is based around a short film called 'Ride of Passage' which is about a young boy who is a member	Fiction – Stories that raise issues or dilemmas Jack's Choice Tyler's Smile 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. Poetry – Exploring form Text -The Works	Non- fiction - persuasive writing This unit will focus on Film trailers and reviews as a form of persuasive writing. The children make a trailer on the iPads to advertise a film that they have seen using features from other trailers and 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.) They will then make their own

				of a tribe in the rainforest. 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.
effective piece of information writing.						
Punctuation/Grammar	Use adverbs to modify verbs First and 3rd person Use the possessive apostrophe	Use conjunctions to express time or cause. 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)	prefixes – il, im, ir, inter, anti (illegal, impossible, irregular, international, antiseptic)	Words ending in 'sion' like division, invasion, confusion Suffix 'ous'	'tion', 'sion', 'ssion' 'cian' invention, confession, expansion, politician	Words with 'sc' science, scene, discipline, fascinate	The suffix 'ation' information, adoration, sensation,

	Words ending in 'ture' (creature, feature, furniture, adventure) Revise and review homophones + words from Y4 spelling list	+ words from Y4 spelling list	poisonous, mountainous, famous, obvious + words from Y4 spelling list	Add suffixes beginning with vowel letters to words of more than one syllable (forgetting, limiting, forgotten, limitation) + words from Y4 spelling list	+ words from Y4 spelling list	preparation, admiration Revise possessive apostrophes + words from Y4 spelling list
Handwriting	Revise handwriting techniques covered in Year 3					All children to be using a handwriting pen for non-maths work from May half-term holiday.
Maths.	Place Value and Counting: • Recognise the place value of each digit in a 4-digit number. • Order and compare numbers beyond 1000. • Begin to place 4-digit numbers on a number line and round to the nearest	Multiplication and Division: • Double and halve 3-digit numbers using partitioning and describe, explain and predict patterns. • Begin to use place value and known and derived facts to divide numbers.	Place Value and Counting • Count on and back in multiples of 6, 7, 9, 25 and 1000. • Recognise the place value of each digit and round to the nearest 10, 100 or 1,000 Addition and Subtraction:	Place Value and Counting • Read Roman numerals to 100 and know that, over time, the numeral system changed to include the concept of zero and place value. • Add amounts of money mentally using	Place Value and Counting: ● Find 1, 10, 100 and 1000 more or less than a given number. ● Count backwards through zero to include negative numbers; use knowledge of factors and reasoning to	Addition and Subtraction: ● Confidently add numbers with up to 4 digits using place value and number facts. ● When appropriate, use counting up to subtract numbers with

	10, 100 and 1,000. Addition and Subtraction: ● Use column addition to add 3-digit numbers, and begin to add 4-digit numbers. ● Use place value and number facts to add numbers with up to 4-digits, including fluency in adding any pair of 2-digit numbers. ● Use expanded column subtraction to subtract 3-digit numbers. Multiplication and Division: ● Multiply 2-digit numbers by a 1-digit number using formal written layout (grid) or	● Multiply 3-digit numbers by a 1-digit number using formal written layouts (grid). Fractions and Decimals: ● Find unit fractions of amounts. ● Begin to recognise and show families of common equivalent fractions ● Recognise and write decimal and fraction equivalents of a tenths and $\frac{1}{2}$. ● Find the effect of dividing a 1-digit number or 2-digit number by 10, and recognising that the first place after the decimal point is a tenth.	● Add and subtract 1s, 10s or 100s from numbers with up to 4-digit numbers crossing multiples of 10, 100, or 1000. ● Add 2 numbers with up to 4 digits using the formal written method of columnar addition, including answers that are greater than 10,000. ● Add and subtract numbers with up to 4-digits using formal columnar addition and subtraction methods. Multiplication and Division: ● Multiply 2-digit and 3-digit numbers by a 1-digit numbers using	place value and number facts. Fractions and Decimals: ● Begin to multiply and divide numbers by 10 and 100 and identify the value of the digits in the answer as ones, tenths and hundredths. ● Solve simple problems involving fractions and find non-unit fractions of amounts, where the answer is a whole number. ● Compare two 1-place decimals, place on a line and round decimals with 1 decimal place to the nearest whole number.	solve problems. ● Identify, represent and estimate numbers using different representations. ● Solve number and practical problems with increasingly large positive numbers. Multiplication and Division: ● Use place value and derived facts to multiply 2-digit and 3-digit numbers by a 1-digit number (including multiplying by 0 and 1) and to multiply three 1-digit numbers. ● Estimate and use inverse calculations to check answers to a multiplication	up to 4-digits. ● Add and subtract numbers with up to 4-digits using formal columnar addition and subtraction methods. ● Use inverse operations to check answers to a calculation. Multiplication and Division: ● Multiply 2- and 3- digit numbers by a 1-digit number using formal written layout (ladder method). ● Multiply 2-digit numbers by 2-digit numbers using the distributive law (grid method).

