



## Year 4 Long Term Plan

| Year 4 Long Term Plan |                                                                                                               |                                                                                                                                                                   |                                                          |                                                                                                               |                                                                            |                                                                                                                               |
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|                       | Autumn 1 <sup>st</sup> half                                                                                   | Autumn 2 <sup>nd</sup> half                                                                                                                                       | Spring 1 <sup>st</sup> half                              | Spring 2 <sup>nd</sup> half                                                                                   | Summer 1 <sup>st</sup> half                                                | Summer 2 <sup>nd</sup> half                                                                                                   |
| <b>English</b>        | Writing to Entertain:<br><i>Simic and the Forest</i>                                                          | Writing to Entertain:<br>Poetry. Why are you late for school?<br><br>Non-fiction:<br>Instructions linked to History –Ancient Egypt.<br><i>How to steal a mask</i> | Writing to Entertain:<br>Journey to the Lonely Mountain. | Non-fiction:<br><i>Granny Hijacked Newspaper report.</i><br><br>Persuasive speech:<br><i>Roman battle cry</i> | <i>Writing to Entertain: Elf Road</i><br><br>Non-fiction:<br>Diary writing | <i>Writing to Entertain: Escape to Pompeii</i><br><br>Discussion:<br><i>Should single-use plastics be allowed in schools?</i> |
| <b>Maths</b>          | Place value.<br>Addition and subtraction.                                                                     | Addition and subtraction continued<br>Measurement (area)<br>Multiplication and division A                                                                         | Multiplication and division B<br>Length and perimeter    | Fractions<br>Decimals A                                                                                       | Decimals B<br>Money<br>Time                                                | Shape<br>Statistics<br>Position and direction                                                                                 |
| <b>Science</b>        | Group & classify living Things<br>-Making classification keys<br>-Identify carnivores, herbivores & omnivores | States of matter<br>-Observing and changing solids, liquids & gases                                                                                               | Sound<br>-How sounds are made from vibrations.           | Electricity<br>-Create simple circuits                                                                        | Habitats<br>-Identify habitats and human impact on habitats                | The digestive system<br>-Teeth<br>-Food chains                                                                                |



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| <b>PSHE</b><br>Highlighted units are ones that Jonny will cover in his extra half an hour for PPA cover.<br>The units that are not highlighted must be taught by the class teacher over that term. | A world without judgement<br><i>Breaking down barriers</i><br><br>Being responsible<br><i>Coming home on time</i><br><br><u><b>Internet Safety and Digital Literacy Unit</b></u><br><br><u><b>Natterhub Teaching Unit</b></u><br><br>Introduction to Natterhub – Key Stage 2<br><br>Chat It – Teaching Strand<br>3 Lessons |                                                                                                  | Keeping and staying healthy<br><i>Healthy living</i><br><br>Feelings and emotions<br><i>Jealousy</i><br><br><u><b>Internet Safety and Digital Literacy Unit</b></u><br><br><u><b>Natterhub Teaching Unit</b></u><br><br>Feel It – Strand Teaching<br>3 Lessons |                             | Keeping and staying safe<br><i>Cycle safety</i><br><br>The working world (additional cover through an Enterprise week)<br><i>Chores at Home</i><br><br>Growing and changing<br><i>Relationships</i><br><br><u><b>Internet Safety and Digital Literacy Unit</b></u><br><br><u><b>Natterhub Teaching Unit</b></u><br><br>Mind It – Teaching Strand<br>3 Lessons<br><br>Question It – Teaching Strand<br>3 Lessons |                                                                                   |
| <b>PE</b>                                                                                                                                                                                          | Problem Solving/ Teambuilding & Capture the Flag                                                                                                                                                                                                                                                                           | Target Games & Endball                                                                           | Gymnastics & Hockey                                                                                                                                                                                                                                            | Dance & Futsal              | Dodgeball & Athletics/ Swimming                                                                                                                                                                                                                                                                                                                                                                                 | Striking and Fielding (Rounders) & Tennis                                         |
| <b>MFL (Spanish)</b>                                                                                                                                                                               | Greetings<br>Me and my family                                                                                                                                                                                                                                                                                              | Months and saying the date<br>Celebrating Christmas in Spain<br>A Christmas carol: La Marimorena | What I look like<br>Picasso                                                                                                                                                                                                                                    | Parts of the body<br>Easter | Hobbies and activities (likes and dislikes)                                                                                                                                                                                                                                                                                                                                                                     | Opinions – Food<br>Story: Juan y Las Habichuelas Magicas (Jack and the Beanstalk) |



