














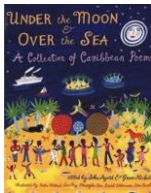
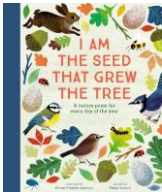

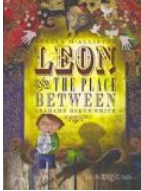
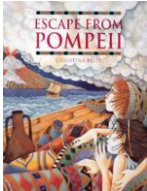
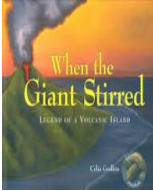


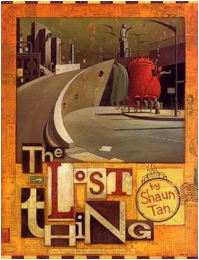
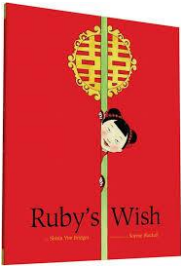
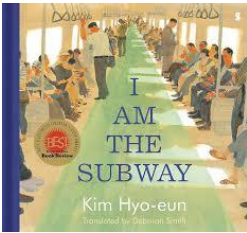


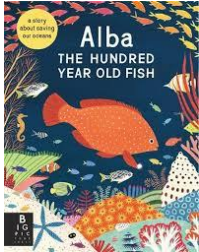





## Year 4 Long Term Plan 2024 – 2025

Year group: Four	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
High Performance Learning VAAs (Values, attitudes and attributes)	 <b>Learn</b> Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 <b>Achieve</b> Perseverance Resilience Aspirations (+practice)	 <b>Respect</b> Collaborative Helpful (concern for society) Listening (+confident)	 <b>Learn</b> Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 <b>Achieve</b> Perseverance Resilience Aspirations (+practice)	 <b>Respect</b> Collaborative Helpful (concern for society) Listening (+confident)
High Performance Learning ACPs (Advanced cognitive performance characteristics)	<b>Metathinking</b>  <ul style="list-style-type: none"> <li>Select appropriate thinking skills to solve a problem to improve efficiency</li> <li>Evaluate the range of approaches</li> <li>Consider strengths and weaknesses and evaluate the outcomes</li> <li>Suggest and justify goals for improvement</li> <li>Choose the appropriate</li> </ul>	<b>Linking</b>  <ul style="list-style-type: none"> <li>Analyse the similarities and differences between a range of connections</li> <li>Develop generalisations</li> <li>Apply generalisations to complex situations</li> <li>Seek connections</li> <li>Use prior knowledge to explain connections</li> </ul>	<b>Analysing</b>  <ul style="list-style-type: none"> <li>Ask relevant questions and refine them to deepen understanding</li> <li>Develop hypotheses</li> <li>Select and judge evidence from sources</li> <li>Use advanced skills, symbols, vocabulary and language effectively</li> <li>Understand that complex tasks can be broken down</li> <li>Use appropriate methods to solve</li> </ul>	<b>Creating</b>  <ul style="list-style-type: none"> <li>Understand complex rules of different domains</li> <li>Adapt the rules for a purpose</li> <li>Adopt new ideas in response to evidence</li> <li>Select a best fit with new ideas</li> <li>Explore possibilities before posing a solution</li> <li>Create and model new ideas by building</li> </ul>	<b>Realising</b>  <ul style="list-style-type: none"> <li>Easily recall advanced key facts, concepts and ideas with independence</li> <li>Acquire new rules</li> <li>Seek accuracy in work</li> <li>Achieve good levels of accuracy</li> <li>Consistently complete work on time</li> </ul>	<b>Review of Metathinking, Linking, Analysing, Creating and Realising.</b> 