		Addition and Subtraction:	a formal written layout (ladder)	Addition and Subtraction:	or division calculation.	Use doubling and halving to multiply and divide mentally.

mental methods.
- Use table facts and commutativity to perform multiplications involving multiples of 10.
- Recall multiplication and division facts for 2, 5, 10, 3, 4, 8, 6, and 9 times tables.

Geometry:
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Compare and classify geometric shapes, including quadrilaterals

Addition and Subtraction:

- Solve addition and subtraction problems, for up to 3-digits, in context, deciding which operations and methods to use and why.

Place Value and counting

- Round any number to the nearest 10, 100 and 1,000.

Measurement:

- Read, write and convert between analogue and digital 12-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to

a formal written layout (ladder)

- Recognise and use factor pairs and commutativity in mental calculations.

- Recall multiplication and division facts for multiplication tables, for 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables.

- Use doubling and halving to multiply and divide by 4, and to multiply by 5 and 20.

Fractions and Decimals:

- Recognise and show families of common equivalent fractions and begin to compare fractions with

Addition and Subtraction:

- Solve addition and subtraction 2-step problems in context.

Multiplication and Division:

- Multiply 2-digit and 3-digit numbers by a 1-digit numbers using a formal written layout (ladder)

- Use place value and know and derived facts to divide numbers above table facts.

Measurement

- Convert between different units of measure and solve problems

or division calculation.
- Use place value and known and derived facts to divide larger numbers (answers up to 50) including dividing by 1.
- Recall multiplication and division facts for multiplication tables up to 12x12 and describe patterns in the tables.

Fractions and Decimals:

- Use equivalent fractions to simplify and compare fractions with non-like denominators.
- Count up and down in tenths and hundredths.

- Use doubling and halving to multiply and divide mentally.
- Solve problems involving multiplying and adding, including integer scaling and corresponden ce.
- Sustain a line of enquiry; make and test a hypothesis.

Fractions and Decimals:

- Recognise that tenths and hundredths arise when dividing an object by 10 and 100; multiply decimals by 10 and 100.

- Add and subtract

and triangles, based on their properties and sizes.	seconds; years to months; weeks to days. • Convert between different units of measure - mm, cm, m; ml, l; g, kg. • Read scales to the nearest 100g and draw a bar chart where one step represents 100. Geometry: • Complete a simple symmetric figure with respect to a specific line of symmetry.	non-like denominators.	involving different measures. • Estimate, compare and calculate different measures, including solving simple money problems involving decimals to 2-decimal places. • Solve simple problems involving finding the perimeter of rectilinear shapes. • Read, write and convert between analogue and digital 12- and 24-hour clocks.	• Compare numbers with up to 2 decimal places, identify the value of the digits as ones, tenths and hundredths, and round decimal numbers to the nearest whole. • Add and subtract 0.1 and 0.01. • Recognise and write decimal and fraction equivalents of tenths, hundredths, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$. Measurement: • Convert between different metric units of measurement and solve problems involving	fractions with the same denominator, including totals greater than 1. • Solve simple measure and money problems using fractions and decimals to 2 decimal places. • Solve problems involving harder fractions to calculate quantities. Geometry: • Describe positions on a 2D grid as coordinates in the first quadrant. • Describe movements between

