

Year 4 Long Term Plan

	1 st . Autumn Sep/Oct	2 nd . Autumn Nov/Dec	1 st . Spring Jan/Feb	2 nd . Spring Mar/Apr	1 st . Summer Apr/May	2 nd . Summer June/Jul
English Reading/Writing Genre	<p><u>Non-Fiction - Instructions</u> Hook: How to Wash a Woolly Mammoth The children will create their own detailed instructions about how to wash a woolly mammoth, focusing on genre features such as time adverbials, imperative verbs and appropriate adverbs..</p> <p><u>Poetry - Creating images</u> Hook: The story of Romulus and Remus and related poem, The She Wolf. Explore a variety of different poems which use simple imagery.</p>	<p><u>Fiction - Setting description</u> Hook: The Lion, The Witch and The Wardrobe 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>Non-fiction - Explanation texts</u> History link: Changing Oldham The children will use newspapers and books to research and explain how Oldham has changed and developed from</p>	<p><u>Fiction - Adventure stories</u> The children will explore a range of adventure stories, developing their understanding of the structure of a story and their ability to effectively use speech within their writing.</p> <p><u>Non-fiction - Advert to persuade</u> Geography link: Marseilles The children will create a tourist guide based on our key city Marseilles.</p> <p><u>Non-Fiction - Biography</u></p>	<p><u>Non-fiction - Explanation texts</u> Science link: The Water Cycle 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 - character description</u> Hook: Beowulf by Michael Morpurgo The children will read an extract of the story focussing on the introduction of the beast, Grendel. Pupils will then write a character</p>	<p><u>Fiction - Stories with historical settings</u> Hook: Casper, Prince of Cats The children study examples of stories based during the early 1900s and create a diary entry based on the character's experiences.</p> <p><u>Fiction - Stories from other cultures</u> Hook: Aboriginal Dreamtime stories. The children will study a range of Dreamtime stories and explore their origins and meanings. They will then write their own version of a Dreamtime story,</p>	<p><u>Poetry - Exploring form</u> Hook: The Works 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.</p> <p><u>Non-fiction - Letter to inform</u> History link: Anglo Saxons Using their knowledge of Anglo Saxon Britain, the children will write a letter to a</p>

	<p>The children will then write their own descriptive poems using the figurative devices explored.</p> <p><u>Fiction - Diary Entry (recount)</u> Hook: Who Pushed Humpty Dumpty? The children create diary entries from the perspective of a character recounting the events of a fairytale 'crime'.</p>	<p>the 1750s to the present day.</p> <p><u>Non-fiction - Letter to inform</u> RE link: Hinduism The children will write a letter recounting their experience visiting a Mandir.</p> <p><u>Non-fiction - Speech to persuade</u> The children will work in small groups to invent a gadget to help the Grinch steal Christmas. They must then pitch their idea in a dragon's den style presentation.</p>	<p>Art link: Claude Monet The children will complete research about the life of our focus artist, Claude Monet, in order to create a detailed biography.</p>	<p>description of Grendel using their knowledge of Anglo Saxon Britain to support their descriptions.</p> <p><u>Non-fiction - Instructions</u> DT link: Pizzas The children will create a set of detailed instructions based on first hand experience of making pizzas as part of our DT project.</p>	<p>focusing on embedding character and setting descriptions into their stories.</p>	<p>friend explaining life in their village as an Anglo Saxon child.</p> <p><u>Non-Fiction - Biography</u> RE link: Hinduism The children will complete research about the life of a significant individual in the worldwide Hindu community in order to create a detailed biography.</p>
Punctuation/Grammar	<p>First and 3rd person</p> <p>Singular and plural nouns</p>	<p>Use the possessive apostrophe</p> <p>Use prepositions to express time or place.</p>	<p>Powerful adjectives.</p> <p>Homophones.</p>	<p>Determiners</p> <p>Word families.</p> <p>Prepositional phrases</p>	<p>Verb inflections.</p> <p>Use conjunctions to express time or place.</p>	<p>Use adverbs and adverbials</p> <p>Verb tenses - past.</p>