	<p>approach to solve a problem</p> <ul style="list-style-type: none"> <li>Justify the appropriate approach</li> <li>Explain and justify own views using evidence</li> <li>Evaluate the views of others by constructing persuasive arguments</li> </ul>	<ul style="list-style-type: none"> <li>Transfer ideas and principles Recognise big ideas and use them to make sense of experiences</li> <li>Focus on big questions and within a bigger picture</li> <li>Work with a range of ideas to explain abstract, theoretical situations or models</li> <li>Understand solutions based on extensive prior knowledge</li> <li>Evaluate viewpoints and arguments</li> </ul>	<p>complex problems, ideas or tasks</p> <ul style="list-style-type: none"> <li>Evaluate different approaches</li> </ul>	<p>on existing ideas or diverting from them</p> <ul style="list-style-type: none"> <li>Recognise practical implications</li> </ul>	<ul style="list-style-type: none"> <li>Plan and pace speed needed to achieve</li> </ul>	
<b>Maths</b>	Place Value including decimals (6 weeks) - using statistics Y3/4 to embed this area	<p>Addition (3 weeks) - using statistics Y3/4 to embed</p> <p>Subtraction (3 weeks) - using statistics Y3/4 to embe</p>	<p>Multiplication (4 weeks)</p> <p>Division (1 week and 4 days)</p>	<p>Division (2 weeks)</p> <p>Fractions (4 weeks)</p>	<p>Decimals (2 weeks)</p> <p>Time Y3/4 (2 week and 4 days)</p>	<p>Money Y3/4 (3 weeks)</p> <p>Shape, angles, position and direction Y3/4 (2 weeks)</p> <p>Consolidation of number including measure Y3/4 (2 weeks)</p>
<b>Poetry</b>	<p><b>Me and my brother:</b> <b>Michale Rosen</b></p>  <p><b>Outcome:</b> List poem</p>	<p><b>The Lost – Lost Property Office</b> <b>by Roger McGough (1 week)</b></p>  <p><b>Outcome:</b> List poem</p>	<p><b>The Roman Centurion's Song</b> <b>by Rudyard Kipling (1 week)</b></p>  <p><b>Outcome:</b> Cinquain</p>	<p><b>Windrush Child</b> by John Agard (1 week)</p>  <p><b>Outcome:</b> Free verse, personal narrative poem</p>	<p><b>Look! By Grace Nichols (1 week)</b></p> <p><b>Outcome:</b> A list poem based on a traditional rhyme</p>	<p><b>Theme: Look Closely</b> <b>Various Haikus</b> <b>Icy Morning Haiku</b> by James Carter <b>Acorn Haiku</b> by Kit Wright <b>Seeds</b> by Walter de la Mare (1 week)</p>  <p><b>Outcome:</b> A series of haikus</p>

<p><b>Outcomes linked to driver text</b></p>	<p><b>Gorilla by Anthony Browne</b></p>  <p><b>Revisit outcome:</b> persuasive advert/flyer to see gorilla exhibit in the zoo</p> <p><b>Writing outcome:</b> fantasy narrative</p>	<p><b>Leon and the Place Between by Graham Baker-Smith</b></p>  <p><b>Revisit outcome:</b> section of narrative which includes dialogue between characters</p> <p><b>Writing outcome: fiction</b> Recount: diary</p>	<p><b>Escape from Pompeii by Christine Balit</b></p>  <p><b>Revisit outcome:</b> <b>DK Volcanoes</b> Information text with explanation</p> <p><b>Writing outcome: fiction</b> historical, linear narrative</p>	<p><b>When the Giant Stirred by Celia Godkin</b></p>  <p><b>Revisit outcome:</b> Letter (persuasion)</p> <p><b>Writing outcome: fiction</b> adventure narrative</p>	<p><b>Where the Forest Meets the Sea by Jeannie Baker</b></p>  <p><b>Revisit outcome:</b> Information board to persuade (add to rainforest board)</p> <p><b>Writing outcome: non-fiction</b> Information text</p>	<p><b>Wisp by Zana Fraillon and Grahame Baker-Smith</b></p>  <p><b>Revisit outcome:</b> series of diaries to form recount (character and plot driven)</p> <p><b>Writing outcome: fiction</b> Narrative – journey of the Wisp</p>
<p><b>Text to celebrate diversity and inclusion</b></p>	<p><b>What does it mean to feel accepted and a sense of belonging?</b></p> <p><b>The Lost Thing by Shaun Tan</b></p>  <p><b>Writing outcome:</b> to write a dialogue with a focus on characters supporting one another</p>	<p><b>Is simply having aspirations enough to achieve?</b></p> <p><b>Ruby's Wish by Shirim Yim Bridges</b></p>  <p><b>Writing outcome:</b> to write a series of diaries in the character of Ruby (recount that is character driven)</p>	<p><b>How can we connect with our community?</b></p> <p><b>I am the subway by Kim Hyo-eun</b></p>  <p><b>Writing outcome:</b> to write a recount, diary (character driven linked to setting description)</p>	<p><b>Is problem-solving always easy?</b></p> <p><b>Flood by Alvaro F Villa</b></p>  <p><b>Writing outcome:</b> to write a recount in the form of a newspaper report</p>	<p><b>How can hope help in times of challenge?</b></p> <p><b>The Journey by Francesca Simon</b></p>  <p><b>Writing outcome:</b> to write the ending of the narrative (character driven)</p>	<p><b>Why is the way we see the world important?</b></p> <p><b>Alba the Hundred Year Old Fish by Lara Hawthorne</b></p>  <p><b>Writing outcome:</b> to write and deliver a persuasive speech</p>
<p><b>Pathways to Read</b></p>	<p><b>A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</b></p>	<p><b>The Train to Impossible Places P G Bell</b></p>	<p><b>DK Findout! Maria Gill</b></p>	<p><b>Ariki and the Island of Wonders Nicola Davies</b></p>	<p><b>Fantastically Great Women who changed the World</b></p>	<p><b>A Myth-Hunter's travel guide The Literacy Company</b></p>

