
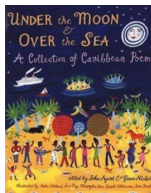


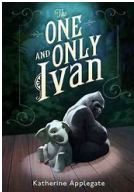

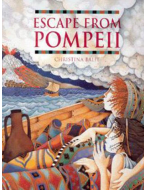

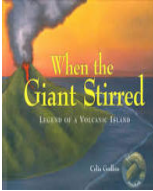
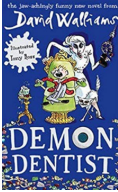




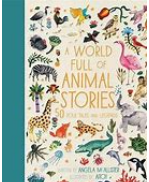


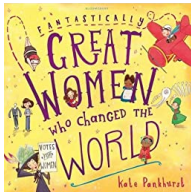




Year 4 Long Term Plan 2021 - 2022

Year group: Four	Autumn 1 6 weeks 2 days	Autumn 2 7 weeks 3 days	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Maths	<ul style="list-style-type: none"> Place Value Written addition & subtraction Written addition & subtraction (problems and inverse) Roman numerals 	<ul style="list-style-type: none"> Mental multiplication Mental division Written multiplication Written division 	<ul style="list-style-type: none"> Area Fractions Statistics Length and perimeter 	<ul style="list-style-type: none"> Fractions Decimals 	<ul style="list-style-type: none"> Measurement (money) Time Statistics 	<ul style="list-style-type: none"> Statistics Geometry - properties of shape Geometry - position and direction
Poetry		<p>The Lost - Lost Property Office by Roger McGough (1 week)</p>  <p>week)</p> <p>Outcome: List poem</p>	<p>The Roman Centurion's Song by Rudyard Kipling (1 week)</p> <p>Outcome: Cinquain</p>	<p>Windrush Child by John Agard (1 week)</p>  <p>Outcome: Free verse, personal narrative poem</p>	<p>Look! By Grace Nichols (1 week)</p> <p>Outcome: A list poem based on a traditional rhyme</p>	<p>Theme: Look Closely</p> <p>Various Haikus</p> <p>Icy Morning Haiku by James Carter</p> <p>Acorn Haiku by Kit Wright</p> <p>Seeds by Walter de la Mare (1 week)</p>  <p>Outcome: A series of haikus</p>

English	<p>Counting on Kathryn by Helaine Becker (3 weeks) Keep Believing Theme</p> <p>Gorilla by Anthony Browne (3 weeks)</p>  <p>The One and Only Ivan by Catherine Applegate (read aloud)</p> 	<p>Leon and the Place Between by Graham Baker-Smith (3 weeks)</p>  <p>Fox by Margaret Wilde (3 weeks)</p> 	<p>Escape from Pompeii by Christine Balit (3 weeks)</p>  <p>Wolves in the walls by Neil Gaiman (2 weeks)</p> 	<p>When the Giant Stirred by Celia Godkin (3 weeks)</p>  <p>The Demon Dentist by David Walliams (2 weeks)</p> 	<p>Where the Forest Meets the Sea by Jeannie Baker (3 weeks)</p>  <p>The Day the Crayons Quit by Oliver Jeffers (2 weeks)</p> 	<p>Wisp by Zana Fraillon and Grahame Baker - Smith (3 weeks)</p>  <p>Oranges in No Man's Land by Elizabeth Laird (3 weeks)</p> 
Pathways to Read	<p>P2R text: A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</p> 	<p>P2R text: The Train to Impossible Places P G Bell</p> 	<p>P2R text: DK Findout! Maria Gill</p> 	<p>P2R text: Ariki and the Island of Wonders Nicola Davies</p> 	<p>P2R text: Fantastically Great Women who changed the World</p> 	<p>P2R text: A Myth-Hunter's travel guide The Literacy Company</p>

Outcome	<p><u>Narrative</u> Writing outcome: To write a narrative based on the story of 'Gorilla'</p> <p>Greater depth writing outcome: To write the narrative from dad's viewpoint and include some speech</p>	<p><u>Diary</u> Writing outcome: To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy</p> <p>Greater depth writing outcome: To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in 'the place between'</p>	<p>Historical narrative Writing outcome: To write a historical narrative from character's point of view Greater</p> <p>Greater depth writing outcome: To write from the POV of the captain</p>	<p><u>Narrative</u> Writing outcome: To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story</p> <p>Greater depth writing outcome: To write the story from the mountain God's point of view</p>	<p><u>Information</u> Writing outcome: To make a zoo information board for a rainforest exhibit</p> <p>Greater depth writing outcome: Include an interactive element such as a voiceover for a short video</p>	<p><u>Narrative</u> Writing outcome: To write a narrative from the point of view of the Wisp</p> <p>Greater depth writing outcome: To write a narrative from the point of view of the Wisp, including a diary entry from Idris in the Wisp's narrative</p>
Non Fiction	Non Chronological Report	Explanation - fiction context	Persuasion - tourist leaflet and poster for Paris and Egypt	Non chronological report - teeth	Recount - Burwardsley	Instructions - fiction context
Non Fiction (Apply)	Non Chronological Report - (missing page from an information book) Gorillas	Explanation - Linked to topic - Romans	Explanation (real event/task linked to topic)	Persuasion (letter/email)	Non chronological report - leaflet or brochure about Burwardsley	Instructions - non-fiction context (end of term) Topic - life 100 years ago
Class Author Study	Anthony Browne	Cressida Cowell	Neil Gaiman	David Walliams	Jamila Gavin	Graham Baker Smith

