

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	<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> Hook: The Grinch who stole Christmas.</p> <p><u>Non-fiction - Letter to inform</u> RE link: Hinduism The children will write a letter recounting their</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, focusing on the effective use of speech within their writing.</p> <p><u>Non-Fiction - Biography</u> Art link: Claude Monet The children will complete research about the life of our focus artist,</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 - Diary Entry (Stories with historical settings)</u> Hook: Kasper, 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 - Adventure stories</u> Hook: The Mystery of Harris Burdick by Chris Van Allsburg. The children will explore a range of adventure stories, developing their understanding of the structure of a story, focusing on</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, inspired by a trip to Murton Park, the</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>experience visiting a Mandir.</p>	<p>Claude Monet, in order to create a detailed biography.</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>description of Grendel.</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>embedding character and setting descriptions into their stories. They will create an adventure story based on an image hook.</p>	<p>children will write a letter to a 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>
<p>Punctuation/Grammar</p>	<p>First and 3rd person</p> <p>Singular and plural nouns</p> <p>Using pronouns to avoid repetition or ambiguity.</p> <p>Standard English</p>	<p>Use the possessive apostrophe</p> <p>Use prepositions to express time or place.</p> <p>Use commas before and after clauses and phrases</p>	<p>Powerful adjectives.</p> <p>Homophones.</p> <p>Commas after fronted adverbials.</p> <p>Speech punctuation</p>	<p>Determiners</p> <p>Organisational devices.</p> <p>Word families.</p> <p>Prepositional phrases</p>	<p>Verb inflections.</p> <p>Use conjunctions to express time or place.</p> <p>Suffixes.</p> <p>Possessive apostrophes.</p>	<p>Use adverbs and adverbials</p> <p>Verb tenses - past.</p> <p>Prefixes.</p> <p>Plural possessive apostrophes.</p>

	<p>Compound words</p> <p>Use adverbs to express time and cause</p>	<p>Fronted adverbials</p> <p>Plural and possessive 's'</p> <p>Expanded noun phrases.</p>	<p>Dictionary work</p>	<p>Verb tenses - present</p>	<p>Revisit: speech punctuation</p> <p>Editing and evaluating</p>	<p>Subordinate clauses.</p>
<p>Spelling/Phonics</p>	<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</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>Plural Possessive Apostrophes with plural words.</p> <p>+ words from Y4 spelling list</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>+ words from Y4 spelling list</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>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>					
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,and s)	The Curly Caterpillar Family (g,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 a robust understanding of place value.</p>	<p>MMD PRA FRP Fractions and decimals; addition</p> <p>Focus on fractions and decimals, and end by using place value in formal addition.</p> <p>DPE NPV WAS; MAS Fractions and decimals; addition</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, including counting in equal steps; this understanding is then used to underpin mental</p>	<p>DPE NPV PRA WAS Place value</p> <p>Focuses on ensuring a robust understanding of place value in decimal numbers.</p> <p>NPV MAS Addition and subtraction</p> <p>Focuses on using understanding of place value to choose</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 multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding</p>	<p>MAS MMD WMD PRA Addition and subtraction; multiplication and division</p> <p>Focuses on adding and subtracting 2-, 3- and 4- digit numbers; and on using knowledge of factors, products and doubling to</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 using formal written methods of subtraction.</p>	<p>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 division Focuses on developing a knowledge and understanding of multiplication and division to enable</p>	<p>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 finding non-unit fractions of amounts, equivalent fractions and simplifying.</p>	<p>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 extending times table knowledge.</p> <p>MEA PRA Time; length Focuses on time-telling and the</p>	<p>and subtracting powers of 10.</p> <p>DPE NPV PRA WAS Place value Focuses on ensuring a robust understanding of place value in decimal numbers and Roman numerals.</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</p>	<p>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 Focus on enhancing mental and written strategies for multiplication and division; and link</p>
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		<p>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>Year 4 Buckstones Big Maths</p> <p>Statistics - creating and interpreting bar charts from a given data set.</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 Measures: Properties of 2D shapes (NRICH)</p>	<p>24-hour clock, including calculating time intervals; the week ends with some practice in finding missing lengths in rectilinear shapes.</p>	<p>multiplication algorithms; and on 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>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> <p>Year 4 Buckstones Big Maths Place Value Roman Numerals Hidden Message investigation</p>
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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 (Location knowledge - Regions/Counties)	European Countries/Region of France (Marseilles) (place knowledge)			
	Geographical skills & fieldwork <i>Use of maps, atlases and globes</i>				
History		Local History (History of Manchester- The		Roman Empire (and its impact upon Britain)	Britain's settlement by Anglo Saxons and Scots

		Industrial Revolution) How did transport change in Manchester during the Industrial Revolution?		Why did the Britons rebel against the Romans in 61AD?	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 Simple Circuits and switch Torch	
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-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>		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 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*)	