						
Class Author Study	Anthony Browne	Cressida Cowell	Neil Gaiman	David Walliams	Jamila Gavin	Graham Baker Smith

<b>Science</b>	<b>Chemistry - Rocks</b> <b>Physics - Electricity (revisit light Year 3)</b>		<b>Biology - Animals including humans (Revisit Year 3)</b> <b>Biology - Living things and their habitats</b>		<b>Physics - Sound</b> <b>Chemistry – states of matter</b>	
<b>History</b>	<b>What happened to Britain when the Romans left?</b> <ul style="list-style-type: none"> <li>Explore the invasions of the Anglo Saxons on Britain.</li> <li>Study how Christianity came to Britain.</li> <li>Describe the lives of people living during Anglo Saxon times.</li> </ul>		<b>Were the Vikings raiders, traders or settlers?</b> <ul style="list-style-type: none"> <li>A study of the Viking raids and invasions of Britain.</li> <li>Explore what the Vikings were like.</li> </ul>		<b>How have the early civilisations made sure we won't forget them?</b> <ul style="list-style-type: none"> <li>Explore when the first civilizations appeared (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China)</li> </ul>	
<b>Geography</b>	<b>Why does it Rain?</b> <ul style="list-style-type: none"> <li>Know that rivers are represented by a blue line on a map</li> <li>Know the location of the World's longest rivers</li> <li>Name and explain key features of a river</li> <li>Explain how rivers are used</li> <li>Describe key aspects of human geography, including types of settlement and land use</li> <li>Describe how rivers are important to the natural environment</li> <li>recognise how human factors affect rivers, why rivers flood and how we can protect rivers</li> </ul>		<b>Where is Europe and what are its countries like?</b> <ul style="list-style-type: none"> <li>Know which countries make up Europe</li> <li>Compare and contrast European countries and identify key physical and human features of each</li> <li>Explain why the Mediterranean is a popular choice to live and holiday</li> <li>Compare and contrast life in the UK with a Mediterranean country</li> </ul>		<b>Why are rainforests so important?</b> <ul style="list-style-type: none"> <li>State the location and some key features of the Amazon rainforest</li> <li>Name and describe the four layers of tropical rainforests</li> <li>Understand that trees and plants adapt to living in the rainforest and give an example</li> <li>Explain how humans are having a negative impact on the Amazon and an action that can be taken to help</li> </ul>	
<b>Art and Design (CUSP)</b>	<u><b>Drawing:</b></u> <b>What is a contrasting light and dark tonal range?</b> <ul style="list-style-type: none"> <li>Know what a still-life composition is.</li> <li>Recognise how negative space</li> </ul>	<u><b>Printmaking:</b></u> <b>How do we paint and print onto different textures?</b> <ul style="list-style-type: none"> <li>Know what a print is.</li> <li>Recognise the importance of creating a clear print.</li> </ul>	<u><b>Creative response using drawing and printmaking (PAN):</b></u>	<u><b>Painting:</b></u>	<u><b>Digital art/Photography:</b></u>	<u><b>Painting and digital art:</b></u>

