

**Year 4 Long Term Planning**  
**Miss H Greaves**

Literacy (Pathways to Write Scheme)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	<p><u>Gorilla</u></p> <p>Themes: Family, absent father, magic mountain gorillas, zoos. Girl is given a teddy by her father which comes alive and takes her the zoo.</p> <p>PSHE Link: About change including transitions, loss and separation</p>	<p><u>Leon and the Place Between</u></p> <p>Themes: Magic, fantasy worlds, believing, circus. At funfair, discover a circus tent with magician. One child believes and goes to the place where everything goes when they disappear. Siblings then believe.</p>	<p><u>Escape from Pompeii</u></p> <p>Themes: Romans, volcanoes, non-fiction, girls’ and boys’ roles, death, disaster, friendship. Story of Mount Vesuvius erupting.</p> <p>History Link: Roman’s topic</p>	<p><u>When the Giant Stirred</u></p> <p>Themes: nature, volcanoes, island in the Pacific, Gods, different cultures, life cycles, information book. Village tribe live on the island until the volcano explodes destroying everything. Then moves on to it regenerating and becoming the beautiful island once more.</p> <p>Geography Link: Volcanoes and Earthquakes</p>	<p><u>Where the Forest Meets the Sea</u></p> <p>Themes: rainforests, aborigines, endangered species, beaches and woodlands, comparing past and present, conservation, human impact on environments.</p> <p>Geography Link: Rainforests</p>	<p><u>Blue John</u></p> <p>Themes: fairy tale, gems, loneliness. Blue John is creating by the Queen of Darkness to curb her loneliness but the is not allowed out the cave until the temptation becomes too much and he leaves. Based on a real rock found in Derbyshire.</p>		
	<p><b>Outcome:</b> Fantasy story</p> <p><b>Greater Depth:</b> Re-tell the story from Dad’s viewpoint or include speech.</p>	<p><b>Outcome:</b> Diary from Leon’s point of view.</p> <p><b>Greater Depth:</b> Write from a different point of view.</p>	<p><b>Outcome:</b> Historical narrative from character’s point of view.</p> <p><b>Greater Depth:</b> Write from the point of view of the captain.</p>	<p><b>Outcome:</b> Adventure story from the point of view of the boy.</p> <p><b>Greater Depth:</b> Write from the point of view of the God.</p>	<p><b>Outcome:</b> Information board for a rainforest exhibit.</p> <p><b>Greater Depth:</b> Include an interactive element.</p>	<p><b>Outcome:</b> Letter to a caving enthusiast, including an explanation.</p> <p><b>Greater Depth:</b> Include a paragraph of information.</p>		
	<p><u>Mastery Keys</u></p> <p>Expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use fronted adverbials.</p> <p>Organise paragraphs around a theme.</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas for direct speech (Y3)</p>	<p><u>Mastery Keys</u></p> <p>Use standard English forms for verb inflections.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Recognise the difference between plural and possessive ‘s’.</p> <p>Build a varied and rich vocabulary.</p>	<p><u>Mastery Keys</u></p> <p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.</p> <p>Use standards English for verb inflections.</p> <p>Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).</p> <p>Use and punctuate direct speech (using dialogue to show the relationship between characters).</p>	<p><u>Mastery Keys</u></p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use and punctuate direct speech.</p> <p>Use commas after fronted adverbials.</p>	<p><u>Mastery Keys</u></p> <p>Build a varied and rich vocabulary.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Use paragraphs to organise information and ideas around a theme.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular.</p> <p>Recognise the grammatical difference between plural and possessive ‘s’.</p>	<p><u>Mastery Keys</u></p> <p>Build a rich and varied vocabulary and an interesting range of sentence structures.</p> <p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.</p> <p>Use paragraphs to organise information and ideas around a theme.</p> <p>Recognise the grammatical difference between plural and possessive ‘s’.</p>		
	<p><b>Class Reader:</b> <i>The Railway Children</i> by Edith Nesbit</p>	<p><b>Class Reader:</b> <i>The Big-Top Mysteries: The Case of the Vanishing Granny</i> by Alexander McCall Smith</p>	<p><b>Class Reader:</b> <i>Pompei: A Roman Girl’s Diary</i> by Sue Reid</p>	<p><b>Class Reader:</b> <i>Ariki and the Island of Wonders</i> by Nicola Davies</p>	<p><b>Class Reader:</b> <i>The Boy Who Biked the World: Part 1 On The Road to Africa</i> by Alastair Humphreys</p>	<p><b>Class Reader:</b> <i>A Bear Grylls Adventure: Cave Challenge</i> by Bear Grylls</p>		
	<p><b>Missed NC Objectives not covered in Pathways to Write</b></p> <p>Increase familiarity with a wide range of books reading fairy stories, myths and legends and retelling some of these orally. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks.</p>							
