


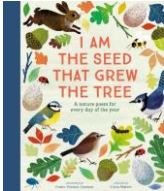


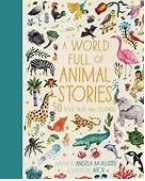

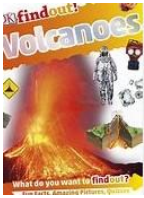

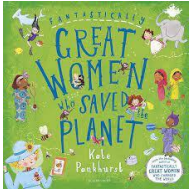


Year 4 Long Term Plan 2023 - 2024

Year group: Four	Autumn 1 7 weeks 3 days	Autumn 2 6 weeks 2 days	Spring 1 5 weeks 2 days	Spring 2 6 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Maths	<ul style="list-style-type: none"> Place Value & Roman Numerals (2 weeks 3 days) Addition and Subtraction - mental and written (4 weeks) 	<ul style="list-style-type: none"> Mental multiplication (1 week) Mental division (1 week) Written multiplication and division (4 weeks) 	<ul style="list-style-type: none"> Fractions (5 weeks 2 days) 	<ul style="list-style-type: none"> Decimals (4 weeks) Area and perimeter (2 weeks) 	<ul style="list-style-type: none"> Geometry - 2D and 3D (3 weeks) Time (2 weeks) Money (Apply four rules in Money topic) (2 weeks) 	<ul style="list-style-type: none"> Position and Direction (1 weeks) Statistics (Apply four rules in Statistics topic) (3 weeks) Mass / Volume (Apply four rules in mass/volume topic) (2 weeks) Length (Apply four rules in length topic) (1 week)
Poetry	<p>Family Album - 1 week <i>Family Album</i></p> 	<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 Various Haikus Icy Morning Haiku by James Carter Acorn Haiku by Kit Wright Seeds by Walter de la Mare (1 week)</p> 

						<p>Outcome: A series of haikus</p> <p>I am the seed that grew the tree</p>
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English	<p>Gorilla by Anthony Browne (3 weeks)</p> 	<p>Leon and the Place Between by Graham Baker-Smith (3 weeks)</p> 	<p>Escape from Pompeii by Christine Balit (3 weeks)</p> 	<p>When the Giant Stirred by Celia Godkind (3 weeks)</p> 	<p>Where the forest meets the sea Rainforest in 30 seconds (4 weeks)</p>	<p>Wisp by Zana Fraillon and Grahame Baker - Smith (5 weeks)</p> 
	<p>Coming to England - Floella Benjamin and Diane Ewen (3 weeks)</p> 	<p>Leon and the place between The wizards of once The Nowhere Emporium</p> <p>The One and Only Ivan by Catherine Applegate (writing-2 weeks)</p> 	<p>)</p> <p>DK Findout Volcanoes - (1 week)</p> 	<p>The Day the Crayons Quit by Oliver Jeffers (2 weeks)</p> 	<p>There's a rang tang in my bedroom (2 weeks)</p>	<p>Wisp by Zana Fraillon and Grahame Baker - Smith</p>

Pathways to Read	<p>P2R text: A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</p>  <p>A World Full of Animal Stories</p>	<p>P2R text: The Train to Impossible Places P & Bell</p>  <p>The train to impossible places</p>	<p>P2R text: DK Findout! Maria Gill</p>  <p>DK Findout Volcanoes - (1 week)</p>	<p>P2R text: Ariki and the Island of Wonders Nicola Davies</p>  <p>Ariki and the Island of Wonders Nicola Davies</p>	<p>P2R text: Fantastically Great Women who saved the planet</p> 	<p>P2R text: A Myth-Hunter's travel guide The Literacy Company</p> <p>Online text</p>