	impacts the composition. <ul style="list-style-type: none"> <li>How to focus on finer detail.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate textiles with printing.</li> </ul>				
<b>Design Technology</b>	<b>Electrical Systems</b> <b>How will I create my own night light?</b> <ul style="list-style-type: none"> <li>To understand that electrical conductors are materials which electricity can pass through, and electrical insulators are materials which electricity cannot pass through.</li> <li>Identify an electrical circuit must be complete for electricity to flow.</li> <li>Understand that a switch can be used to complete and break an electrical circuit.</li> <li>Explain how the design will suit the target audience</li> </ul>	<b>Shell Structures</b>			<b>Food</b> <b>Nutrition - What food is grown seasonally and how can I use this to make my tart? .</b> <ul style="list-style-type: none"> <li>Explain that fruits and vegetables grow in different countries based on their climates.</li> <li>Understand that seasonal fruits and vegetables grow in each season.</li> <li>Understand that eating seasonal fruit and vegetables positively affects the environment.</li> <li>Design a wrap recipe using seasonal ingredients.</li> <li>Discuss and demonstrate appropriate food hygiene</li> </ul>	
<b>Music</b>	<b>What is the difference between pulse and rhythm and how can you keep an internal pulse?</b>  <b>Mama Mia</b>  Artist focus: ABBA	<b>How can I explore and develop in my playing skills?</b>  <b>Glockenspiel Stage 2</b>  Learning basic instrumental skills by playing tunes in varying styles	<b>How do you compose lyrics linked to a theme?</b>  <b>Stop!</b>  Style: Grime	<b>How does soul and gospel music uplift and inspire one another to help each other?</b>  <b>Lean on Me</b>  Style: Gospel	<b>What can music teach us about equality and civil rights?</b>  <b>Blackbird</b>  Artist Focus: The Beatles  Learning around music for civil rights	<b>How has music developed overtime?</b>  <b>Reflect, rewind and replay</b>  Consolidate our learning from the year. Take a look at the history of music.  Learn some of the language of music.
<b>Listening Whole School</b>	<b>Classical</b>  <b>Gustav Holst 'The Planets'</b>	<b>Music for Film</b>  <b>Collection of Works by John Williams</b>	<b>Classical</b>  <b>Collection of Works by Mozart, Beethoven and Bach</b>	<b>Music Through the Ages</b>  <b>Live and Recorded Music from 1950s – 1980s.</b>	<b>Music Through the Ages</b>  <b>Live and Recorded Music from 1990s – Present Day.</b>	<b>Music from Other Cultures</b>  <b>Listening to traditional music of tribes and</b>

						<b>cultures across the globe.</b>
<b>Computing</b>	<b>Information Technology:</b> What is the internet?		<b>Computer Science:</b> How might I program my own logo?		<b>Digital Literacy:</b> How do we create a website?	
<b>Physical Education</b>	<b>How do I balance well?</b> <ul style="list-style-type: none"> <li>I can balance with control (minimum wobble).</li> <li>I can balance with a partner in a static position.</li> <li>I can hold the balance for at least 3 seconds.</li> <li>I can balance with supporting body part still.</li> <li>I can maintain an accurate shape throughout.</li> </ul> <b>Fundamental Movement</b> <p>Skill 8: I can kick a ball with the same foot. Skill 8: I can kick a ball with alternate feet</p> <p>Skill 10: I can move in a 3-step zig-zag pattern forwards.</p>	<b>Why might I need to use a backhand shot rather than a forehand shot?</b> <ul style="list-style-type: none"> <li>I can continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift.</li> <li>I can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent.</li> <li>I can use different skills to try and win games.</li> <li>I can move around the court with purpose.</li> </ul> <b>Fundamental Movement</b> <p>Skill 12: I can react and catch a tennis ball dropped from shoulder height after 1 bounce and</p>	<b>How do I perform a street dance?</b> <ul style="list-style-type: none"> <li>I can explore and create characters and narratives in response to a range of stimuli.</li> <li>I can show control, accuracy and fluency of movement when performing actions on my own.</li> <li>I can perform dances using a range of movement patterns.</li> <li>I can perform more complex dance phrases and dances that communicate character and narrative.</li> <li>I can create, perform and repeat sequences that include changes of dynamics.</li> <li>I can communicate my own ideas through my dances and perform with fluency and control.</li> <li>I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group.</li> </ul>	<b>How do I run further and for longer?</b> <ul style="list-style-type: none"> <li>I can combine basic jump actions to form a jump combination, using a controlled jumping technique.</li> <li>I can perform a throwing technique with control, coordination, and consistency.</li> <li>I can perform competitively with others.</li> <li>I can understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</li> </ul> <b>Fundamental Movement</b> <p>Skill 3: I can transfer cone on and off back in front support.</p> <p>Skill 1: I can stand still for 30 seconds on one leg. Skill 1: I can complete five ankle extensions.</p>	<b>Swimming</b> <ul style="list-style-type: none"> <li>I can swim competently, confidently and proficiently over a distance of at least 10 metres.</li> <li>I can use at least one stroke effectively [for example, front crawl, backstroke and breaststroke]</li> <li>I can perform safe self-rescue in a controlled situation.</li> </ul> <b>Fundamental Movement</b> <p>Skill 2: I can sit in a dish shape and hold it for 5 seconds.</p> <p>Skill 6: I can complete a tucked jump. Skill 6: I can complete a tucked jump with 180° turn in either direction.</p>	<b>How do I hit a ball towards a target?</b> <ul style="list-style-type: none"> <li>I can communicate, collaborate and compete with others.</li> <li>I can show control, coordination and consistency when throwing and catching a ball.</li> <li>I can hit a ball with increasing control from a tee and progress to without a tee.</li> <li>I can take up spaces/positions that make it difficult for the opposition.</li> </ul> <b>Fundamental Movement</b> <p>Skill 4: I can catch ball at chest height and throw it back.</p> <p>Skill 11: I can chase a small rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</p>