	<p><b>Poetry</b> (To be completed during Assessment Week)</p> <p><b>Poem:</b> The Lost-Lost Property Office</p> <p><b>Outcome:</b> To write a group list poem based on the original and perform.</p> <p><b>Greater Depth:</b> Write in couplets or change the setting of the poem e.g. under the bed or the back of the drawer.</p> <p><b>Poetry Keys:</b></p> <p>Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole.</p> <p>Create own repeating patterns and experiment with simple forms.</p>			<p><b>Poetry</b> (To be completed during Assessment Week)</p> <p><b>Poem:</b> Windrush Child</p> <p><b>Outcome:</b> To write a free-verse personal narrative poem based on the structure of the original, describing what it feels like to leave and go to a new place.</p> <p><b>Greater Depth:</b> Write a similar poem with freedom to change the structure and include feelings vocabulary.</p> <p><b>Poetry Keys:</b></p> <p>Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration.</p> <p>Use increasingly effective similes to create imagery.</p>			<p><b>Poetry</b> (To be completed during Assessment Week)</p> <p><b>Poem:</b> I Am the Seed that Grew the Tree</p> <p><b>Outcome:</b> To write individual Haiku based on the natural world and link these with others in the group to make a series known as Renga.</p> <p><b>Greater Depth:</b> Extend these to make the Tanka form and perhaps continue to link several to make Renga of their own.</p> <p><b>Poetry Keys:</b></p> <p>Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs</p> <p>Create own repeating patterns and experiment with simple forms.</p>	

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Mathematics (White Rose Scheme)	<p><b>Number: Place Value</b></p> <p>Count in multiples of 6,7,9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate number using different representations.</p> <p>Round any number to the nearest 10, 100 and 1000.</p> <p>Solve numbers and practical problems that involve all the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p>	<p><b>Number: Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for multiplication tables up to 12x12.</p> <p>Use place value, known and derived facts, to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together by three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as ‘n’ objects are connected to ‘m’ objects.</p>	<p><b>Number: Decimals</b></p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Recognise and write decimal equivalents to ¼, ½ and ¾.</p> <p>Understand the effect of dividing a one- or two-digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths.</p>
	<p><b>Number: Addition and Subtraction</b></p> <p>Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>	<p><b>Measurement: Length and Perimeter</b></p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Convert between different units of measure (for example, kilometre to metre).</p>	<p><b>Measurement: Money</b></p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>
	<p><b>Measurement: Area</b></p> <p>Find the area of rectilinear shapes by counting squares.</p>	<p><b>Number: Fractions</b></p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator.</p>	<p><b>Measurement: Time</b></p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p>
	<p><b>Number: Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for multiplication tables up to 12x12.</p> <p>Count in multiples of 6,7,9,25 and 1000.</p> <p>Use place value, known and derived facts, to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together by three numbers.</p> <p>Solve problems involving multiplying and adding including using the distributive law to multiply two-digit numbers by one-digit.</p>	<p><b>Measurement: Length and Perimeter</b></p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Convert between different units of measure (for example, kilometre to metre).</p>	<p><b>Geometry: Properties of Shape</b></p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Compare a simple symmetric figure with respect to a specific line of symmetry.</p>
		<p><b>Number: Decimals</b></p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p> <p>Convert between different unit of measure (for example, kilometre to metre).</p>	<p><b>Geometry: Position and Direction</b></p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p>
			<p><b>Statistics</b></p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
			<p><b>Science Link- Classifying Animals</b></p>
			<p><b>Computing Link: Programming</b></p>

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Geography/History	<u>Mountains and Rivers</u>	<u>Ancient Greece</u>	<u>The Romans</u>	<u>The Romans – Chester focus</u>	<u>Rainforests</u>	<u>Earthquakes and Volcanos</u>
