



# Year 4 Long term Scheme of Work

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Ancient Egypt Driver Subjects: History	Where Does Food Come From? Driver Subjects: Geography	Anglo Saxons Driver Subjects: History	Rivers and Water Driver Subjects: Geography	Rainforest Driver Subjects: Geography	Mayans Driver Subjects: Geography
<b>Values</b>	Mutual Respect	Compassion	High expectations and Aspirations	Hard work	Discipline	Bravery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>British Values</b>	Mutual Respect	Democracy	Rule of Law	Individual Liberty	Democracy	Tolerance
<b>Stunning Start</b> (DfE Activity Passport link)	Mummify a tomato	Visit a City Farm	Create an Anglo-Saxon Shield	Take a trip to Walk Along a River	Go on a Forest Walk	Create a Mayan Dance
<b>English (Writing)</b>	Marcy and the Riddle of the Sphinx by Joe Todd-Stanton  The Egyptian Cinderella by Shirley Climo	Wolves by Emily Garrett  Charlotte's Web by E.B White	Anglo Saxon Boy by Tony Bradman	Rhythm of the Rain by Grahame Baker-Smith  Poetry The River by Valerie Bloom Once Upon a Raindrop by James Carter	The Explorer by Katherine Rundell	Oh Maya Gods by Maz Evans
<b>Writing Outcomes</b>	Letter Writing  Diary Entry  Narrative Writing (Fairy Tale)	Descriptive Writing (Wolves)  Non-Chronological Report (Wolves)  Narrative	Report  Narrative (Additional Ending)  Persuasive Letter	Biography  Explanation (Water Cycle)  Poetry	Diary entry  Adventure narrative (Audience and Purpose)	Myth  Non-Chronological Report (History)  Balanced Report



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SPaG Focus	Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs to express time and cause	Possessive Pronouns Fronted Adverbials Prepositions to Express Time and Clause Plural and Possessive '-s' Commas	Adjectives Homophones Fronted Adverbials Expanded Noun Phrases	Determiners Word Families Prepositional Phrases Verb Tenses – Present Inverted Commas	Verb inflections Conjunctions to Express Time and Cause Suffixes Possessive Apostrophes Paragraphs	Verb Tenses – Past Prefixes Plural Possessive Apostrophes Subordinate clauses Organisational Devices
Destination Reader	<p>Flat Stanley: The Great Egyptian Grave Robbery by Jeff Brown</p>  <p>I Was There: A Step back in Egypt's Valley of the Kings.</p>  <p>TUTANKHAMUN'S TOMB</p>	<p>The Great Chocoplot by Chris Callaghan</p>  <p>WHO ATE ALL THE CHOCOLATE?</p> <p>The Great Food Bank Heist by Onjali Q. Rauf</p>  <p>Illustrated by Eliza Paganelli</p>	<p>Winter of the Wolves: The Anglo-Saxon Age is Dawning by Tony Bradman</p>  <p>TONY BRADMAN</p> <p>How to Train your Dragon by Cressida Cowell</p>  <p>CRESSIDA COWELL</p>	<p>Song of the River by Gill Lewis</p>  <p>GILL LEWIS</p> <p>The Iron Man by Ted Hughes</p>  <p>Ted Hughes</p> <p>the Iron man</p>	<p>The Explorer by Katherine Rundell</p>  <p>KATHERINE RUNDELL</p> <p>THE EXPLORER</p>	<p>Oh Maya Gods by Maz Evans</p>  <p>OH MAYA GODS!</p> <p>Maz Evans</p>



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## Maths

### Place Value – 4 Digit Numbers (1)

This unit builds on previous learning in Year 3 about place value within 1,000. This previous learning introduced children to the concept of counting in 10s, comparing numbers, ordering numbers and using a number line to 1,000. Children will continue to use these previously learnt skills and apply them when working with 4-digit numbers. Before they start this unit, it is expected that children:

- have a solid understanding of place value within 1,000 from Year 3
- understand how to count in 10s and 100s
- can order and compare numbers to 1,000.

### Place Value – 4 Digit Numbers (2)

This unit builds on the previous unit, which introduced 4-digit numbers, emphasising the importance of place value. In the previous unit, children learnt to represent 4-digit numbers and count in 1,000s. In this unit, they will move on to comparing 4-digit numbers and ordering numbers to 10,000. This prepares them for tackling addition and subtraction of 4-digit numbers in the next unit, including numbers where exchanges are needed in more than one column.

### Addition and Subtraction

This unit builds on children's Year 3 work on adding and subtracting with 3-digit numbers. It further develops their estimation and answer-checking strategies and their problem-solving skills. This unit provides essential preparation for beginning to add and subtract numbers with more than four digits.

### Multiplication and Division (2)

This unit expands learning from Year 3, where children developed confidence in knowing when to multiply and an understanding of the difference between equal grouping and sharing. This unit also builds on what children learnt in Year 3 about remainders and on work in Year 4 Unit 5, where children learnt their multiplication facts up to  $12 \times 12$ .

### Length and Perimeter

This unit builds on the concept of 2D shapes, in particular children's understanding of the properties of squares and rectangles. It also applies children's prior knowledge of measurement in practical contexts.

### Fractions (1)

This unit builds on work done in Year 3 on fractions. It introduces children to fractions greater than 1 in the form of mixed numbers and improper fractions and then develops their understanding of equivalent fractions. The next unit builds on these concepts to calculate with fractions and mixed numbers.

### Fractions (2)

This unit builds on children's work in Year 3 when they added and subtracted fractions with the same denominator. They deepen their understanding of finding a fraction of an amount using both unit and non-unit fractions. Children see the link between fractions and the work they have done on multiplication and division and they should now be able to deal with any times-table facts.

