

Year 4 Long Term Plan

	1 <sup>st</sup> . Autumn Sep/Oct	2 <sup>nd</sup> . Autumn Nov/Dec	1 <sup>st</sup> . Spring Jan/Feb	2 <sup>nd</sup> . Spring Mar/Apr	1 <sup>st</sup> . Summer Apr/May	2 <sup>nd</sup> . Summer June/Jul
English Reading/Writing Genre	<p><u>Non-Fiction - Newspapers (recounts)</u>  <b>Hook: Never Meddle with Magic Mirrors</b>                      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. They then go on to write their own newspaper articles based on popular fairytales.</p> <p><u>Poetry - Creating</u></p>	<p><u>Fiction - Stories with historical settings</u>  <b>Hook: Hetty Feather by Jacqueline Wilson</b>                      The children study the stories above and watch clips from TV shows and films with historical settings and create a diary entry based on the character's experiences.</p> <p><u>Non-fiction - Information texts</u>  <b>Hook: Fantastic Beasts and Where to Find Them.</b>                      The children will be looking at a number of different information texts and discussing</p>	<p><u>Fiction - Stories in imaginary settings</u>  <b>Hook: The Lion, The Witch and The Wardrobe</b> as well as shorter texts set in imaginary worlds. The children will write setting descriptions based on these imaginary worlds before creating their own imaginary world.</p> <p><u>Fiction - playscripts</u>  <b>Hook: Charlie and the Chocolate Factory, The Play. George's Marvellous Medicine.</b></p>	<p><u>Non-fiction - Explanation texts</u>  <b>This unit is based around the Water Cycle.</b>                      The children look at the features of explanation texts and then write their own explanation of the water cycle (links with States of Matter science topic).</p> <p><u>Fiction - Stories from other cultures</u>  <b>This unit is based around Aboriginal Dreamtime stories.</b>                      The children will study a range of</p>	<p><u>Fiction - Stories that raise issues or dilemmas</u>  <b>Texts: Jack's Choice Tyler's Smile</b>                      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>  <b>Text -The Works</b>                      This unit will focus on the study of a</p>	<p><u>Non-fiction - persuasive writing</u>  <b>Hook: The Anglo-Saxons.</b>                      The children will study and practise the elements of persuasive writing. They will then write a letter from the perspective of a Briton persuading the Anglo-Saxons to come to Britain. (links to Anglo Saxon history topic)</p>

	<p><u>images</u>  <b>Hook: The story of Romulus and Remus and related poem, The She Wolf.</b>  Explore a variety of different poems which use simple imagery. The children will then write their own descriptive poems using the figurative devices explored.</p>	<p>what features (headings, diagrams, language features) make an effective piece of information writing. They will write their own information text based on an animal of their choice.</p>	<p>The children will study a variety of different playscripts and look at the features of plays including speech and stage directions. The children will write and perform their own short playscript based on George's Marvellous Medicine.</p>	<p>Dreamtime stories and explore their origins and meanings. They will then write their own version of a Dreamtime story.</p>	<p>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.</p>	
Punctuation/Grammar	<p>Use adverbs to modify verbs</p> <p>Use the possessive apostrophe</p> <p>Singular and plural nouns</p> <p>Standard English</p> <p>Using pronouns to avoid repetition or ambiguity.</p>	<p>Use prepositions to express time or place.</p> <p>Use commas before and after clauses and phrases</p> <p>Fronted adverbials</p> <p>Plural and possessive apostrophes</p>	<p>Powerful adjectives.</p> <p>Homophones.</p> <p>Commas after fronted adverbials.</p> <p>Expanded noun phrases.</p> <p>Editing and evaluating.</p>	<p>Determiners</p> <p>Word families.</p> <p>Revision on verb tenses.</p> <p>Revisit: fronted adverbials with commas.</p>	<p>Verb inflections.</p> <p>Use conjunctions to express time or place.</p> <p>Suffixes.</p> <p>Possessive apostrophes.</p> <p>Paragraphs.</p>	<p>Use adverbs and adverbials</p> <p>Revisit: verb tenses.</p> <p>Prefixes.</p> <p>Plural possessive apostrophes.</p> <p>Subordinate clauses.</p>