	<p><b>PRIOR LEARN:</b> Recap the 7 continents and some countries. Can they name any rivers or mountains in either the UK or across the world. What are rivers used for?</p> <p>Identify different types of mountains and how they are formed.</p> <p>Know where the main mountain regions are in the UK. Identify key mountains – use Goggle Earth to look at their features. Research key information – height, physical features etc. Explore the main mountain regions of the world. What is the same/different?</p> <p>Maths link: order the UK and world mountains. Know and label the main features of a river. Identify key rivers of the UK. Explore their locality, statistics etc. What do you notice about land use around a river?</p> <p>Links between mountains and rivers -Water Cycle demonstrates this link.</p> <p><b>English Link:</b> Non-chronological report on famous mountain/river. Organise paragraphs around a theme. Use commas after fronted adverbials.</p> <p><b>POST LEARN:</b> Questions to answer about the types of mountains, mountain formation, river features and information about a mountain in the UK.</p>	<p><b>PRIOR LEARN:</b> Look at the word ancient (meaning before Christ) Recap Ancient Egypt.</p> <p>Location and timeline of Ancient Greece and making comparisons to modern Greece - Including locating Athens and Sparta. Identify differences between Athens and Sparta, including the life of a child. Comparing how Ancient Greeks were governed and any similarities to today? (democracy)</p> <p>Olympics - compare to modern day. Greek architecture and the influences of this still found today.</p> <p><b>English Link:</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p><b>POST LEARN:</b> Athens or Sparta persuasive speech. Questions to answer about the topic.</p> <p>In school visitor: Ancient Greek Expert 27.11.23</p>	<p><b>PRIOR LEARN:</b> Look at a map of Roman Empire to show that Greece had been overtaken.</p> <p>Who were the Romans? Identify their place on historical timeline.</p> <p>The Roman Empire by AD 42 and the power of its army - In-depth look at Soldiers British resistance: Boudica Successful invasion by Claudius and conquest, including Hadrian’s Wall.</p> <p><b>English Link:</b> Diary of a Roman soldier. Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).</p> <p><b>POST LEARN:</b> How were the Romans able to conquer all of the countries that they did?</p> <p>Visit to Chester (DEVA Roman Experience) 16.1.24</p>	<p><b>PRIOR LEARN:</b> Recap of the Roman empire again. What can they remember about the life of a Roman? How were the Romans able to conquer all of the countries they did?</p> <p>Life of a Roman (what is left now: Roman Baths, Roads, “Chester”, Architecture, heating)</p> <p>Roman Government (links to democracy again)</p> <p>The use of an Amphitheatre.</p> <p>Julius Caesar’s attempted invasion of Britain 55-54BC - description of Britain 54BC</p> <p><b>POST LEARN:</b> Why did the Romans leave Britain?</p>	<p><b>PRIOR LEARN:</b> Recap continents, hot and cold places and the location of the equator. Climate zones.</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term ‘tropics’ and discuss climate in this area. Identify that this is where the rainforests of the world are found. Know what is meant by biomes and what are the features of a specific biome. Identify most famous rainforests of the world on a map. Compare and contrast two. Relate to previous learning of the tropics. Label layers of a rainforest and identify features of each including, in general, what types of animals are found there. Research specific animals found in the rainforest – information text.</p> <p><b>English Link :</b> Explore deforestation – persuasive letter (Rainforests also being covered through Pathways to Write Unit – objectives will be interlinked)</p> <p><b>PSHE Link:</b> Shared responsibilities for protecting the environment, Reduce, reuse, recycle.</p> <p><b>POST LEARN:</b> Drawing layers of the rainforest with what type of animals are in there. Names of places where Rainforests are found.</p>	<p><b>PRIOR LEARN:-Recap of how mountains are formed thinking about volcanic mountains. Recap the tectonic plates.</b></p> <p>Recap on previous learning about types of mountains and their features. Discuss features of a volcano, where the word ‘volcano’ originated, how they are formed and label the parts of a volcano. Discuss ‘The Ring of Fire’ and that 90% of volcanoes are located here. Discuss the different types of volcano. Use maps to identify where the most famous volcanoes in the world are found.</p> <p>Know what causes a volcanic eruption. Identify why earthquakes happen and discuss the way they are measured (Mercalli and Richter Scale).</p> <p>Where in the world do earthquakes happen? Identify on maps.</p> <p>Research famous natural disasters (mainly volcanoes and earthquakes) in recent and historical history.</p> <p><b>English Link:</b> Create a newspaper report. Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use and punctuate direct speech. Use commas after fronted adverbials. Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).</p> <p><b>POST LEARN:</b> Draw and label a volcano. How are volcanos formed? How do earthquakes form?</p>

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Science (Developing Experts Scheme)	<u>States of Matter</u>	<u>Electricity</u>	<u>Sound</u>	<u>Living Things &amp; Their Habitats</u>	<u>Living Things &amp; Their Habitats</u>	<u>Animals Including Humans</u>
