



## Year 4 Long Term Plan 2023- 2024



| Subject  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|--|---|--|--|--|---|---|
| <b>English</b>   | <p><b>The Whale</b><br/>Narrative: Setting narrative<br/>Purpose: To narrate</p>  | <p><b>Leaf</b><br/>Narrative: Outsider narrative<br/>Purpose: To narrate</p> <p>Information: Polar Bears<br/>Purpose: To inform</p>  | <p><b>Arthur and the Golden Rope</b><br/>Narrative: Myth narrative<br/>Purpose: To narrate</p> <p>Information: Defeating a Viking monster<br/>Purpose: To inform</p> | <p><b>The Lost Happy Endings</b><br/>Narrative: Twisted narrative<br/>Purpose: To narrate</p> <p>Persuasion: Letter<br/>Purpose: To persuade</p> | <p><b>The Journey</b><br/>Narrative: Refuge narrative<br/>Purpose: To narrate</p> <p>Recount: Diary<br/>Purpose: To recount</p> | <p><b>Manfish</b><br/>Narrative: Invention narrative<br/>Purpose: To narrate</p> <p>Recount: Jacques Cousteau Biography</p>                                     |
| Grammar focus to be completed across writing outcomes. |   |  |  |  |   |   |
| <b>Mathematics</b>                                     | <p><b>NCETM</b></p> <p>Review of column addition and subtraction (unit 1)</p> <p>Numbers to 10,000 (unit 2)</p>                               | <p><b>NCETM</b></p> <p>Perimeter (unit 3)</p> <p>3,6,9 times tables (unit 4)</p>   | <p><b>NCETM</b></p> <p>7 times tables and patterns (unit 5)</p> <p>Understanding and manipulating multiplicative relationships (unit 6)</p>                          | <p><b>NCETM</b></p> <p>Understanding and manipulating multiplicative relationships (unit 6)</p> <p>Coordinates (unit 7)</p>                      | <p><b>NCETM</b></p> <p>Review of fractions (unit 8)</p> <p>Fractions greater than one (unit 9)</p>                              | <p><b>NCETM</b></p> <p>Symmetry in 2D shapes (unit 10)</p> <p>Time (unit 11)</p> <p>Division with remainders (unit 12)</p>                                      |
|  | <p><b>No Nonsense Number Facts</b><br/>Using understanding of addition and subtraction facts to add and subtract with three-digit numbers</p> | <p><b>No Nonsense Number Facts</b><br/>Multiplicative understanding including using understanding of threes and fives for sixes and understanding of tens for nines, elevens and twelves</p> | <p><b>No Nonsense Number Facts</b><br/>Using understanding of place value to add and subtract with four-digit numbers</p>  | <p><b>No Nonsense Number Facts</b><br/>Multiplicative understanding including factor pairs</p>   | <p><b>No Nonsense Number Facts</b><br/>Using understanding of addition and subtraction facts with four-digit numbers</p>        | <p><b>No Nonsense Number Facts</b><br/>Multiplicative understanding including using understanding of place value and multiplying three single-digit numbers</p> |

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| <p><b>History</b></p>   |   | <p><b>Anglo Saxons</b><br/> <i>What did the Anglo-Saxon settlement of Britain look like?</i><br/>         Children will study the settlement of Britain by the Anglo-Saxons. This will include the withdrawal of the Romans, where they settled and their impact on British life.</p> |  | <p><b>Vikings</b><br/> <i>What was the legacy of the Viking invasion of Britain?</i><br/>         Following on from a study of the Anglo-Saxon settlement of Britain, the children will further their understanding of the chronology of Ancient Britain through a study of the Vikings. This will consider how Viking raiders would have been perceived at the time and whether their legacy is such that they should still be considered as just vicious raiders.</p> |  | <p><b>Tudor Britain</b><br/> <i>What did life look like in Tudor Britain?</i><br/>         With particular reference to Speke Hall to provide a local context, this topic will explore what life was like under Tudor Britain. The topic will compare and contrast life in Tudor Britain with life today but exploring areas such as diet, crime and punishment and architecture.</p> |
| <p><b>Geography</b></p> | <p><b>Mountains</b><br/> <i>Mountains:physical or human?</i><br/>         Children will learn about the world's major mountain ranges and how they are formed. They will use maps to understand how contour lines describe the physical landscape of an area.</p> |   | <p><b>The UK</b><br/> <i>What are some of the key human and physical geographical features of the UK?</i><br/>         Children will build on their initial study of the UK in Key Stage 1. They will use OS Maps, eight points of the compass and 4- and 6-figure grid references to locate specific cities, counties and regions. They will describe key human and physical features of the areas studied.</p> |   | <p><b>Europe</b><br/> <i>What are the major European countries and their significant human and physical features?</i><br/>         Children will widen their locational knowledge to study the geography of Europe. They will use maps and atlases to locate key countries (including Russia) and their capital cities. Children will produce a fact file of a European country, describing key human and physical features.</p> |   |