Science (CUSP)	Physics - Electricity (revist light Year 3)		Biology - Animals including humans (Revisit Year 3) Biology - Living things and their habitats		Physics - Sound Chemistry - states of matter	
History (CUSP)	Stone Age - Iron Age		Stone age - Iron age Roman - the Impact on Britain		Roman - the Impact on Britain	
Geography (CUSP)	Rivers Longitude and Latitude		Longitude and Latitude World Countries Water Cycle		Rivers Revisited Fieldwork and Mapping	
Art and Design (CUSP)	Drawing Painting		Print Making and textiles School based project - PAN arts		3D	
Design Technology	Electrical Systems		Shell Structures		Food	
Music	Mama Mia Artist focus: ABBA	Stop! Style: Grime	Glockenspiel Stage 2 Learning basic instrumental skills by playing tunes in varying styles	Lean on Me Style: Gospel	Blackbird Artist Focus: The Beatles Learning around music for civil rights	Reflect, rewind and replay
Listening Whole School	<i>Classical</i> Gustav Holst 'The Planets'	<i>Music for Film</i> Collection of Works by John Williams	<i>Classical</i>	<i>Music Through the Ages</i>	<i>Music Through the Ages</i>	<i>Music from Other Cultures</i>

			Collection of Works by Mozart, Beethoven and Bach	Live and Recorded Music from 1950s - 1980s.	Live and Recorded Music from 1990s - Present Day.	Listening to traditional music of tribes and cultures across the globe.
Computing	Computer Networks	Creativity	Productivity	Creativity	Programming	Communication
Purple Mash Unit	Unit 4.2 Online Safety Unit 4.7 Effective Search		Unit 4.3 Spreadsheet	Unit 4.9 Making Music	Unit 4.1 Coding	Unit 4.4 Writing for different audiences
Digital Literacy	Passwords <i>Password Scenarios</i>	Friends <i>My Identity</i>	Time Online <i>My Time Online</i>	Fake News <i>What is Fake News?</i>	Self-Image <i>Perfection</i>	Cyberbullying <i>Cyberbullying Poster</i>
Physical Education and Sports	REAL PE - Unit 1 (Personal) FUNS: 1 - Static Balance - One Leg Standing 10 - Co-ordination - Floor Movement Patterns	REAL PE - Unit 2 (Social) FUNS: 2 - Static Balance - Seated 6 - Dynamic Balance to Agility	REAL PE - Unit 3 (Cognitive) FUNS: 5 - dynamic balance to agility 9 - co-ordination ball skills	REAL PE - Unit 4 (Creative) FUNS: 8 - Co-ordination with Equipment 7 - Counter Balance in Pairs	REAL PE - Unit 5 (Applying Physical Skills) FUNS: 12 - Agility - Reaction/Response 3 - Static Balance - Floor work	REAL PE - Unit 6 (Health & Fitness) FUNS: 11 - Agility - Ball chasing 4 - Static balance - small base
	Net/Wall & Striking/Fielding games Diamond Cricket <i>Focus: Attack & defence</i>	Dance - Val Sabin	Athletics OAA (orienteering and team building)	Swimming (10 week block)	Gymnastics - Val Sabin	Invasion Games Rugby (6 wks with WW)
MFL	My school, your school Food we eat everyday (S1,Su1)	My local area, your local area Christmas	Epiphany A family tree Faces	Celebrating carnival Body parts Easter	Feeling well/unwell Jungle animals	Summertime

Religious Education	<p>Introduction to RE What is it? Why do we learn about it? What can we learn from it?</p> <p>Christianity Substantive Knowledge</p> <p><i>General knowledge of the religion. Year group expectations.</i></p>	<p>Islam Substantive Knowledge</p> <p><i>General knowledge of the religion. Year group expectations.</i></p>	<p>Hinduism Substantive Knowledge</p> <p><i>General knowledge of the religion. Year group expectations.</i></p>	<p>Christianity Revisit substantive knowledge Personal Knowledge</p> <p><i>Values and importance of lessons from religion- Lancashire planning.</i></p>	<p>Islam Revisit substantive knowledge Personal Knowledge</p> <p><i>Values and importance of lessons from religion- Lancashire planning.</i></p>	<p>Hinduism Revisit substantive knowledge Personal Knowledge</p> <p><i>Values and importance of lessons from religion- Lancashire planning.</i></p>
PHSCE	<i>Being Me in My World</i>	<i>Celebrating Difference</i>	<i>Relationships</i>	<i>Changing Me</i>	<i>Healthy Me</i>	<i>Dreams and Goals</i>
	<p><i>Recognising personal qualities; self-esteem, self-worth. Setting achievable goals. Managing setbacks and learning from mistakes.</i></p> <p>Kidsafe Revision Unit</p>	<p><i>Respecting similarities and differences in people; identity; personal attributes and qualities. Importance of individuality. Challenging stereotypes and assumptions.</i></p>	<p><i>Identifying relationships; friendships and families. Online relationships. Asking for help or advice from trusted adult. Responding to unhealthy friendships.</i></p>	<p><i>Importance of caring for others; the environment; people and animals. Shared responsibilities. Making informed choices and decisions. Sharing thoughts and ideas using appropriate skills and vocabulary.</i></p>	<p><i>Feelings and emotions; expression of feelings. Intensity of feelings. Managing feelings related to loss or grief. Supporting others. Seeking advice.</i></p>	<p><i>Keeping safe; recognising and managing risk appropriately. Keeping safe in range of environments. Peer influences. Online safety. Rules and laws linked to safety. Dreams and ambitions; motivation and enthusiasm.</i></p>
Character Education - Missions	<p>Sparticus Roman Revolt (use support guidance)</p>		<p>Bear Grylls Survival</p>		<p>Leif Erikson Voyage of Discovery</p>	