	<p><b>PRIOR LEARN:</b> Write the names of some materials and whether they are opaque or transparent. (Y1). Write the names of some materials and list some of their properties. (Y1) How can we change the properties of materials? (Y2) What material did John McAdam invent? (Y2) List some materials/objects in school and compare them to materials/objects you might find at home. (Y2) Write the name of a material and talk about how/why it is suitable for its job. (Y2) Write down a material/object that is classed as a solid. Then write down a material/object that is classed as a liquid. Finally, do the same for a gas. (New learning with possible prior knowledge)</p> <p>Understand three water exists in three different states of matter. Investigate the effect of temperature on drying washing. Understand dissolving and diluting. Understand evaporation and condensation. Understand the water cycle. Explore separating simple mixtures of substances.</p> <p><b>POST LEARN:</b> Developing Experts states of matter questions.</p>	<p><b>PRIOR LEARN:</b> - Can you name any electrical appliances that you use in your everyday life? How can we stay safe when around electricity? Can you think of any ways we can save electricity? Where does our electricity come from? Can you think of any materials that don't allow electricity to pass through them easily? Can you think of any materials that allow electricity to pass through them easily? Can you name any parts of an electrical circuit?</p> <p>Identify common electrical appliances, construct a simple electrical circuit, identify and name basic parts of a circuit. Identify when a lamp will light in a simple series circuit. Understand the difference between a series and parallel circuit. Explain how to recognise electrical conductors and insulators; give examples of good and poor conductors. Explain how an electrical circuit works. To know how to work safely with electricity.</p> <p><b>PSHE Link:</b> About hazards that may cause harm, injury, or risk in the home and what they can do to keep safe. H39 Basic emergency aid procedures, where and how to get help. H43</p> <p><b>POST LEARN:</b> Developing Experts electricity questions.</p>	<p><b>PRIOR LEARN:</b> Can you name something that makes a loud sound? Can you name something that makes a quiet sound? What organ do you use to hear sounds? Can you draw what a sound wave looks like? What could you use to protect your ears from loud sounds?</p> <p>Explain how sound is caused when an object vibrates. Know that sounds travel through solids, liquids and gases; understand that sound waves are much slower than light waves. Understand the difference between high and low-pitched sounds. Recognise that sounds get fainter as the distance from the sound source increases; understand soundproofing. To know about insulating your ears against sound. Explore pleasant and unpleasant sounds.</p> <p><b>POST LEARN:</b> Sound questions from Developing Experts.</p>	<p><b>PRIOR LEARN:</b> What do animals need to grow? What is a Herbivore, Omnivore and Carnivore? Can you name the 5 different groups of animals? What is a habitat? Can you identify and name a variety of plants and animals in a microhabitat?</p> <p>Know how scientists classify animals. Understand the difference between vertebrate and invertebrate. Know about cold-blooded reptiles. Know about warm-blooded birds and animals. Understand how fish are different from amphibians and reptiles. Understand habitats.</p> <p><b>POST LEARN:</b> Habitats questions from Developing Experts.</p>	<p><b>PRIOR LEARN:</b> How can we save water? What things might cause pollution in water? What might contribute to air pollution? How do Humans harm the environment?</p> <p>Know about the balance of nature. Understand ecosystems and how they are affected by changes in the environment. Understand man's impact on the environment. Know about air pollution; know how we can protect the environment. Understand water pollution. Explore methods that can be used to conserve water.</p> <p><b>PSHE Link:</b> shared responsibilities for protecting the environment, Reduce, reuse, recycle. L5</p> <p><b>POST LEARN:</b> Developing Experts environment questions.</p>	<p><b>PRIOR LEARN:</b> How can we keep our body healthy? How can we ensure we keep our teeth healthy? Can you name the different food groups? What does a balanced diet consist of?</p> <p>Understand salivary glands and taste buds. Know the different types of teeth. Understand the intestines. Understand the food pyramid and why it is important. Know about vitamins and minerals. Understand the food chain; know how natural cycles work.</p> <p><b>PSHE Link:</b> about what good physical health means, how to recognise early signs of physical illness. H5. How to maintain good oral hygiene. Why regular visits to the dentist are essential, the impact of lifestyle choices on dental care. H11.</p> <p><b>POST LEARN:</b> Developing Experts question.s</p>