	First and 3 <sup>rd</sup> person Year 3 revision: Using dialogue in narrative.		Dictionary work			
Spelling/Phonics	<p>Revisit and review Year 2 common exception words.</p> <p>Words with /aw/ spelt with augh and au.</p> <p>Adding the prefix in- (meaning 'not' or 'into')</p> <p>Adding the prefix im- (before a root word starting with 'm' and 'p')</p> <p>Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')</p> <p>Homophones and</p>	<p>Words with a /shuhn/ sound, spelt 'sion'</p> <p>Words with a /shuhn/ sound, spelt with 'ssion'</p> <p>Words with a /shuhn/ sound, spelt with 'tion'</p> <p>Words with a /shuhn/ sound, spelt with 'cian'</p> <p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound.</p> <p>+ words from Y4 spelling list</p>	<p>Homophones and near homophones.</p> <p>Nouns ending in the suffix '-ation.'</p> <p>Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>+ words from Y4 spelling list</p>	<p>Plural Possessive Apostrophes with plural words.</p> <p>Words with the /s/ sound, spelt with 'sc'</p> <p>Words with a 'soft c' spelt with 'ce'</p> <p>Words with a 'soft c' spelt with 'ci'</p> <p>+ words from Y4 spelling list</p>	<p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Adding the prefix inter- (meaning 'between' or 'among')</p> <p>Adding the prefix anti- (meaning 'against')</p> <p>Adding the prefix ex- (meaning 'out')</p> <p>Adding the prefix non- (meaning 'not')</p> <p>+ words from Y4 spelling list</p>	<p>words ending in -ar/er</p> <p>Adding the suffix -ous (various forms)</p> <p>Adverbials of frequency and possibility.</p> <p>Adverbials of manner.</p> <p>+ words from Y4 spelling list</p>

	<p>near homophones.</p> <p>Words with /shun/ endings spelt with 'sion'</p> <p>+ words from Y4 spelling list</p>					
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.	<p><b>MAS PRA Addition and subtraction</b> Focus on mental strategies in addition and subtraction, including the use of a robust understanding of place value.</p> <p><b>NPV MAS Addition and subtraction</b> Focus on mental strategies in addition and subtraction, including the use of</p>	<p><b>MMD PRA FRP Fractions and decimals; addition</b> Focus on fractions and decimals, and end by using place value in formal addition.</p> <p><b>DPE NPV WAS; MAS Fractions and decimals; addition</b> Focus on fractions and decimals, and end by using place value in formal addition.</p>	<p><b>NPV PRA Place value; addition and subtraction</b> Focuses on ensuring a robust understanding of place value and numbers to 10,000, including counting in equal steps; this understanding is then used to underpin mental addition and subtraction.</p> <p><b>WAS MMD WMD PRA MEA</b></p>	<p><b>DPE NPV PRA WAS Place value</b> Focuses on ensuring a robust understanding of that place value in decimal numbers and Roman numerals.</p> <p><b>NPV Place value</b> Focuses on ensuring a robust understanding of that place value in decimal numbers and Roman numerals.</p>	<p><b>NPV PRA Place value and decimals</b> Focus on consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10.</p> <p><b>MAS DPE Place value and decimals</b> Focus on consolidating place value in 4- and 5-digit numbers, extending to</p>	<p><b>MAS MMD WMD PRA Addition and subtraction; multiplication and division</b> Focuses on adding and subtracting 2-, 3- and 4- digit numbers; and on using knowledge of factors, products and doubling to solve multiplication problems mentally.</p> <p><b>WAS PRA MAS Addition and subtraction</b> Focuses on addition and</p>