		balancing on one leg. [From 1, 2 and 3 m]  Skill 9: I can move a ball round my waist 16 times with legs apart and move a ball around alternate legs 16 times.	<b>Fundamental Movement</b>  Skill 5: I can walk fluidly, lifting knees and using heel to toe landing.  Skill 7: I can hold and, with a short base, lean back, hold our balance and then move back together (with eyes closed). Skill 7: I can hold on with 1 hand and, with a short base, lean back, hold our balance and then move back together (with eyes closed).			Skill 11: I can change a small bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
<b>MFL</b>	<b>My school, your school</b>  <b>Food we eat everyday (S1,Su1)</b>	<b>My local area, your local area</b> <b>Christmas</b>	<b>Epiphany</b> <b>A family tree</b> <b>Faces</b>	<b>Celebrating carnival</b> <b>Body parts</b> <b>Easter</b>	<b>Feeling well/unwell</b> <b>Jungle animals</b>	<b>Summertime</b>
<b>Religious Education</b> <b>How should we live our lives? (Living with faith)</b>	Hindu dharma  <b>What might a Hindu learn through celebrating Diwali?</b>	Hindu dharma  <b>What might a Hindu learn through celebrating Diwali?</b>	Christianity (God)  <b>How and why might Christians use the Bible?</b>	Sikhism  <b>How do Sikhs express their beliefs and values?</b>	Christianity (Jesus)  <b>Is sacrifice an important part of religious life?</b>	Islam  <b>Why do Muslims fast during Ramadan?</b>
<b>PHSCE</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Relationships</b>	<b>Changing Me</b>	<b>Healthy Me</b>	<b>Dreams and Goals</b>
	<ul style="list-style-type: none"> <li>Recognising personal qualities; self-esteem, self-worth.</li> <li>Setting achievable goals.</li> <li>Managing setbacks and learning from mistakes.</li> </ul> <b>Kidsafe Revision Unit</b>	<ul style="list-style-type: none"> <li>Respecting similarities and differences in people; identity; personal attributes and qualities. Importance of individuality.</li> <li>Challenging stereotypes and assumptions.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying relationships; friendships and families.</li> <li>Online relationships.</li> <li>Asking for help or advice from trusted adult.</li> <li>Responding to unhealthy friendships.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of caring for others; the environment; people and animals.</li> <li>Shared responsibilities. Making informed choices and decisions.</li> <li>Sharing thoughts and ideas using appropriate skills and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Feelings and emotions; expression of feelings.</li> <li>Intensity of feelings.</li> <li>Managing feelings related to loss or grief.</li> <li>Supporting others. Seeking advice.</li> </ul>	<ul style="list-style-type: none"> <li>Keeping safe; recognising and managing risk appropriately.</li> <li>Keeping safe in range of environments.</li> <li>Peer influences.</li> <li>Online safety.</li> <li>Rules and laws linked to safety.</li> <li>Dreams and ambitions; motivation and enthusiasm.</li> </ul>

<b>Character Education – Missions</b>	<b>Sparticus</b> Roman Revolt (use support guidance)	<b>Bear Grylls</b> Survival	<b>Leif Erikson</b> Voyage of Discovery
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