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Computing (Twinkl)	<p><b><u>Online Safety (1 Wk)</u></b></p> <p>Define cyberbullying Know how to respond to a hurtful message or comment online.</p> <p><b><u>Communication and Collaboration</u></b></p> <p>Explore the different ways we can communicate online Understand the positives and negatives of communicating online. Understand what email is and how it is used. Understand how to send and receive emails. Use the features of email to communicate with others. Know how to work collaboratively using online software. Know how to use collaborative tools online to contribute to others' work.</p> <p><b>ECW – OB 4.1, 4.2, 4.3</b></p> <p><b>PSHE Link : Strategies for keepings safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. H42</b></p> <p><b>PSHE - about the benefits of the internet, the importance of balancing time online with other activities; strategies for managing time online. H13.</b></p> <p><b>Recognise ways in which the internet and social media can be used positively and negatively. L11,</b></p> <p><b>How to assess the reliability of information L12</b></p> <p><b>How information on the internet is ranked, selected and targeted. L14.</b></p> <p><b>People behave differently online R14</b></p>	<p><b><u>Online Safety (1 Wk)</u></b></p> <p>Access a trusted search engine. Understand that different search terms give different results.</p> <p><b>ECW – ORep 3.1, 3.2, 3.3 / MO 5.2</b></p> <p><b><u>Coding with Scratch: Quizzes and Questions</u></b></p> <p>Understand how to use and compare different types of quizzes. Use duplication and sequencing to create a short quiz. Make a quiz more visually appealing by adding backdrops and changing sprites. Use special effects, sounds and scores to enhance a quiz. Create a new racing quiz using Operators, Variables and Sensing blocks. Add additional features to complete a multiplication quiz Review a multiplication quiz.</p>	<p><b><u>Online Safety (1 Wk)</u></b></p> <p>Know what plagiarism is.</p> <p><b>ECW – CO 8.1, 8.2, 8.3</b></p> <p><b><u>Programming Turtle Logo</u></b></p> <p>Create and debug an algorithm to create a procedure. Create and debug an algorithm that uses setpos to draw shapes. Create and debug an algorithm with different colours. Create and debug an algorithm to fill areas with colour. Create and debug an algorithm to produce text. Create and debug an algorithm to draw arcs.</p> <p><b>Online Safety and Safer Internet Day: 7.2.24</b></p>	<p><b><u>Online Safety (1 Wk)</u></b></p> <p>Identify which information to keep private online.</p> <p><b>ECW – SI 1.3 / Orel 2.3 / PS 7.1, 7.2, 7.3</b></p> <p><b><u>Word Processing</u></b></p> <p>Format images for a purpose. Use formatting tools to create an effective layout. Use the spellcheck tool. Insert and format a table in a word processing document. Change a page layout for a purpose. Crete hyperlinks within a word document.</p>	<p><b><u>Online Safety (1 Wk)</u></b></p> <p>Explain what digital citizenship is.</p> <p><b><u>Animation</u></b></p> <p>Describe early forms of animation before computers and how computers have made a difference. Create a short computer animation using one or more moving stick figures. Create a recorded animation involving a number of moving characters on a background. Structure specific timing of animations using a time slider. Use a camera to create a short stop motion animation film. Analyse and evaluate software.</p> <p><b>Geography Link – Rainforests</b></p>	<p><b><u>Online Safety (1 Wk)</u></b></p> <p>Tell someone else at least one way to stay safe online.</p> <p><b><u>Using and Applying</u></b></p> <p>Design and create an original character using appropriate software. Use appropriate software to tell a story involving a new cartoon character. Use other software to create an additional description or other materials linked to a character. Combine software to present information about a character.</p>

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<b>Spanish (Language Angels)</b>	<b><u>Presenting Myself</u></b>  Introduce Spanish as a subject and Spain as a country. Introduce the numbers 1-10. To ask and answer questions on how they are. Learn how to say their name in Spanish and ask somebody their name in Spanish and to consolidate numbers 1-10. Revise numbers and consolidate numbers 1-20 with a listening activity and practise further their role play with the introduction of the new target question ¿cuántos años tienes? Revise numbers 1-20 and practice further their role play. Introduce new question ‘¿dónde vives?’ and answer ‘vivo...’. Revise all previous knowledge and concept on nationality in Spanish in preparation for ID card next week. Revise all language covered so far and complete assessment for the unit.	<b><u>Family</u></b>  Introduce the unit la familia and introduce the nouns in Spanish for family members using a fictitious family. Consolidate the nouns and definite articles for members of the family and add new target question ¿cómo se llama? Consolidate él/ella se llama and introduce new target question ¿tienes un hermano / tienes una hermana? Consolidate tengo un hermano/una hermana and él/ella se llama and introduce numbers 10-100 enabling children to work towards being able to say how old their siblings/family members are. Introduce the concept of mi/mis using the ‘Mi-Mis’ PowerPoint allowing the children to start to introduce their/a family. Revise the possessives and learn how to say the age of a family member in Spanish by using the target question ¿cuántos años tienes? Él/ella tiene ... años ready for creative task and unit assessment.	