



## Y4 Long Term Plan

	Autumn Term		Spring Term		Summer Term	
<b>Narrative</b>	<p><b><u>The Lost Thing - Shaun Tan</u></b> Pupils will write in the narrative (planning and creating an adventure story which will be the sequel to 'The Lost Thing') with a focus on openings, settings, character and plot.</p>	<p><b><u>The Happy Prince (Oscar Wilde) - retold by Jane Ray</u></b> This story will be studied as part of our topic on 'The Ancient Egyptians'</p>	<p><b><u>The Iron Man - Ted Hughes</u></b> Pupils will write a description (involving a creature within a setting) as we engage in our shared novel. Planning and writing a story with suspense (which will incorporate action, description and dialogue) will form part of our study.</p>	<p>The children will retell the story of St. George and the Dragon (as part of our R.E. study).</p>	<p><b><u>Danny, the Champion of the World- Roald Dahl</u></b> Pupils will write in paragraphs to a picture stimulus (relating to Danny, the Champion of the World)</p>	<p><b><u>Danny, the Champion of the World- Roald Dahl</u></b> The children will explore and create character sketches. Writing in the first person (in connection with Danny, the Champion of the World) will be a further focus.</p>
<b>Non Fiction</b>	<p>An explanation of the digestive process in humans (science link) will be a feature of the pupils' work. Pupils will create an advertisement (to persuade people to take full care of their teeth – science link). The children will produce a book review on our shared text (The Lost Thing).</p>	<p>A non-chronological report (relating to our ancient Egyptian project) will be created by the children. Formal letter writing with persuasion (based on the story of 'The Happy Prince') will be a focus for our written work. The children will write a recount (based on the Egyptian themed workshops which they will engage in ).</p>	<p><b><u>The Iron Man - Ted Hughes</u></b> Summarising key ideas within a text will be a skill which the pupils will develop.</p>	<p><b><u>The Iron Man - Ted Hughes</u></b> The children will write a newspaper report (recount) as well as producing a set of instructions in connection with the story of The Iron Man.</p>	<p>Pupils will research, retrieve and record information from non-fiction texts. A recount based on a historical event (The Battle of Hastings) will be produced.</p>	<p><b><u>Danny, the Champion of the World- Roald Dahl</u></b> Discussion writing (on a story which raises issues) will be a feature of our work. Pupils will create a non-chronological report (based on birds such as pheasants, falcons, kestrels, eagles and hawks for example). A book review on our shared novel will form part of the work undertaken.</p>

<b>Poetry</b>	Free verse (exploration of sentence structure through poetry) will be a focus of our work.			Narrative poems (with a historical context )will be explored, with a focus on language, lay out and structure.		Performance poems/ Narrative poems will be studied. The pupils will learn to recite poetry with good intonation.
<b>Texts used</b>	The Lost Thing – Shaun Tan Poems by Pie Corbett and by Kit Wright	The Happy Prince – Oscar Wilde (retold by Jane Ray) Horrible Histories (Awful Egyptians) – Terry Deary	The Iron Man – Ted Hughes	The Iron Man – Ted Hughes Poems by Eliza Cook and Finola Akister St. George and the Dragon by Geraldine McCaughrean	Danny, the Champion of the World by Roald Dahl Reference books Information texts (The Battle of Hastings)	Danny, the Champion of the World by Roald Dahl Jabberwocky by Lewis Carroll Creation Stories (R.E. link)
<b>Visits/Visitors/Themed weeks</b>	<b>D.T. Project:</b> design and make a model shaduf (a machine which was used in ancient Egyptian times)  A visit from a dental hygienist to discuss the importance of dental care TBC	<b>A Taste of History</b> (making savoury dishes with an Egyptian theme) <b>Museum workshop</b> (examining evidence, drawing artefacts and enacting the mummification process)	A musical performance by the Year 4 classes who have been receiving music lessons by Miss Watson.		A visit to Conisbrough Castle to enhance pupil knowledge of The Normans. The visit will involve a tour of the castle as well as an exploration of artefacts which would have been used in Norman times.	A visit to Woodside Wildlife Falconry Park to extend science learning on animals and their habitats (TBC)  A musical performance by the Year 4 classes who have been receiving music lessons by Miss Watson.
<b>History</b>	<b><u>The Ancient Egyptians</u></b> A focus on who the ancient Egyptians were, how they lived and how their lifestyle compares with modern times will take place over the term.	<b><u>The Ancient Egyptians</u></b> Which challenges were faced by people living in early civilisations? We shall focus on why the ancient Egyptians behaved in specific ways, following their own systems and beliefs. A non-chronological report will be part of this study using reference books.		<b><u>An introduction to the Normans</u></b> Why were there battles in England when King Edward III (Edward the Confessor) died?	<b><u>The Normans</u></b> Why were there battles in England when King Edward III (Edward the Confessor) died? What impact did the outcomes of the battles have on the people who were living in England? Why were castles significant?	

