

Year 4 Long-term Plan 2016 - 2017

	Autumn	Spring	Summer
English	Traditional Tales - Myths (quests) 4 weeks Report (4 weeks) Poetry - riddles and vocabulary building (3 weeks) Take One Book (2 weeks)	Writing and performing a play (2 weeks) Story Settings (3 weeks) Persuasion (3 weeks) Poetry - narrative and vocabulary building (3 weeks) Take One Book (2 weeks)	Stories with a theme (4 weeks) Discussion (2 weeks) Explanation (2 weeks) Poetry appreciation & vocabulary building (3 weeks) Take One Book (2 weeks)
Spoken Language	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Writing (Ongoing Skills)	<p>Planning: Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Handwriting: Pupils should be taught to:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 		

SPAG	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause Use the first two or three letters of a word to check its spelling in a dictionary Spell further homophones Using fronted adverbials Using commas after fronted adverbials 		<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense Use further prefixes and suffixes and understand how to add them (English Appendix 1) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		<ul style="list-style-type: none"> Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech 	
Spelling Foci	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable The /ʌ/ sound spelt ou Prefixes Words with endings sounding like /ʒə/ or /tʃə/ Homophones or near-homophones Words with the /j/ sound spelt ch Words with the /eɪ/ sound spelt ei, eigh, or ey 		<ul style="list-style-type: none"> Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Homophones Prefixes Endings which sound like /ʒən/ (tion) Possessive apostrophe with plural words The suffix -ation Words with the /k/ sound spelt ch 		<ul style="list-style-type: none"> Words with the /s/ sound spelt sc The /ɪ/ sound spelt y elsewhere than at the end of words Endings that sound like -sion Suffix -ous Prefixes The suffix -ly Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que 	
Maths	<p>Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Measurement: Area</p>		<p>Fractions Time Decimals Measurement: Money</p>		<p>Measurement: Perimeter and Length Geometry: Angles Geometry: Shape and Symmetry Geometry: Position and Direction Statistics Measurement: Area and Perimeter</p>	
IPC Unit	Do you live around here?	The Nature of Life	Turn it Up!	Material world (3 weeks) Bright Sparks (3 weeks)	Scavengers and settlers	Art specialists

Science	<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (NC)</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey (NC)</p>	<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases (NC)</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (NC)</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors (NC)</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions (NC)</p>	
Working Scientifically	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings (NC) 					

R.E.	<p>Unit 4D What religions are represented in our neighbourhood? <i>To use a range of resources to discover which religious traditions are represented in the neighbourhood</i> <i>About the main beliefs, practices, buildings and people of the religious traditions in the neighbourhood of the school</i> <i>To work cooperatively with others</i> <i>To select and sequence information</i> <i>To use ICT to help make a presentation</i> <i>To subject their work to internal appraisal from their peers</i> <i>To redraft their piece of work</i> <i>To recognise the ways in which religious communities express their beliefs and identity</i> <i>That there is diversity within and between religions and some of the reasons why this is the case</i></p>	<p>Unit 4B Celebrations: Christmas journeys <i>That people make special journeys to places of religious significance</i> <i>About the importance of Bethlehem for many Christians</i> <i>That the story of the birth of Jesus is of central importance in Christianity and understand some of the reasons why</i> <i>Know the story of Mary and Joseph's journey to Bethlehem</i> <i>To explain the significance to Christians of key features of the nativity story</i> <i>That they will have different views of a particular story and that people within a story will have different feelings, hopes and motives</i> <i>That music can be used to give a religious message and to appreciate that the basis of this music is the story they have listened to</i> <i>About ways in which beliefs and religious ideas can be expressed through words and music, art and literature</i> <i>That although the people in the story lived in a very different world, their emotions would have been similar to those of people today and that fear and jealousy continue to cause problems</i></p>	Islam	<p>Unit 4A How and why do Hindus worship at home and in the mandir? <i>The meaning of the aum symbol and its significance for Hindus</i> <i>About some aspects of Hindu beliefs in God</i> <i>About the Hindu idea of God in many forms</i> <i>To reflect on the different aspects of their own character</i> <i>That shrines are special places in Hindu homes</i> <i>About some of the ways that Hindus show devotion to God</i> <i>What 'puja' means</i> <i>That actions in worship often have symbolic meanings</i> <i>That some of the activities in worship have parallels in their own lives</i> <i>About worship through the elements, rituals and artefacts that are involved in Hindu worship</i> <i>That religious beliefs, ideas and feelings can be expressed in a variety of forms</i></p>	<p>Unit 4C Why is Easter important for Christians? <i>About the events of Palm Sunday</i> <i>About the atmosphere and feelings of the crowd on Palm Sunday</i> <i>That emotions and feelings are involved with decisions and faith</i> <i>About the significance of the Last Supper</i> <i>That Jesus came as a servant king, not as a ruler</i> <i>About the events which led to Jesus being arrested</i> <i>About the events of the Crucifixion</i> <i>About the feelings of the disciples, friends, family of Jesus</i> <i>The reasons why Jesus was crucified</i> <i>Why Christians believe in life after death - resurrection</i> <i>That the cross and crucifix are symbolic for some Christians</i> <i>About the different ways in which people respond to the Resurrection</i> <i>How Easter is celebrated in the Orthodox or Catholic traditions</i> <i>About the meaning of 'Messiah' for Jesus</i></p>	Humanism/ Rastafarianism
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Computing	<p>History of computing / validity of websites</p> <p><i>Knows that some websites may be unreliable and considers the validity of websites (EV)</i></p> <p><i>Recognises what is acceptable and unacceptable behaviour when using technologies and online services. (EV)</i></p>	<p>Coding</p> <p><i>Uses diagrams to express solutions. (AL)</i></p> <p><i>Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. (AL)</i></p> <p><i>Uses logical reasoning to predict outputs, showing an awareness of inputs. (AL)</i></p> <p><i>Uses diagrams to express solutions. (AL)</i></p> <p><i>Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. (AL)</i></p> <p><i>Uses logical reasoning to predict outputs, showing an awareness of inputs. (AL)</i></p>		<p>Data</p> <p><i>Recognises that data can be structured to make it useful. (AB) (DE)</i></p> <p><i>Understands how bit patterns represent images (AB)</i></p> <p><i>Knows that computers collect data from various input devices, including sensors and application software. (AB)</i></p> <p><i>Understands the difference between hardware and application software, and their roles within a computer system. (AB)</i></p>	<p>Modelling</p> <p><i>Collects, organise and presents data and information in digital content. (AB)</i></p>	<p><i>Collects, organise and presents data and information in digital content. (AB)</i></p>
History			<p><i>The Roman Empire and its impact on Britain (NC)</i></p>	<p><i>Changes in Britain from the Stone Age to the Iron Age</i></p>		