### Decimals (2)

This unit builds on children's work in Year 4 on decimals and links closely to all their work on place value and fractions so far.

### Money

Children have already worked with money and been formally introduced to decimals. Now they will learn how to write about money using £·p. Children should already be confident in knowing that 100p is equal to £1 and should be able to work out how much money is shown in notes and coins.

### Time

This unit builds on the concepts of time learned in Year 3 Unit 13, particularly when telling time to the minute. Children will link their prior knowledge of facts to bar models that will help them convert between units.

### Geometry – Angles and 2D Shapes

This unit builds upon the previous work children have done on recognising and identifying the basic properties of 2D shapes from Year 3. Children learnt to recognise angles as a turn and learnt about right angles.



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Science	<p><b>Measure – Area</b> This unit builds on children’s understanding of the properties of squares, rectangles and rectilinear shapes. It extends children’s basic comprehension of shapes being ‘bigger’ or ‘smaller’ than one another and gives them a tangible way of measuring this. Children already know how to measure the distance around a shape.</p> <p><b>Multiplication and Division (1)</b> This unit builds upon the previous work children have done on multiplication and division from Year 3, where children learnt how to multiply by equal grouping and to divide using sharing. This unit also builds upon previous work children have done on addition and subtraction. It also develops children’s reasoning skills, which they are developing throughout the year.</p>		<p><b>Decimals (1)</b> This is the first time children have covered decimals, but it builds directly on content covered within previous fraction units. The unit introduces children to writing fractional amounts in decimal notation and, in doing so, introduces the decimal point and the tenth and hundredth columns. As key learning points, tenths and hundredths are covered in detail; dividing by 10 and 100 to result in answers containing decimal numbers is also a major focus. In the next unit, children will explore decimals in greater depth, and learn about their relationship with fractions.</p>		<p>This unit also builds upon previous work children did on types of lines in Year 3, where they learnt about horizontal and vertical lines, including symmetry and parallel and perpendicular lines.</p> <p><b>Statistics</b> In this unit, children build on the work from Year 3 on statistics, when they were introduced to basic pictograms, bar charts and tables. Children are encouraged to explore the range of information that they can get from the data presented to them. Children will explore how the structure of line graphs, and the data presented within them, differs from bar charts.</p> <p><b>Geometry – Position and direction</b> This unit introduces children to coordinate grids, using them to describe the positions of points and translations from one point to another. It builds on the knowledge developed in Unit 14 of the properties and symmetry of 2D shapes to identify and represent such shapes using coordinates.</p>	
	Changes of State	Digestion and Food Chains	Electricity	Sound	Human impact on the Environment	Classification of Plants and animals



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History	<p>What did the ancient Egyptians believe?</p> <p><i>In this unit, the children will develop an awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids. The children will learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification.</i></p>		<p>How hard was it to invade and settle in Britain?</p> <p><i>In this unit, the children will develop their understanding of why people invade and settle and will learn about the Anglo-Saxon and Viking raids. They will learn about Anglo-Saxon beliefs and how Christianity spread. The children will investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</i></p>			<p>How did the achievements of the Ancient Maya impact their society and beyond?</p> <p><i>In this unit, the children will investigate the historical and archaeological evidence of the achievements of ancient people live the Maya. By making inferences and observing artefacts, they will study the Ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of</i></p>



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	<i>They will learn how the ancient Egyptians explained the existence of the world using their creation story.</i>					<i>their beliefs, inventions and decline within and beyond their society.</i>
<b>Geography</b>		<p><b>Where does our food come from?</b></p> <p><i>In this unit, the children will look at the distribution of the world's biomes and mapping food imports from around the world. They will learn about trading fairly with a specific focus on Cote d'Ivoire and cocoa beans. They will explore where the food for their school dinners comes from and the pros and cons of local versus global.</i></p>		<p><b>What are rivers and how are they used?</b></p> <p><i>In this unit, the children will explore different ways water is stored and moves and develop their understanding of the water cycle. They will name and map major rivers both in the UK and globally. The children will learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.</i></p>	<p><b>Why are rainforests important to us?</b></p> <p><i>In this unit, the children will focus on the link between biomes and climate. The children will locate the Amazon rainforest and explore how the vegetation in tropical rainforest is defined by the two Tropics. They will</i></p>	



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					investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. The children will learn about the people who live in the rainforest and discuss the impact of human activity locally and globally.	
Art and design	Craft and design: Ancient Egyptian scrolls			Painting and mixed media: Light and dark	Sculpture and 3D: Mega materials	
Design and Technology		Mechanical systems: cars	Electrical systems: Torches			Textiles: Fastenings
Computing	Computational thinking	Programming 1: Further coding with Scratch	Online safety: Year 4	Investigating weather	Website design	Skills showcase - HTML
PE Outdoor	Tag Rugby	Netball	Basketball	Tennis	Athletics	Cricket
PE Indoor	Gymnastics	Dance	Badminton	Volleyball	Gymnastics	Dance



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RE	What religions & worldviews are represented in our neighbourhood?	Why is the Bible special for Christians?	How and why do Hindu people worship in the home and in the Mandir? (Hindu Temple Visit)	Why is Easter important to Christian people? (Church Visit)	What makes me the person I am?	What happens when someone gets married?
Music	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean on Me	Black Bird	Reflect, Rewind and Replay
PSHE/RSHE	Being Me in my World	Healthy me	Relationships	Dreams and goals	Celebrating difference	Changing Me
French	All About France	On The Move	Gone Shopping	Where in the World	What's the Time	Holidays and Hobbies