	<p>a robust understanding of place value.</p> <p><b>WAS Addition and subtraction</b> Focuses on understanding and using formal written methods of addition.</p> <p><b>MMD PRA WMD; FRP Multiplication and division</b> Focus on learning and using multiplication and division facts in solving more advanced problems.</p> <p><b>WAS Addition and subtraction</b> Focuses on understanding and using formal written methods of subtraction.</p> <p><b>GPS PRA 2D shapes</b> (Carried out over the half term) Focus on properties of 2D shapes, including</p>	<p><b>DPE MEA STA PRA Measures; data</b> Focuses on using SI units in measuring, reading scales and collecting, interpreting and recording data.</p> <p><b>NPV WAS MAS Subtraction</b> Focuses on using place value to underpin an understanding of different methods in subtraction and to choose between these.</p> <p><b>MMD WMD PRA Multiplication and division</b> Focuses on developing a knowledge and understanding of multiplication and division to enable children to tackle harder problems.</p> <p><b>MEA DPE GPS Time; Length; 2D shapes</b> (Carried out over</p>	<p><b>Subtraction; multiplication</b> Focuses on written calculation methods underpinned by a secure understanding of place value: vertical subtraction and multiplication methods, and multiplication problems involving money.</p> <p><b>MMD FRP PRA Division; fractions</b> Focuses on mental multiplication and division strategies, which underpin the work on proper fractions that follows, including finding non-unit fractions of amounts, equivalent fractions and simplifying.</p> <p><b>MMD WMD MAS PRAMental calculation strategies</b> Focuses</p>	<p><b>NPV MAS Addition and subtraction</b> Focuses on using understanding of place value to choose appropriate strategies when calculating with decimals or money; written methods then include larger whole numbers.</p> <p><b>NPV WAS MAS Subtraction</b> Focuses on using understanding of place value to solve subtraction problems using appropriate methods.</p> <p><b>WMD PRA MAS WAS Multiplication and division</b> Focuses on developing a good understanding of the processes involved in more complex written</p>	<p>decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10.</p> <p><b>MMD PRA NPV; WMD Multiplication and division</b> Focuses on extending knowledge of times tables, using this to develop understanding of harder written multiplication algorithms; and on division as the inverse of multiplication.</p> <p><b>NPV MEA; GPS Area and perimeter</b> Focuses on calculating perimeters and areas of shapes.</p> <p><b>DPE PRA FRP Fractions and decimals</b> Focuses on developing and enhancing the concept of decimal number, including relating decimal fractions to proper fractions and</p>	<p>subtraction using written column methods.</p> <p><b>GPD STA Coordinate geometry; statistics and data</b> Focuses on using coordinate grids; and developing that understanding to draw line graphs and know that intermediate points have meaning.</p> <p><b>WMD PRA MMD FRP DPE Multiplication and division; fractions</b> Focus on enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100.</p> <p><b>MMD PRA WMD FRP Multiplication and division; fractions</b> Focus on enhancing</p>
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	<p>angles, parallel and perpendicular lines, and symmetry.</p>	<p>the half term) Focus on telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths.</p>	<p>on the relationship between the operations, particularly multiplication and division, and then between addition and subtraction; these important inverse relationships are linked to mental calculation.</p> <p><b>MEA DPE Measures; 2D and 3D shapes</b> (Carried out over the half term) Properties of 2D and 3D shapes; convert between grams and kilograms.</p> <p><b>Year 4 Buckstones Big Maths Multiplication and division; addition and subtraction PS</b> Race to 200 and Wonderful 1089.</p>	<p>algorithms for multiplication and division and extending times table knowledge.</p> <p><b>MEA PRA Time; length</b> (Carried out over the half term) Focuses on time-telling and the 24-hour clock, including calculating time intervals; the week ends with some practice in finding missing lengths in rectilinear shapes.</p> <p><b>Year 4 Buckstones Big Maths Place Value</b> Roman Numerals Hidden Message investigation</p>	<p>recognising equivalents.</p>	<p>mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100.</p>
<p><b>Science</b></p>	<p><b>Living things and</b></p>	<p><b>Animals including</b></p>	<p><b>States of matter</b></p>		<p><b>Sound</b></p>	<p><b>Electricity</b></p>