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| <b>History</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b><u>The Ancient Egyptians</u></b><br><i>How much did the Ancient Egyptians achieve?</i> |                                                                                                                                                                                                                                                                                                                                                                                                     | <b><u>Roman Britain</u></b><br><i>What happened when the Romans came to Britain?</i> |                                                                                                                                                                                                                                                                                                                                   | <b><u>Crime and Punishment</u></b><br><i>How has crime and punishment changed over time?</i> |
| <b>Geography</b> | <i>Where does our food come from?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                           | <i>Why are rainforests important to us?</i>                                                                                                                                                                                                                                                                                                                                                         |                                                                                      | <i>What are rivers and how are they used?</i>                                                                                                                                                                                                                                                                                     |                                                                                              |
| <b>Computing</b> | <b><u>Understanding the Computer Units Of Study</u></b><br>1) <u>What is a computer?</u><br>Explanation for this within slides and main teaching point is Input, Storage, Processing, Output.<br>2) <u>What is a computer network?</u><br>Children need to understand from slides that a network connects computers and links to internet.<br>3) <u>What is the world wide web?</u><br>The children need to understand that the world wide web is a collecting of webpages hyperlinked together. They need to |                                                                                           | <b><u>Computer Science</u></b><br><br><i>Pre Teaching – All Year Groups Pre Coding Unit</i><br>What is Computer Science?<br><br><b><u>Software – Scratch JR</u></b><br><br>I can build a game using logical thinking to ensure the simplest and most efficient algorithms are used.<br><br>All definitions and how to teach these areas of computing are within the teaching documents and slides I |                                                                                      | <b><u>Computer Science</u></b><br><i>Pre Teaching – All Year Groups Pre Coding Unit</i><br>What is Computer Science?<br><br><b><u>Software – Codey Rocky</u></b><br><br>I can revise and understand the definitions of programmer, algorithm, code, and debug.<br><br>I can write an algorithm to program my Codey Rocky to move. |                                                                                              |



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|              | <p>understand the difference compared to the internet.</p> <p><u>4) What is a search engine?</u></p> <p>Understand the mechanics of how search engines filter pages.</p> |                                                                                                                                                                                                                          | <p>have prepared on Teams.</p> |                                                                                                                                                                                                                                                                                   | <p>I can program a conditional statement to enable the hardware buttons run my software.</p> <p>I can program a STEM robot mouse using an algorithm to complete a maze.</p> <p>All definitions and how to teach these areas of computing are within the teaching documents and slides I have prepared on Teams.</p> |                                                                                                                                                                                                                                                                                    |
| <b>Music</b> |                                                                                                                                                                          | <p><b><u>Body and tuned percussion</u></b></p> <p><b><u>Theme: Rainforest</u></b></p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> |                                | <p><b><u>Theme: Rock and Roll</u></b> <b>(NEW)</b></p> <p><b><u>Assessment focus: Understanding Rock and Roll</u></b></p> <p>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and</p> |                                                                                                                                                                                                                                                                                                                     | <p><b><u>Theme: Rivers</u></b></p> <p><b><u>Assessment Focus: Changes in pitch, tempo and dynamics</u></b></p> <p>To know that when you sing without accompaniment it is called 'A Capella'.</p> <p>To understand that harmony means playing two notes at the same time, which</p> |



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|            |                                                           |                                                                          |                                                                          | <p>it was intended to represent happiness.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> |                                                                              | <p>usually sound good together.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> |
| <b>DT</b>  |                                                           | <p>Structures and Pavilions</p> <p>I can design and make a pavilion.</p> |                                                                          | <p>Mechanisms</p> <p>I can design and build a slingshot car.</p>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                              | <p>Food and Nutrition</p> <p>I can adapt a recipe.</p>                                                                                                                                                                                                                         |
| <b>Art</b> | Drawing, printmaking and textiles based on the artwork of |                                                                          | <p>Mark making, drawing and painting.</p> <p>Children to create work</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Sculpture - inspired by the works of local artist Peter Randall-Page.</p> |                                                                                                                                                                                                                                                                                |



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|                            | William Morris, linking to science topic.                                                                      |                                                   | inspired by Picasso's artworks linked to PSHE. |                                                                                                                             |                                                       |                                                                                                       |
| <b>RE</b>                  | What do Hindus believe God is like? (RE day)                                                                   | What does it mean to be a Hindu in Britain today? |                                                | Why do Christians call the day Jesus died 'Good Friday'?                                                                    | For Christians, what was the impact of the Pentecost? | How and why do people try to make the world a better place?                                           |
| <b>Visits and visitors</b> | Visit to RAMM - History Ancient Egypt/Romans<br><br>Animal Experience Visitor – Science Animal classifications | Cinema Trip - PSHE                                | Geography fieldwork to St Thomas Park          | Dartmoor Zoo - Science Habitats and Classification<br><br>Theatre Alibi – Oracy and History – Linked to Roman history topic | Stover – River for study geography                    | River Exe Walk - River study for geography<br><br>Art-Visit RAMM to see 'Wing' for Peter Randall-Page |
| <b>Parental engagement</b> |                                                                                                                | KS2 Christmas play                                | (Times Tables Workshop)                        | Roman Dance                                                                                                                 |                                                       | Sports Day<br>D&T-food tasting.                                                                       |