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| <b>Science</b> | <b>Good Vibrations</b><br>(Caroline Riggs)<br>SS lessons 1-7  | <b>Human Impact</b><br>(Anwar Khan)<br>SS lessons 1-4  | <b>Our Changing World</b><br>SS lessons 1-3   | <b>In a State</b><br>(Candy Jiang)<br>SS lessons 1,2,3,5,6,8,9 & 11  | <b>Who am I?</b><br>(Ahna Skop)<br>SS lessons 1,3 & 4   | <b>Where does all the food go?</b><br>SS lessons 2,4,5,6,7 & 8  | <b>Switched on</b><br>(Erusa Alizie)<br>SS lessons 1-7 |
| <b>Art</b>     | <b>Storytelling through Drawing</b><br>Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing. | <b>Exploring Still life</b><br>Explore artists working with the genre of still life, contemporary and more traditional.<br>Create your own still life inspired art work. | <b>Festival Feasts</b><br>How might we use food and art to bring us together?                                       |  |   |   |  |
| <b>Music</b>   |   |  | <b>Ancient Worlds In the Past</b><br>Musical focus: structure<br>Explore 20 <sup>th</sup> Centaury minimalist music | <b>Buildings Singing Spanish</b><br>Musical focus: Pitch<br>Explore part singing and accompaniments in four different songs  | <b>Environment Food and Drink</b><br>Musical focus: Performing<br>Learning rhythmic and melodic accompaniments for a song and combining them in a performance |   |  |
| <b>DT</b>      |   |  |   | <b>Textiles – making Fastenings</b><br>Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve. | <b>Food – Adapting a Recipe</b><br>Learning a basic biscuit recipe and adapting it.   | <b>Structures- Building a Pavillion</b><br>Investigate and model frame structures to improve their stability, then apply this research to design and create a |  |

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|                  |   |   |   |  |   | stable, decorated pavilion.  |
| <b>RE</b>        | <b>Good News</b><br>How do the gospels encourage Christians to live as good news in the world today?  | <b>Christian Community</b><br>How does belonging to a Christian community affect what a believer does?  | <b>Kingdom of God</b><br>What could Jesus have meant when he taught about the Kingdom of God?   | <b>Salvation and Resurrection</b><br>Why is Jesus called saviour?  | <b>Discipleship</b><br>How do Christians follow Jesus?  | <b>Hinduism</b><br>How important is God in Hindu family life?  |
| <b>PE</b>        | <b>Basketball</b>   | <b>Dance</b>  | <b>Gymnastics</b>   | <b>Hockey</b>  | <b>Tennis</b>   | <b>Athletics</b>   |
| <b>PSE</b>       | <b>Being Me in my World</b><br>Becoming a Class 'Team'<br>Being a School Citizen<br>Rights, Responsibilities and Democracy<br>Rewards and Consequences<br>Our Learning Charter<br>Owning our Learning Charter | <b>Celebrating Difference</b><br>Judging by Appearances<br>Understanding influences<br>Understanding Bullying<br>Problem-solving<br>Special Me<br>Celebrating Difference: how we look | <b>Dreams and Goals</b><br>Hopes and Dreams<br>Broken dreams<br>Overcoming disappointment<br>Creating new dreams<br>Achieving goals<br>We did it! | <b>Healthy Me</b><br>My friends and me<br>Group dynamics<br>Smoking<br>Alcohol<br>Healthy friendships<br>Celebrating my inner strength and assertiveness | <b>Relationships</b><br>Jealousy<br>Love and loss<br>Memory Box<br>Getting on and falling out<br>Girlfriends and boyfriends<br>Celebrating my relationships with people and animals | <b>Changing Me</b><br>Unique me<br>Having a baby<br>Puberty and menstruation<br>Circles of change<br>Accepting change<br>Looking ahead |
| <b>Computing</b> | <b>eAware-Phishing</b><br><b>Purple Mash-</b><br>Writing for different audiences  | <b>eAware- Photos Code Studio</b><br>Google Earth   | <b>eAware- Self Image Code Studio</b><br><b>Purple Mash-</b><br>Animation   | <b>eAware- Things are not always as they seem</b><br><b>Code Studio</b><br><b>Purple Mash-</b><br>Effective Searching                                    | <b>Purple Mash-Hardware Investigations</b><br><b>Purple Mash-</b><br>Making Music   | <b>eAware- Time Online</b><br><b>Code Studio</b>   |

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