<b><u>At the Café</u></b>  Introduce the unit desayuno en el café and the vocabulary for ordering drinks. Revise the drinks vocabulary and introduce breakfast foods Integrate the food and drink language together in a café role play. Complete a class survey and use the data for numeracy Consolidate the language for ordering a breakfast in Spanish and introduce the extra vocabulary for snacks and drinks at a Spanish bar/ café. Consolidate all the language learned in this unit by creating a real Spanish bar/café in the classroom and completing the unit assessment.	<b><u>The Classroom</u></b>  Introduce the unit Mi Clase by introducing the vocabulary for classroom objects. Revise the classroom objects from previous lesson and integrate the next five. Consolidate the vocabulary for classroom objects and introduce the vocabulary tengo and no tengo. Consolidate the new language, incorporate tengo and no tengo and extend with an “encuesta” (survey) on what is in and is not in their pencil cases. Revise ‘En mi estuche tengo...’ and ‘En mi estuche no tengo...’ and introduce simple classroom commands Revise the classroom commands and complete the unit assessment.	<b><u>Habitats</u></b>  Introduce the unit Hábitats. Learn to look out for cognates (words that are similar in Spanish and English). Use graded listening and reading activities to help consolidate the new language we introduce. Learn in Spanish which plants grow in specific habitats. Learn about which animals live in specific habitats and look at some of their adaptations. Consolidate which animal and which plant lives in a certain habitat. Present to the class. Complete end of unit assessment	<b><u>Goldilocks</u></b>  Learn new vocabulary by using picture cards from the story Ricitos de Oro y Los Tres Osos Learn and retain new vocabulary by improving reading skills and using word cards from the story. Learn and retain new vocabulary using phrase cards from the story Write their own Goldilocks story in Spanish Complete end of unit assessment
	<b><u>Mamma Mia</u></b>  As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.	<b><u>Glockenspiel</u></b>  The learning is focused around exploring and developing playing skills through the glockenspiel	<b><u>Stop!</u></b>  All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.  <b>Computing Link: Online Safety</b>	<b><u>Lean on Me</u></b>  All the learning is focused around one song: Lean on Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	<b><u>Blackbird</u></b>  All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<b><u>Reflect, Review and Replay</u></b>  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.



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Art/DT (KAPOW)	<p><b><u>Drawing and painting – landscapes</u></b></p> <p><b>PRIOR LEARN –</b> What are the 3 primary colours? How do we make darker lines with our pencil during sketching? What does tint and shade mean?</p> <p>Practice the techniques of circling using coloured pencils, Draw for a sustained period of time at an appropriate level, Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Use water colour paints to create different shades of the same colour, Plan and create different effects and textures with paint according to what they need for the task. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade.</p> <p><b>FOCUS ARTIST:</b> Thomas Cole</p> <p><b>POST LEARN:</b> What pencil is best for creating a very dark sketch line? State one fact you have learnt about Thomas Cole. When colours are mixed with white, white/black or black, what do we call the newly created colour?</p>	<p><b><u>Pavilions – Greek Architecture</u></b></p> <p><b>PRIOR LEARN:</b> What different materials can structures be made of? How can structures can be made stronger?</p> <p>Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect • Building frame structures designed to support weight.</p> <p>Creating a range of different shaped frame structures</p> <p>Making a variety of free standing frame structures of different shapes and sizes</p> <p>Selecting appropriate materials to build a strong structure and for the cladding • Reinforcing corners to strengthen a structure</p> <p>Creating a design in accordance with a plan</p> <p>Learning to create different textural effects with materials</p> <p>Evaluating structures made by the class</p> <p>Describing what characteristics of a design and construction made it the most effective</p> <p>Considering effective and ineffective designs</p> <p>Learning what pavilions are and their purpose</p> <p>Building on prior knowledge of net structures and broadening knowledge of frame structures</p> <p>Learning that architects consider light, shadow and patterns when designing</p> <p>Implementing frame and shell structure knowledge</p> <p>Considering effective and ineffective designs</p> <p><b>DESIGNER:</b> Frida Escibedo</p> <p><b>History Link:</b> Greek Pavilions</p> <p><b>POST LEARN –</b> What is a Pavilion? Create a free-standing Greek Pavilion structure with Greek features.</p>	<p><b><u>Sculpture – Model of Mount Vesuvius</u></b></p> <p><b>PRIOR LEARN:</b> How is Papier Mache made? What ways can we add texture to paint? How can we make a structure stronger?