	<p>Using pronouns to avoid repetition or ambiguity.</p> <p>Standard English</p> <p>Compound words</p> <p>Use adverbs to express time and cause</p>	<p>Use commas before and after clauses and phrases</p> <p>Fronted adverbials</p> <p>Plural and possessive 's'</p>	<p>Commas after fronted adverbials.</p> <p>Expanded noun phrases.</p> <p>Editing and evaluating.</p> <p>Dictionary work</p>	<p>Verb tenses - present</p> <p>Speech punctuation</p> <p>Revisit: fronted adverbials with commas.</p>	<p>Suffixes.</p> <p>Possessive apostrophes.</p> <p>Paragraphs.</p>	<p>Prefixes.</p> <p>Plural possessive apostrophes.</p> <p>Subordinate clauses.</p> <p>Organisational devices.</p>
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>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>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>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>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>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 near homophones.</p> <p>Words with /shun/ endings spelt with 'sion'</p> <p>+ words from Y4 spelling list</p>	<p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound.</p> <p>+ words from Y4 spelling list</p>	+ words from Y4 spelling list	+ words from Y4 spelling list		
Handwriting	The Ladder Family (l,i,u,t,y and j)	The One-Armed Robot Family (n,m and h)	The One-Armed Robot Family (k,b,p and r)	The Curly Caterpillar Family (c,a,d,e,s and g)	The Curly Caterpillar Family (f,q and o)	<p>The Zigzag Monster Family (z,v,w and x)</p> <p>*Handwriting pens for the majority of children from May half-term.</p>
Maths.	<p>MAS PRA Addition and subtraction</p> <p>Focus on mental strategies in addition and subtraction, including the use of</p>	<p>MMD PRA FRP Fractions and decimals; addition</p> <p>Focus on fractions and decimals, and end by using place</p>	<p>NPV PRA Place value; addition and subtraction</p> <p>Focuses on ensuring a robust understanding of place value and numbers to 10,000,</p>	<p>DPE NPV PRA WAS Place value</p> <p>Focuses on ensuring a robust understanding of place value in decimal numbers and Roman numerals.</p>	<p>NPV PRA Place value and decimals</p> <p>Focus on consolidating place value in 4- and 5-digit numbers, extending to decimals; including</p>	<p>MAS MMD WMD PRA Addition and subtraction; multiplication and division</p> <p>Focuses on adding and subtracting 2-, 3-</p>