Writing Outcome	<p><u>Main Writing outcomes:</u></p> <ol style="list-style-type: none"> 1) Fiction fantasy story (Audience is Antony Browne readers) 2) To recount in the form of a biography on Floella Benjamin <p><u>Additional Writing Outcomes:</u> Setting description Information text Characterisation through dialogue Diary entry Recount</p>	<p><u>Main Writing outcomes:</u></p> <ol style="list-style-type: none"> 1) To recount in the form of Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy 2) To persuade in the form of a formal letter (to the owner of the shopping mall) 	<p><u>Main Writing outcomes:</u></p> <ol style="list-style-type: none"> 1) To write a historical narrative 2) To write an information text with an element of explain (how a volcano erupts) <p><u>Additional Writing Outcomes:</u> Diary Recount Setting description Dialogue - narrative Letter - inform/explain</p>	<p><u>Main writing outcomes:</u></p> <ol style="list-style-type: none"> 1) To write an adventure narrative 2) Letter (persuasion) <p><u>Additional Writing Outcomes:</u> Setting description Diary Recount with dialogue Letter - Formal</p>	<p><u>Main Writing Outcome:</u></p> <ol style="list-style-type: none"> 1) To write a rainforest information board 2) Addition to information board to persuade <p><u>Additional Writing Outcomes:</u> Setting description (journey/voiceover) Information note Character description Instructions</p>	<p><u>Main Writing Outcomes:</u></p> <ol style="list-style-type: none"> 1) Journey narrative <p><u>Additional outcomes</u> Diary Setting description Recount Recount with dialogue</p>

		<u>Additional Writing</u> <u>Outcomes:</u> <u>Leon and the Place</u> <u>Between</u> Setting description Character description - Abdul Recount Note (persuade Leon to go in)	Cross curricular writing - instructions (Roman handbook)	Cross curricular writing - linked to residential trip		
Class Author Study	Anthony Browne Through the Magic Mirror Hansel and Gretel Willy and the Cloud Piggybook Willy the Wizard The Tunnel What if? Little Frida King Kong Willy the Dreamer Willy's Picture Willy's Stories Zoo Into the Forest	Graham Baker Smith Leon and the Place Between Farther The rhythm of the Rain Wisp A story of Hope Winter's Child Wild is the Wind	Jacqueline Wilson The Suitcase Kid	Nicola Davies/Gill Lewis The closest thing to flying Swan song Willow Wildthing and the Swamp Monster Willow Wildthing and the Dragon's egg White Dolphin Sky Hawk Moon Bear Scarlett Ibis Eagle Warrior Run Wild Butterflies for Grandpa Joe Gorilla Dawn A story like the Wind	Oliver Jeffers The Boy who swam with piranhas Imaginary Fred This Moose Belongs to me Stuck The incredible book eating boy The day the crayons quit A child of books The day the crayons came home The fate of Fausto	Cressida Cowell How to Train Your Dragon books 1 (How to seize a dragon's jewel) The wizards of once The complete book of dragons

Science (CUSP)	Physics - Electricity (Revisit light Year 3)	Biology - Living things and their habitats	Biology - Animals including humans (Revisit Year 3)	Physics - Sound	Chemistry - states of matter	
History (CUSP)	Revisit Stone, Iron and Bronze Age Anglo-Saxons		Revisit Roman Empire Vikings and Saxons		Ancient Egypt	
Geography (CUSP)	Year 3 revisit countries, counties, regions of UK (3 weeks) Rivers (3 weeks)		(6 weeks) Longitude and Latitude World Countries Water Cycle (3 weeks)		Revisit Rivers Map Skills and Fieldwork	
Art and Design (CUSP)	Drawing Painting		Print Making and textiles		Collage and Sculpture	
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	Swimming (10 week block)	Swimming (10 week block) Invasion Games Rugby (6 wks with WW)	Gymnastics - Real Gym	Athletics
MFL	My school, your school	My local area, your local area Christmas	Epiphany A family tree Faces	Celebrating carnival Body parts Easter	Feeling well/unwell Jungle animals	Summertime

<p>Religious Education</p>	<p>Overarching Question: How should we live our lives?</p> <p>Hinduism</p> <p>What might a Hindu learn through celebrating Diwali?</p>	<p>Christianity God</p> <p>How and why might Christians use the Bible?</p>	<p>Christianity Jesus</p> <p>Is sacrifice an important part of religious life?</p>	<p>Christianity Church</p> <p>What does 'love your neighbour' really mean?</p>	<p>Islam</p> <p>Why do Muslims fast during Ramadan?</p>	<p>Sikhism</p>
<p>PHSCE</p>	<p><i>Being Me in My World</i></p>	<p><i>Celebrating Difference</i></p>	<p><i>Relationships</i></p>	<p><i>Changing Me</i></p>	<p><i>Healthy Me</i></p>	<p><i>Dreams and Goals</i></p>
	<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>
<p>Character Education – Missions</p>	<p>Bear Grylls Survival</p>		<p>Sparticus Roman Revolt (use support guidance)</p>		<p>Leif Erikson Voyage of Discovery</p>	