</p> <p>Make informed choices about the 3D technique chosen showing an understanding of shape, space and form. Plan, design, make and adapt models using art straws for structure and paper mache to sculpt. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Paint on different types of surfaces, i.e. crepe paper, paper towels, kitchen paper. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade</p> <p><b>FOCUS ARTIST:</b> Will Kertz</p> <p><b>POST LEARN:</b> Finished volcano group structure. Evaluating finished artwork and write a fact about Will Kertz.</p>	<p><b><u>FOOD – Adapting a recipe – Make an Easter themed biscuit</u></b></p> <p><b>PRIOR LEARN:</b> Who is Mary Berry? What important things do you need to remember when working with food?</p> <p>Designing a biscuit within a given budget, drawing upon previous taste testing</p> <p>Following a baking recipe</p> <p>Cooking safely, following basic hygiene rules</p> <p>Adapting a recipe</p> <p>Evaluating a recipe, considering: taste, smell, texture and appearance</p> <p>Describing the impact of the budget on the selection of ingredients</p> <p>Evaluating and comparing a range of products</p> <p>Suggesting modifications</p> <p>Understanding the impact of the cost and importance of budgeting while planning ingredients for biscuits</p> <p>Understanding the environmental impact on future product and cost of production</p> <p><b>Baker:</b> Mary Berry</p> <p><b>POST LEARN:</b> Finished biscuit design with an evaluation. What is a budget?</p> <p><b>In school visitor:</b> Chef TBC</p>	<p><b><u>Painting – Rainforest animals</u></b></p> <p><b>PRIOR LEARN:</b> What different objects could you use to print? What is symmetry?</p> <p>Make handmade print stencils to create a print. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Paint on different types of surfaces, i.e. crepe paper, paper towels, kitchen paper. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade. Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Practice the techniques of circling using coloured pencils. Draw for a sustained period of time at an appropriate level. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p><b>FOCUS ARTIST:</b> Angela Harding</p> <p><b>POST LEARN:</b> Final printed animal piece, evaluation of finished piece and then write a fact about Angela Harding.</p>	<p><b><u>TEXTILES – Fastenings for a book cover for Blue John</u></b></p> <p><b>PRIOR LEARN:</b> What different ways are there to fasten things? What sewing stitches can you remember?</p> <p>Writing design criteria for a product, articulating decisions made</p> <p>Designing a personalised Book sleeve</p> <p>Making and testing a paper template with accuracy and in keeping with the design criteria</p> <p>Measuring, marking and cutting fabric using a paper template</p> <p>Selecting a stitch style to join fabric, working neatly</p> <p>sewing small neat stitches</p> <p>Incorporating fastening to a design</p> <p>Testing and evaluating an end product against the original design criteria</p> <p>Deciding how many of the criteria should be met for the product to be considered successful</p> <p>Suggesting modifications for improvement</p> <p>Understanding that there are different types of fastenings and what they are</p> <p>Articulating the benefits and disadvantages of different fastening types.</p> <p><b>POST LEARN:</b> Finished book cover design with chosen fastening. Evaluation of design.</p>

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PSHE	<div>Relationships</div> <div>Family and Friends</div> <div>Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18</div> <div>Safe Relationships</div> <div>Responding to hurtful behaviour Managing confidentiality Recognising risks online PoS Refs: R20, R23, R27, R28</div> <div>Respecting Ourselves and Others</div> <div>Respecting differences and similarities Discussing difference sensitively PoS Refs: R32, R33</div>		<div>Living in the wider world</div> <div>Belonging to a community?</div> <div>What makes a community? Shared responsibilities PoS Refs: L4, L6, L7</div> <div>Media Literacy and Digital Resilience</div> <div>How data is shared and used PoS Refs: L13, L14</div> <div>Money and Work</div> <div>Making decisions about money Using and keeping money safe PoS Refs: L17, L19 L20, L21</div>		<div>Health and Wellbeing</div> <div>Physical Health and Mental Wellbeing</div> <div>Maintaining a balanced lifestyle Oral hygiene and dental care PoS Refs: H2, H5, H11</div> <div>Growing and Changing</div> <div>Physical and emotional changes in puberty External genitalia Personal hygiene routines Support with puberty PoS Refs: H30, H31, H32, H34</div> <div>Keeping Safe</div> <div>Medicines and household products Drugs common to everyday life PoS Refs: H10, H38, H40, H46</div>	
	ECW – SI 1.1, 1.2 / ORel 2.1, 2.2 Anti-Bullying Week: 13.11.23 – 17.11.23		ECW – Orep 3.2/MO 5.1, 5.2, 5.3		ECW – HWL 6.1, 6.2, 6.3	
	No Outsiders: Everyone Different, Everyone Welcome Objectives and Texts					