	<b>their habitats</b>	<b>humans</b>			
<b>R.E.</b>	<b>Hinduism</b> What do Hindu people believe? What does it mean to live in a Hindu community today?	<b>Christianity</b> Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration	<b>World Religions</b> What are the deeper meanings of festivals?	<b>Christianity + Hinduism</b> What can we learn from Christianity and Hinduism about right and wrong?	
<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</b> <b>Search Engine</b>		<b>Decomposition</b> <b>Abstraction</b>		<b>Hyperlink</b> <b>Loop</b> <b>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</b> <b>Tab</b>				
<b>Geography</b>	<b>Geographical skills and fieldwork: Greater Manchester</b>  (Location knowledge - Regions/Counties)		<b>European Countries/Region of France (Marseilles)</b> (place knowledge)		
<b>History</b>		<b>Local History</b> (History of Manchester- The Industrial Revolution) How did transport change in Manchester during the Industrial Revolution?		<b>Roman Empire</b> (and its impact upon Britain) Why did the Britons rebel against the Romans in 61AD?	<b>Britain’s settlement by Anglo Saxons and Scots</b> Who were the Anglo-Saxons?
<b>Art</b>	<b>Drawing</b>		<b>Painting</b>		<b>Print</b>

	<p>Show body language in sketches Marks/lines to produce texture Represent figures/forms in movement Shading to show to light and shadow</p> <p><b>LS Lowry</b></p>		<p>Understand warm and cool colours Understand and identify complementary and contrasting colours Control brushes and materials with confidence.</p> <p><b>Monet</b></p>		<p>Experiment with relief and impressed printing. Recording textures/patterns. Mono-printing, colour mixing through overlapping colour prints.</p> <p><b>Anglo Saxon link</b></p>	
<b>D. and T.</b>	<p><b>Textiles</b> <i>Stitches and Pattern Pieces</i> <i>A stuffed felt hanging decoration</i></p>		<p><b>Food</b> <i>Seasonality and Savoury – cooking techniques</i> <i>Pizza</i></p>		<p><b>Electrical</b> <b>Simple Circuits and switch</b> <b>Torch</b></p>	
<b>P.E.</b>	<p><b>Gymnastics</b></p> <p><b>Invasion Games</b> Emphasis on sending and receiving using hands or feet Football Handball Netball</p>	<p><b>Dance</b></p> <p><b>Invasion Games</b> Emphasis on sending and receiving with a piece of equipment Hockey Lacrosse</p>	<p><b>Gymnastics</b></p> <p><b>Invasion Games</b> Emphasis on sending and receiving sending and receiving using hands or feet Football Handball Netball OR with a piece of equipment Hockey Lacrosse</p>	<p><b>Dance</b></p> <p><b>Net and Wall</b> Badminton Tennis Volley ball</p>	<p><b>Athletics</b> Run jump throw Competitions</p> <p><b>Striking and Fielding</b> Rounders, Softball Baseball Cricket</p>	<p><b>Athletics</b> Run jump throw Competitions</p> <p><b>Outdoor/ adventurous</b> Orienteering</p>
<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>	
	<p><b>Democracy:</b> Election of School Council <b>Mutual Respect:</b> that the same principles apply to online relationships as to face-to- face relationships, including the importance</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>	



	<i>of respect for others online including when we are anonymous</i> <b>Tolerance of Different Faiths and beliefs:</b> <i>Hinduism</i>					
			<b>One World -</b> <b>Climate change</b> <b>Urban and Rural Inequality</b> <b>Organisations</b>			
<b>Music</b>	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					
<b>French</b>	Je Me Presente	Je Me Presente	Phonics lesson 1	I am learning...	Musical Instruments	Fruits or Vegetables