

Year 4 – Long Term Plan



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Poetry: <i>Poems Aloud - Joseph Coelho</i> (1 week)</p> <p>Instructional Writing: <i>Building With Lego Chop, Sizzle Wow – The Silver Spoon</i> (2 weeks)</p> <p>Developing Description: <i>The Building Boy – Ross Montgomery</i> (3 weeks)</p>	<p>Writing To Inform: <i>Dragonology: The Complete Book of Dragons – Dugald Steer</i> (3 weeks)</p> <p>Writing Short Stories: Characters & Settings <i>The Story Shop: Stories for Literacy – Nikki Gamble</i> (2 weeks)</p>	<p>Creating Narrative: Traditional Tales <i>Usborne's 1001 Arabian Nights</i> (3 weeks)</p> <p>Dual Purpose Writing: David Attenborough Wildlife Voiceovers <i>Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins</i> (3 weeks)</p>	<p>Creating Narrative: <i>The Great Kapok Tree</i> (2 weeks)</p> <p>Persuasion: Save the Rainforest <i>Poetry Link: There's a 'Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon</i> (3 weeks)</p>	<p>Writing to Entertain: Recounts <i>Quick! Let's Get Out of Here - Michael Rosen</i> <i>Poetry Link</i> (3 weeks)</p> <p>Discussion: <i>This or That? Pippa Goodheart</i> (3 weeks)</p>	<p>Author Study: <i>Nicola Davies</i> (3 weeks)</p> <p>Biography: <i>Inventors: Incredible stories of the world's most ingenious inventions –Robert Winston</i> (2 weeks)</p>
Guided Reading	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension
Spelling	<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' or '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>Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>Words with a /shuhn/ sound,</p>	<p>Homophones & 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 auto- (meaning 'self' or 'own')</p> <p>Adding the prefix ex- (meaning 'out')</p>	<p>Adding the suffix -ous (No change to root word)</p> <p>Adding the suffix -ous (No definitive root word)</p> <p>Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')</p> <p>Adding the suffix -ous (Words ending in 'e')</p>



	<p>Homophones & near homophones</p> <p>Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p>	<p>spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p> <p>Statutory Spellings Challenge Words</p>		<p>Statutory Spellings Challenge Words</p>	<p>Adding the prefix non-(meaning 'not')</p>	<p>drop the 'e' but not 'ge')</p> <p>Adverbials of frequency and possibility</p> <p>Adverbials of manner</p>
<p>Punctuation and Grammar</p>	<p>Use the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Express time, place and cause using conjunctions</p> <p>Express time, place and cause using adverbs</p> <p>Express time, place and cause using prepositions</p> <p>Inverted commas to punctuate direct speech</p> <p>Use of the present perfect form of verbs instead of the simple past</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Using fronted adverbials</p> <p>Using commas after fronted adverbials</p> <p>Questions and exclamations</p>	<p>Apostrophes Indicating possession by using the possessive apostrophe with plural nouns</p> <p>The grammatical difference between plural and possessive -s</p> <p>Apostrophes to mark plural possession</p> <p>Using and punctuating direct speech</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p>	<p>Noun Phrases Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Suffixes 1</p> <p>Paragraphs</p>	<p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Paragraphs</p>	<p>Suffixes 2</p> <p>Review and consolidate</p>



	Introduction to paragraphs as a way to group related material					
Maths	Place Value Addition and Subtraction	Addition and Subtraction Measurement - Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Consolidation Geometry- Shape Statistics Geometry- Position and Direction
History	North American history: Ancient Maya Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians Black History Month		Asian history: Early Islamic Civilisation The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology		European history: Local History <i>How has migration shaped our community?</i>	
Geography		Brazil: Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements		Rainforests: Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)		Earthquakes and human settlements: Understanding why earthquakes take place and what effects they had in Haiti and Japan
Music Charanga - EMMC	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?
Spanish	Phonetics 1&2 Core language unit Fruits Early language unit	Vegetables Early language unit	Ancient Britain Early language Unit	Presenting myself Intermediate language unit	Classroom Intermediate language unit	House Intermediate language unit