	Text: Along Came a Different  Learning intention: To help someone accept difference. Outcome: I know we are different/I can tell you ways we are different/I know why some people are afraid of difference/I can help people to accept difference. NO: L1	Text: Dogs Don’t Do Ballet  Learning intention: To choose when to be assertive. Outcome: I know what assertive means/I know why being assertive is sometimes hard. NO: L2	Text: Red: A Crayon’s Story  Learning intention: To be proud of who I am. Outcome: I know why people sometimes don’t speak up/I know everyone in my school should be proud of who they are. NO: L3	Text: Aalfred and Aalbert  Learning intention: To find common ground. Outcome: I know there are more things that we have in common that divide us. NO: L4	Text: When Sadness Comes to Call  Learning intention: To look after my mental health. Outcome: I know what mental health is/I know what situations can affect my mental health/I have strategies to a look after mental health. NO: L5	Text: Julian is a Mermaid  Learning intention: To show acceptance. Outcome: I know there are different ways to dress/I know people can choose what they wear/I know people in my community wear different thing/I am accepting of difference. NO: L6
RE (Lancashire: Sacre)	<u>Hindu Dharma</u>  What might a Hindu learn through celebrating Diwali? · Vishnu · Rama & Sita · Diwali	<u>Christianity – God</u>  How and why might Christians use the Bible? · The Bible · Christian life- guided by wisdom, teachings and authority.  PSHE Link : That marriage is a commitment freely entered by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves. R3 R4 R5 That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	<u>Sikhism</u>  How do Sikhs express their beliefs and values? · The 5 Ks · Equality · The Gurdwara	<u>Christianity – Jesus</u>  Is sacrifice an important part of religious life? · Jesus in the wilderness · Lent · Sacrifice	<u>Islam</u>  Why do Muslims fast during Ramadan? · The five pillars of Islam · Ramadan  Visit to Mosque TBC	<u>Christianity – Church</u>  If life is like a journey, what’s the destination? · Parables · Love for all  PSHE Link: To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. R9
PE (Sports 4 Kids)	<u>Football</u>  Display dribbling and changing direction at speed Demonstrate accuracy and distance when passing Ensure accurate passing, turning and moving Develop ways to beat an opponent Introduce pressure when dribbling, shooting and defending in a game.	<u>Hockey</u>  Display dribbling and changing direction at speed Demonstrate accuracy and distance when passing Ensure accurate passing, turning and moving Develop ways to beat an opponent Introduce pressure when dribbling, shooting and defending in a game	<u>Gymnastics</u>  Use combinations of balancing, shapes, jumping etc. Use these combinations on apparatus Demonstrate combinations with a partner. Demonstrate combinations with a partner on apparatus Create sequences using these combinations	<u>Tennis</u>  Display basic forehand and backhand shots Strike the ball with accuracy when moving Demonstrate backhand volley and volley when moving Practise serving accurately Strategically move around the court with speed Understand scoring in tennis	<u>Cricket</u>  Use different catching techniques Vary shot selection under pressure Practise striking and running between wickets Show accuracy when bowling Display effective and correct positioning (batting, bowling, fielding) Apply some simple cricket rules	<u>Athletics</u>  Develop pacing and strategy regarding athletic events Combine technique and power when performing Learn how to perform long jump (pace and technique) Develop power through the legs Develop shot put and throwing techniques with further power



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	<b><u>Athletics (indoor)</u></b>	<b><u>Dance (Flamenco)</u></b>	<b><u>Tag Rugby</u></b>	<b><u>Netball</u></b>	<b><u>Outdoor Activities</u></b>	<b><u>Rounders</u></b>
	Develop pacing and strategy regarding athletic events Combine technique and power when performing Learn how to perform long jump (pace and technique) Develop power through the legs Develop shot put and throwing techniques with further power	Improvise creatively Create a sequence within a group Demonstrate control and precision within a sequence Vary dynamics of dance Show accuracy when following rhythm Evaluate and modify dance routine to improve	Dodge a defender under pressure Increase speed of passing within a team (pop passing) Use tackling techniques (tagging) in game Display accurate kicking technique Pass, catch and kick under pressure Understand gameplay and refine tactics	Movement without the ball Landing and footwork Shooting technique Different types of passing Body positioning for catching techniques Changing from attack to defence in a game	Develop strong listening skills to an adult/partner Use simple maps and clues Begin to think through more complex activities to solve problems Choose and apply strategies to solve problems with support Discuss and work with others in a group Demonstrate and understanding of how to stay safe	Different catching techniques Shot selection under pressure Striking and running between wickets Accuracy when bowling Effective and correct cricket positioning Apply simple Rounders rules