<p><b>Geography</b></p>	<p><b>All About Me</b>  <i>Living in Britain: a study of maps (continents, countries and keys) as well as a focus on geographical terminology will lead into our wider topic:</i>  <b>The Ancient Egyptians</b>  <i>Where is Egypt? What is the climate like/ Why?</i></p>		<p><b>Settlements and the environment</b>  <i>How does 'The Iron Man' help us to learn about our environment?</i>  Map work, settlements, land use, earthquakes, hills, seasons and recycling will be focused upon.</p>	<p><b>An introduction to the Normans</b>  Where did the claimants to the throne come from and where did the battles occur? (Map work)</p>	<p><b>The Normans</b>  How did the physical landscape effect where castles were built?</p> <p>Draw a sketch map of Conisbrough Castle</p>	<p><b>Our World</b>  <i>What is special about our world?</i>  Aerial photographs  Grid references/keys  Maps/points of the compass  The Wonders of the World  Caring for the world</p>
<p><b>Maths</b></p>	<p>- Count backwards through zero to include negative numbers  -Count in multiples of 6, 7, 9, 25 and 1000.  -Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction, where appropriate.  -Estimate and use inverse operations to check answers to a calculation.  Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.  -Read, write &amp; convert time between analogue and digital 12- and 24-hour clocks.</p>	<p>-Recall multiplication and division facts for tables up to 12x12.  -Recognise and use factor pairs and commutativity in mental calculations.  -Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.  -Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.  -Interpret and present discrete and continuous data using appropriate graphical methods, including:</p> <ul style="list-style-type: none"> <li>• bar charts</li> <li>• time graphs</li> </ul>	<p>-Read Roman numerals to 100 and understand that over time, the numeral system changes to include the concept of zero and place value.  -Recognise and show, using diagrams, families of common equivalent fractions.  -Add and subtract fractions  - Describe positions on a 2D grid as coordinates in the first quadrant with the same denominator.  -Find the area of rectilinear shapes by counting squares.  -Divide 2-digit and 3-digit numbers by a 1-digit number using formal written layout with no remainder.</p>	<p>-Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; multiplying three numbers together.  -Find 1000 more or less than a given number.  -Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.  -Identify lines of symmetry in 2D shapes presented in different orientations.  - Complete a simple symmetric figure with respect to a specific line of symmetry  -Find the effect of multiplying a number with up to 2 decimal places by 10 and 100, identifying the value of the digits in the</p>	<p>-Compare and order numbers beyond 1000  -Find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.  -Count up and down in hundredths; recognise that hundredths arise from dividing an object into 100 equal parts and in dividing numbers or quantities by 100.  -Convert between different units of measure (e.g. km to m; hr to min)  -Describe positions on a 2D grid as coordinates in the first quadrant  - Describe movements between positions as translations of a given unit to the left/right and up/down</p>	<p>-Round any number to the nearest 10, 100 or 1000  -Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs  -Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.  -Round decimals with one decimal place to the nearest whole number.  Compare numbers with the same number of decimal places up to two decimal places.  -Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p>