<p>Geography</p>	<p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (NC)</i></p>					
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D & T	<p><i>Generate, develop, model and communicate their ideas through discussion, diagrams and annotated sketches</i></p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p>		<p><i>Understand and apply the principles of a healthy and varied diet</i></p> <p><i>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (NC)</i></p>		<p><i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</i></p> <p><i>Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic</i></p> <p><i>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages (NC)</i></p>	<p><i>Investigate and analyse a range of existing products</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world (NC)</i></p>
Art				<p><i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i></p> <p><i>Learn about great artists, architects and designers in history.(NC)</i></p> <p><i>Create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)</i></p>		

Spanish	Personal descriptions Pets		Adjectival agreement and word place noun + adjective Family members		Instructions in 3 rd person singular Sports	
P.E.	Invasion games	Gym	Dance	Net/wall games	Striking/ fielding	Athletics OAA
Music	Singing rounds from around the world Djembe drumming	Singing longer songs Djembe performance Christmas performance	How to play a simple tune on the recorder Singing in different languages, longer songs Clarinet beginners	Singing Clarinet beginners Perform with Viva Sinfonia	Singing longer songs with a good message	How symbols are used to represent sounds How visual images can inspire musical compositions Singing Summer Performance
PSHE & Cit	New Beginnings Appreciate and celebrate differences. Feel a valued member of the community. Recognise and manage feelings. Develop calming down strategies. Practice problem solving techniques. Understand own and others rights, responsibilities and rules.	Getting on and Falling Out Know what makes a good friend. See things from someone else's point of view Learn basic assertiveness skills - the difference between passive/assertive/aggressive language. Know basic strategies for dealing with anger. Practice conflict resolution strategies and responding to put downs.	Going for Goals Know about different ways of learning. Know about barriers to achieving goals and how to overcome them, particularly boredom and frustration. Explore ways of solving social problems.	Good to be Me Know about the ways I learn best. Understand emotions in response to threat. Explore ways of being assertive. Learn how to deal with anxiety and worrying, including relaxation.	Relationships Explore times when we have been hurt or guilty, and ways to make amends. Learn how to take responsibility. Differentiate between situations in which guilt may be felt inappropriately and those where it is appropriate. Examine feelings of loss.	Changes Be able to see changes in a positive way. Know that apprehension is normal, and know there are ways to deal with it. Know that we can change aspects of our behaviour. Explore feelings and responses to unwelcome changes. Explore links between thoughts and behaviours.