					different measures. • Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. • Find the area of rectilinear shapes.	positions as translations of a unit left/right and up/down. • Plot specified points and draw sides to complete a given polygon. Statistics: • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. (statistics is also taught in other

						subjects – especially geography and science).
Science	**Living things and their habitats**	**Animals including humans**	**States of matter**		**Sound**	**Electricity**
R.E.	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?
Computing	**E Safety to include emails**	**Data retrieving and organising**	**Algorithms and Programs**		**Communicating and Presentation**	**Communicating and Presentation**
	Domain Name Search Engine		**Decomposition Abstraction**			**Hyperlink Loop URL**
	E Safety – revisit and reinforce at the start of each term.					
	Using technology – reinforce across the curriculum.					
	Browser Tab					
Geography	**Geographical skills and fieldwork: Greater Manchester** (Location knowledge - Regions/Counties)		**European Countries/Region of France (Marseilles)** (place knowledge)			

History		**Local History** (history of Manchester- The Industrial Revolution) How did transport change in Manchester during the Industrial Revolution?		**Roman Empire** (and its impact upon Britain) Why did the Britons rebel against the Romans in 61AD?	**Britain's settlement by Anglo Saxons and Scots** Who were the Anglo-Saxons?	
Art		**Drawing** *Show body language in sketches* *Marks/lines to produce texture* *Represent figures/forms in movement* *Shading to show to light and shadow* **LS Lowry**		**Painting** *Understand warm and cool colours* *Understand and identify complementary and contrasting colours* *Control brushes and materials with confidence.* **Monet**		**Print** *Experiment with relief and impressed printing. Recording textures/patterns. Mono-printing, colour mixing through overlapping colour prints.* **Anglo Saxon link**
D. and T.		**Textiles** *Stitches and Pattern Pieces* *A stuffed felt hanging decoration*		**Food** *Seasonality and Savoury – cooking techniques* *Pizza*		**Electrical** **Simple Circuits and switch** **Torch**
P.E.	**Gymnastics** **Invasion Games** Emphasis on sending and receiving using hands or feet Football Handball Netball	**Dance** **Invasion Games** Emphasis on sending and receiving with a piece of equipment Hockey Lacrosse	**Gymnastics** **Invasion Games** Emphasis on sending and receiving sending and receiving using hands or feet Football Handball Netball OR	**Dance** **Net and Wall** Badminton Tennis Volley ball	**Athletics** Run jump throw Competitions **Striking and Fielding** Rounders, Softball Baseball Cricket	**Athletics** Run jump throw Competitions **Outdoor/ adventurous** Orienteering

			with a piece of equipment Hockey Lacrosse			
PSHE	**Respecting One Another/Bullying and Stereotypes**		**Staying safe Health and Safety / E-Safety**		**Keeping mentally Healthy**	
	Democracy: *Election of School Council* **Mutual Respect**: *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* **Tolerance of Different Faiths and beliefs**: *Hinduism*		**Rule of Law:** *How/why rules and laws are made and enforced, including health and Safety rules*		**Individual Liberty**: *Debates on topical issues which allow children to reflect upon their differences and understand everyone is free to have different opinions.*	
			One World – Climate change Urban and Rural Inequality Organisations			
Music	Duration (Pulse and Rhythm) Tempo Texture Poetry	Timbre Notation Sounds	Duration (Pulse and Rhythm) Texture Notation Building	Pitch Structure Around The World	Duration (Pulse and Rhythm) Pitch Texture Structure Time	Timbre Notation Environment Food and Drink (Notation)
	Technology					
French	Je Me Presente	Je Me Presente	Phonics lesson 1	I am learning…	Musical Instruments	Fruits or Vegetables