				answer as ones, tenths and hundredths. -	- Plot specified points and draw sides to complete given polygon --Recognise and write decimal equivalents of any number of tenths or hundredths - Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ .	
<b>Science</b>	<b>Teeth and eating</b> <i>In this topic, children will learn about digestion and different types of teeth before moving on to explore deadly predators and prey.</i>	<b>What's that sound?</b> <i>Children will explore how sounds are made on a variety of instruments (with a focus on volume, pitch and changes over distance).</i>	<b>Power it up!</b> <i>Children will investigate circuits and their component parts whilst understanding the importance of safety. They will design and create their own alarm</i>	<b>States of matter</b> <i>In this topic, children will group materials according to whether they are solids, liquids or gases. They will observe changes of state when materials are heated and cooled.</i>	<b>Living things</b> <i>This topic enables children to recognise that living things can be grouped in many ways. They explore and use keys before looking at how changes of habitat can pose dangers.</i>	<b>Brilliant bubbles</b> <i>Are all bubbles spherical? Can we make square bubbles What about different coloured bubbles or very tiny ones? This topic also looks at places we see bubbles</i>
<b>MFL: French</b>	<b>Unit 7: On y va!</b> (All aboard)	<b>Unit 8: L'argent de poche</b> (Pocket money)	<b>Unit 9: Raconte-moi une histoire!</b> (Tell me a story!)	<b>Unit 10: Vive le sport!</b> (Our sporting lives)	<b>Unit 11: Le Carnaval des Animaux</b> (The Carnival of the Animals)	<b>Unit 12: Quel temps fait-il?</b> (What's the weather like?)
<b>Due to Year 4 children receiving music tuition from a peripatetic teacher in Year 4 (which involves longer music lessons but for just three half terms), the children will learn French for the three remaining half terms (and key aspects from each French unit will be covered in this time).</b>						
<b>Computing</b>	<b>Unit4.1: We are software developers</b> Developing a simple educational game	<b>Unit4.2: We are toy designers</b> Prototyping an interactive toy	<b>Unit4.3: We are musicians</b> Producing digital music	<b>Unit4.4: We are HTML editors</b> Editing and writing HTML	<b>Unit4.5: We are co-authors</b> Producing a wiki	<b>Unit4.6: We are meteorologists</b> Presenting the weather
<b>Art</b>	<i>Drawing: explore line and tone in producing a self-portrait. Create work in the style of Pablo Picasso/Salvador Dali (compare work to book illustrations – The Lost Thing).</i>	<i>Painting: explore colour mixing and work with shades and tints. Look at the work of Vincent Van Gogh. Use colour mixing when making a calendar with an Egyptian theme.</i>	<i>Drawing: creating a creature (for a stimulus for descriptive writing) Recording observations in sketch books</i>	<i>Painting: use water colours to create artwork which will depict the seasons. Printing: explore printing techniques to produce designs in monochrome</i>	<i>Sculpture: make a clay mini beast (revealing its habitat in the sculpture)</i>	<i>Printing: explore printing techniques to produce designs in multi colours Recreate a section of art work by Jane Ray (illustrator of The Happy Prince and of Creation Stories) in the print.</i>

<b>DT</b>	Design and make a model shaduf (a machine which was used in ancient Egyptian times)	A Taste of History (workshop). Children will participate in helping to prepare savoury dishes with an Egyptian theme	Design and make a model Iron Man which will incorporate a circuit to create a functional part or design and create an alarm (as specified in science)	As part of the science work to be covered, children will explore changes of state through making chocolate Rice Krispie cakes or ice-cream	Sewing: using a range of stitches to create a design for a Norman shield which will need to be joined to a background for framing	
<b>RE</b>	<b><u>Unit 4.1: Community</u></b>	<b><u>Unit 4.1: Community</u></b>	<b><u>Unit 4.2: Saints and Heroes Unit</u></b>	<b><u>Unit 4.2: Saints and Heroes</u></b>	<b>4.3: Our World</b>	<b><u>Unit 4.3: Our World</u></b>
<b>PE</b>	Athletics, Striking and Fielding Games, Fundamental Motor Skills or Swimming	Gymnastics, Dance, Fundamental Motor Skills, Invasion Games or Swimming	Gymnastics, Dance, Fundamental Motor Skills (to include Cross Country) or Swimming	Invasion Games, Athletics, Outdoor Adventurous Activities, Fundamental Motor Skills or Swimming	Athletics, Net Games, Fundamental Motor Skills or Swimming. Sports Day will be in this half term.	Striking and Fielding Games, Net Games, Outdoor Adventurous Activities, Fundamental Motor Skills or Swimming
	In Year 4, the children will receive eight weeks of swimming tuition which will take place at The Pods. These lessons will run throughout the academic year: one class will go at a time.					
<b>Music</b>	Children will receive music tuition by Miss Watson (an expert music teacher) over three half terms. In the sessions, the pupils will be taught about rhythm and pulse, they will use formal and pictorial notation of music and they will perform pieces of music using their voices as well as learning to play the recorder.					
<b>SMSC</b>	<b><u>Healthy eating</u></b> A focus on sugar content in food will form part of our study, why we should try to cut down on our sugar intake and how to make healthier choices .  Pupils will study oral hygiene and the process of digestion as part of our science study to reinforce key messages..	<b><u>Bullying (anti-bullying week in Nov)</u></b> There will be a further focus on our 'High 5' anti-bullying system.	<b><u>Managing my emotions</u></b> Relationships, loss and separation will be the focus. Children will be encouraged to consider feelings and how to manage their emotions.	<b><u>Keeping myself safe</u></b> Children will consider how to keep themselves safe by exploring different scenarios. We will focus on people who keep us safe in the community. Speakers to come in (TBC).	<b><u>Taking responsibility for my healthy lifestyle</u></b> There will be a focus on what we can do to maintain a healthy lifestyle and why this is important	<b><u>Drugs and medicines</u></b> The differences between drugs and medication will be analysed and children will engage in role play in order to learn how to keep themselves safe