

 <b>Year 4</b> <b>LTP</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English</b> <i>Mike Cain</i>	<u>Grammar and Vocabulary</u> Word classes Nouns and pronouns Range of punctuation Expanded noun phrases Wider range of conjunctions	<u>Grammar and Vocabulary</u> Main and subordinate clauses Verb tenses Standard English Apostrophes for contraction and possession (including regular and irregular nouns).	<u>Grammar and Vocabulary</u> Direct speech Fronted adverbials Clauses and phrases Conjunctions, adverbs and prepositions to express time, place and cause			
<b>Spelling</b>	<u>Composition</u> Paragraphs around a theme Creating setting, characters and plot in stories Using organisational devices in non-fiction Evaluating, editing and redrafting	<u>Composition</u> Paragraphs around a theme Creating setting, characters and plot in stories Using organisational devices in non-fiction Evaluating, editing and redrafting	<u>Composition</u> Paragraphs around a theme Creating setting, characters and plot in stories Using organisational devices in non-fiction Evaluating, editing and redrafting			
<b>Reading</b> <i>DERIC</i>	<ul style="list-style-type: none"> <li>Can read fluently and accurately age level appropriate books (Book band Grey)</li> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul> <p><u>Comprehension</u></p>					
<b>Maths</b> <i>WhiteRose</i>	Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and division		Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Number: Decimals	Number: Decimals Money Measurement: Time Shape		

					Statistics Geometry: Position and Direction Consolidation	
RE RED	<u>Branch 1: Creation and Covenant</u> <u>Branch 2: Prophecy and Promise</u>  <u>Journey in Love: Physical</u> Describe how we should all be accepted and respected.	 <u>Branch 3: Galilee to Jerusalem</u> <u>Branch 4: Desert to garden</u>  <u>Journey in Love: Social and Emotional</u> Describe how we should treat others making links with the diverse modern society we live in.	 <u>Branch 5: To the ends of the Earth</u> <u>Branch 6: Dialogue and Encounter</u>  <u>Journey in Love: Spiritual</u> To celebrate the uniqueness and innate beauty of each of us.			
Science WhiteRose	<u>Group and classify living things</u> <u>States of Matter</u>	 <u>Sound</u> <u>Electricity</u> <u>Sustainable Energy</u>	 <u>Habitats</u> <u>Deforestation</u> <u>Digestive system</u> <u>Food Chains</u>			
Humanities ActiveLearn	<u>The Romans</u> 1: How did the Roman Empire become so successful? 2: How did the Romans invade Britain? 3: How did Britain change under the Romans? 4: Can you plan your own Roman town? 5: Which factors were most important in the fall of the Roman Empire?	<u>Rivers</u> 1: Where are the major rivers of the world? 2: What are erosion, transportation and deposition? 3: Why is the Volga River important to people? 4: Why are rivers important to people? 5: How do rivers shape the land around them?	<u>The Anglo Saxons</u> 1: How did control of Britain change after the Romans left? 2: What was life like in Anglo-Saxon Britain? 3: Who ruled Anglo-Saxon Britain?  4: What can written sources tell us about life in Anglo-Saxon Britain? 5: Can you design an Anglo-Saxon burh?	<u>Migration</u> 1: What is migration? 2: What causes people to migrate? 3: How does migration affect people and places? 4: Can I create a profile of a migrant? 5: What is the Windrush generation?	<u>The Vikings</u> 1: Why did the Vikings raid and invade Britain? 2: Who were the Norse gods? 3: Why did Alfred sign a treaty with Guthrum? 4: Was Alfred right to make a deal with the Vikings? 5: What were the similarities and differences between Norse and Anglo-Saxon beliefs?	<u>Natural Resources</u> 1: What are the world's natural resources? 2: How has the use of natural resources changed? 3: How can using natural resources cause problems? 4: What natural resources does Chile have? 5: What natural resources does the UK have?
Computers TeachComputing	Computing Systems and Networks	Creating Media - Audio	Programming A - Repetition in Shapes	Data and Information	Creating Media - photo editing	Programming B - Repetition in Games
P.E. MyPEPal	Passing and moving (Invasion- netball & basketball)	Dance (Link: History - The Romans)	Gymnastics (Perfecting sequences Link: Water cycle)	Returning (Net games - Tennis Volleyball)	Decisions (Outdoor adventure)	Record Breaking (Athletics)
Art Access Art	Art: storytelling through drawing Exploring pattern		Art: The art of display Exploring still life		Art: IT and Collage Sculpture, structure, inventiveness and determination	.
DT		<u>DT</u> <u>Textiles</u> Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way?		<u>DT:</u> Materials: Stiff and flexible sheet materials Can they measure carefully so as to make sure they have not made mistakes? How have they attempted to make their product strong?		<u>DT</u> <u>Mouldable materials</u> Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience?
PSHE CORAM/SCARF	Me and My Relationships.	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

<b>Music</b> Specialist	<u>Recorders</u> ensemble playing Maintain a simple melody part independently, keeping in time with the pulse.	<u>Vocal - rounds &amp; partner songs</u> <u>2</u> Sing increasingly complex songs: rounds, partner songs, songs with verse/chorus.	<u>Recorders/pitched instruments -</u> <u>Classroom Jazz Charanga (5 note Swing)</u> Improvise rhythmic and melodic phrases using the voice and instruments.	<u>Hall of the Mountain King</u> <u>BBC Ten Pieces</u> Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects.	<u>Vocal - gospel</u> Sing in tune with expression and clear diction, maintaining a wider pitch range with a good sense of melodic shape.	<u>Florence Price</u> <u>Symphony on E Minor BBC Ten Pieces</u> Create and develop musical ideas within given structures.
<b>MFL</b> French	All aboard Transport and travel	Weather Numbers and dates	Pocket money	Likes and dislikes	Sport and leisure	Description of people