	<p>a robust understanding of place value.</p> <p>NPV MAS Addition and subtraction Focus on mental strategies in addition and subtraction, including the use of a robust understanding of place value.</p> <p>WAS Addition and subtraction Focuses on understanding and using formal written methods of addition.</p> <p>MMD PRA WMD; FRP Multiplication and division Focus on learning and using multiplication and division facts in solving more advanced problems.</p> <p>WAS Addition and subtraction Focuses on understanding and</p>	<p>value in formal addition.</p> <p>DPE NPV WAS; MAS Fractions and decimals; addition Focus on fractions and decimals, and end by using place value in formal addition.</p> <p>DPE MEA STA PRA Measures; data Focuses on using SI units in measuring, reading scales and collecting, interpreting and recording data.</p> <p>NPV WAS MAS Subtraction Focuses on using place value to underpin an understanding of different methods in subtraction and to choose between these.</p> <p>MMD WMD PRA Multiplication and</p>	<p>including counting in equal steps; this understanding is then used to underpin mental addition and subtraction.</p> <p>WAS MMD WMD PRA MEA Subtraction; multiplication 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>MMD FRP PRA Division; fractions Focuses on mental multiplication and division strategies, which underpin the work on proper fractions that follows, including</p>	<p>NPV MAS Addition and subtraction 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>NPV WAS MAS Subtraction Focuses on using understanding of place value to solve subtraction problems using appropriate methods.</p> <p>WMD PRA MAS WAS Multiplication and division Focuses on developing a good understanding of the processes involved in more complex written algorithms for multiplication and division and</p>	<p>multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10.</p> <p>MAS DPE Place value and decimals 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>MMD PRA NPV; WMD Multiplication and division Focuses on extending knowledge of times tables, using this to develop understanding of harder written multiplication algorithms; and on</p>	<p>and 4- digit numbers; and on using knowledge of factors, products and doubling to solve multiplication problems mentally.</p> <p>WAS PRA MAS Addition and subtraction Focuses on addition and subtraction using written column methods.</p> <p>GPD STA Coordinate geometry; statistics and data Focuses on using coordinate grids; and developing that understanding to draw line graphs and know that intermediate points have meaning.</p> <p>WMD PRA MMD FRP DPE Multiplication and division; fractions</p>
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	<p>using formal written methods of subtraction.</p>	<p>division Focuses on developing a knowledge and understanding of multiplication and division to enable children to tackle harder problems.</p> <p>MEA DPE GPS Time; Length; 2D shapes Focus on telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths.</p>	<p>finding non-unit fractions of amounts, equivalent fractions and simplifying.</p> <p>MMD WMD MAS PRAMental calculation strategies Focuses 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>GPS PRA 2D shapes Focus on properties of 2D shapes, including angles, parallel and perpendicular lines, and symmetry.</p> <p>Year 4 Buckstones Big Maths</p>	<p>extending times table knowledge.</p> <p>MEA PRA Time; length 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>Year 4 Buckstones Big Maths Place Value Roman Numerals Hidden Message investigation</p>	<p>division as the inverse of multiplication.</p> <p>NPV MEA; GPS Area and perimeter Focuses on calculating perimeters and areas of shapes.</p> <p>DPE PRA FRP Fractions and decimals Focuses on developing and enhancing the concept of decimal number, including relating decimal fractions to proper fractions and recognising equivalents.</p> <p>MEA DPE Measures; 2D and 3D shapes Properties of 2D and 3D shapes; convert between grams and kilograms.</p>	<p>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>MMD PRA WMD FRP Multiplication and division; fractions 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>
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			Multiplication and division; addition and subtraction PS Race to 200 and Wonderful 1089.			
Science	Living things and their habitats	Animals including humans	States of matter		Sound	Electricity
R.E.	Hinduism What do Hindu people believe? What does it mean to live in a Hindu community today?		Christianity Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration Why do Christians call the day Jesus died Good Friday?		Christianity + Hinduism What can we learn from Christianity and Hinduism about 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		European Countries/Region of France (Marseilles) (place knowledge)			

	(Location knowledge - Regions/Counties)					
	Geographical skills & fieldwork <i>Use of maps, atlases and globes</i>					
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 <i>Show body language in sketches</i> <i>Marks/lines to produce texture</i> <i>Represent figures/forms in movement</i> <i>Shading to show to light and shadow</i> LS Lowry		Painting <i>Understand warm and cool colours</i> <i>Understand and identify complementary and contrasting colours</i> <i>Control brushes and materials with confidence.</i> Monet		Print <i>Experiment with relief and impressed printing. Recording textures/patterns.</i> <i>Mono-printing, colour mixing through overlapping colour prints.</i> Anglo Saxon link	
D. and T.	Textiles <i>Stitches and Pattern Pieces</i> <i>A stuffed felt hanging decoration</i>		Food <i>Seasonality and Savoury – cooking techniques</i> <i>Pizza</i>		Electrical <i>Simple Circuits and switch</i> <i>Torch</i>	
P.E.	Gymnastics Tennis	Gymnastics Football	Fitness Netball	Dance Tag Rugby	Yoga Basketball	Cricket Athletics
PSHE	Respecting One Another/Bullying and Stereotypes		Staying safe Health and Safety		Keeping mentally Healthy	
	Democracy: <i>Election of School Council</i> Mutual Respect: <i>that the same principles apply to online relationships as to face-to-</i>		Rule of Law: <i>How/why rules and laws are made and enforced, including health and Safety rules</i>		Individual Liberty: <i>Debates on topical issues which allow children to reflect upon</i>	

	<i>face relationships, including the importance of respect for others online including when we are anonymous</i> Tolerance of Different Faiths and beliefs: <i>Hinduism</i>				<i>their differences and understand everyone is free to have different opinions.</i>	
			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 peux ... (ELKS2**)	Les formes (ELKS2**)	Les legumes (ELKS2***)	Les Fruits (ELKS2***)	Je me presente (IKS2*)	