<p>Art and Design</p>	<p>Pattern and Pumpkins</p> <p>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. Yayoi Kusama</p>		<p>Tropical Rainforest</p> <p>Exploring use of watercolours to create a collaged response to the work of artists studied. Abel Rodriguez Henri Rousseau [Links to Geography]</p>		<p>My Favourite Things</p> <p>Looking at objects from the British Museum using <i>This or That</i> by Pippa Goodhart. Drawing a still life based on personal possessions. Pippa Goodhart Joseph Cornell [Links to English]</p>	
<p>Design and Technology</p>		<p>Mechanisms: Linkages</p>		<p>Textiles: Reinforcing fabrics</p>		<p>Electrical Control</p>
<p>Computing</p>	<p>Unit 4.2 Online safety</p> <p>Number of lessons-4 Programs – Various</p> <p>Unit 4.3 Spreadsheets</p> <p>Number of lessons- 2 out of 5 Program – 2Calculate</p>	<p>Unit 4.3 Spreadsheets</p> <p>Number of lessons- 3 out of 5 Program – 2Calculate</p> <p>Unit 4.4 Writing for different audiences</p> <p>Number of lessons- 3 Program- 2PublishPlus 2Simulate</p>	<p>Unit 4.5 Logo</p> <p>Number of lessons- 4 Program- 2Logo</p> <p>Unit 4.6 Animation</p> <p>Number of lessons- 2 Program- 2Animate</p>	<p>Unit 4.7 Effective Searching</p> <p>Number of lessons- 3 Programs- Various</p> <p>Unit 4.8 Hardware investigators</p> <p>Number of lessons- 2 Programs- 2Connect 2Quiz</p>	<p>Unit 4.9 Making music</p> <p>Number of lessons- 5 Program- Busy Beats</p>	<p>Unit 4.1 Coding</p> <p>Number of lessons 5 Programs- Various</p>
<p>Religious Education</p>	<p>PHILOSOPHY</p> <p>What do we mean by truth? Plato's cave. Evidence and scientific reasoning.</p>	<p>THEOLOGY</p> <p>Christianity/Judaism/Islam What does sacrifice mean? Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice, Jesus as Ultimate Sacrifice.</p>	<p>PHILOSOPHY</p> <p>Christianity / Islam / Humanism</p> <p>How do people think about poverty, justice & self-sacrifice? Meaning of poverty & relative poverty. Meaning of justice.</p>	<p>SOCIAL SCIENCES</p> <p>Islam / Christianity</p> <p>How do people contribute to society? Self-sacrifice in form of charity/ community action.</p>	<p>THEOLOGY</p> <p>Islam</p> <p>How have events in history shaped Islamic diversity? Succession after Muhammad, conflict, Qur'anic</p>	<p>SOCIAL SCIENCES</p> <p>How has religion and belief shaped our local area? International, national & local data. Lived expression in area.</p>



			Everyday self-sacrifice.		interpretation. Sunni, Shia, Sufi.	
PSHCE	Being Me I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to. I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.	Celebrating Difference I can tell you about my first impressions of someone. I can also give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them. I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are. I can explain how first impressions can be misleading. I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.	Dreams and Goals I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive. I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and have a positive attitude. I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having greater chance of success.	Healthy Me I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.	Relationships I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal. I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.	1 Decision SRE
Thrive (Emotional Health and Wellbeing)	Worry Wall (Power and Identity) All about me (Power and Identity) A, B or C	Follow the leader (Power and Identity) Actions and consequences (Power and Identity)	What would you do? (Power and Identity) 3 Places! (Power and Identity) 3 Places Part 2!	Horrible Rules! (Skills and structure) What if? (Skills and structure) Sand scenarios	Empathy for myself (Skills and structure) Class mission statement (Skills and structure)	Catching Kayla (Skills and structure) Listening to my body (Skills and structure) Superhero capes!



	(Power and Identity)	I am powerful (Power and Identity)	(Power and Identity)	(Skills and structure)	Perspectives matter (Skills and structure)	(Skills and structure)
Physical Education	Cool core (Pilates)	Invaders!	Gym Sequences	Dynamic Dance!	Striking and Fielding	Young Olympians