

# Year 4 Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<b>Fantasy Fiction</b> <i>Gorilla by Anthony Browne</i>	<b>Recount – Diary</b> <i>Leon and the Place Between by Grahame Baker Smith &amp; Angela McAllister</i>	<b>Fiction – Historical Narrative</b> <i>Escape from Pompeii by Christina Balit</i>	<b>Fiction – Narrative (Refugee Focus)</b> <i>Wisp by Zana Fraillon and Grahame Baker Smith</i>	<b>Non-Chronological Report</b> <i>Where the Forest Meets the Sea by Jeannie Baker and 100 Facts: Rainforests by Miles Kelly</i>	<b>Explanation – Letter</b> <i>Blue John by Berlie Doherty</i>
Reading	<b>A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</b>	<b>The Train to Impossible Places by P.G. Bell</b>	<b>Volcanoes by Maria Gill</b>	<b>Ariki and the Island of Wonders by Nicola Davies</b>	<b>Fantastically Great Women who Saved the Planet by Kate Pankhurst</b>	<b>A Myth-Hunter’s Travel Guide by The Literacy Company</b>
Maths	<b>Place Value</b> <b>Mental Addition and Subtraction</b>	<b>Perimeter</b> <b>Multiplication and Division</b> <b>Area</b>	<b>Fractions</b> <b>Decimals</b>	<b>Time</b> <b>Multiplication and Division</b> <b>Measurement</b>	<b>Addition and Subtraction (whole)</b> <b>Addition and Subtraction (decimals)</b> <b>Geometry</b>	<b>Fractions</b> <b>Statistics</b> <b>Position and Direction</b>
Science	<b>Biology: Animals, Including Humans</b> Digestive system, teeth, food systems and webs	<b>Biology: Living Things and Their Habitats</b> <i>Habitats, animal classification, adaptations</i>	<b>Biology: Living Things and Their Habitats (conservation)</b> <i>Ecosystems, pollution, conservation</i>	<b>Physics: States of Matter</b> 3 states of matter, particles, melting, freezing, boiling, water cycle	<b>Physics: Sound</b> <i>Vibrations, volume, pitch, distance</i>	<b>Physics: Electricity</b> <i>Components, circuits, conductors, insulators, switches</i>
History	<b>The Roman Republic</b> <i>How did Rome become so powerful?</i>	<b>The Roman Empire</b> <i>What can sources reveal about Roman ways of life?</i>	<b>Roman Britain</b> <i>What changed in Roman Britain?</i>	<b>Christianity in Three Empires</b> <i>How did rulers change Christianity?</i>	<b>Arabia and Early Islam</b> <i>Why did Islam spread so far and so fast?</i>	<b>Muslim Cordoba</b> <i>How did worlds come together in Cordoba?</i>
Geography	<b>Rhine and Mediterranean</b> <i>How are different parts of the Rhine and the Mediterranean used by people?</i>	<b>Population</b> <i>How and why does population vary across Great Britain?</i>	<b>Coastal Processes and Landforms</b> <i>How does the location of west Wales affect its coast?</i>	<b>Tourism</b> <i>How do tourists interact with a place?</i>	<b>Earthquakes</b> <i>How do earthquakes affect people and environments?</i>	<b>Deserts</b> <i>Why are deserts located where they are?</i>
RE	<b>Are all religions equal?</b> <i>Bahá’í, Sikh, Hindu</i>	<b>What makes some texts sacred?</b> <i>Sikh, Hindu, Buddhist</i>	<b>Just how important are our beliefs?</b> <i>Sikh, Muslim, Jewish, Hindu, Christian</i>	<b>Who was Jesus really?</b> <i>Christian, Jewish, Muslim</i>	<b>Why is the Bible the best-selling book of all time?</b> <i>Christian</i>	<b>Does the language of scripture matter?</b> <i>Christian, Muslim, Jewish</i>
Music	<b>Body &amp; Tuned Percussion</b> <i>Rhythms and layers</i>	<b>Rock &amp; Roll</b> <i>Walking bass line, whole class performance</i>	<b>Changes in Pitch, Tempo &amp; Dynamics</b> <i>Vocal &amp; percussive ostinatos</i>	<b>Haiku, Music and Performance</b> <i>Percussive sound effects, group performance</i>	<b>Samba &amp; Carnival Sounds and Instruments</b> <i>Syncopated rhythms</i>	<b>Adapting and Transposing Motifs</b> <i>Repeating patterns, individual performance</i>
MFL	<b>Dates in Spanish</b>	<b>Pets in Spanish</b>	<b>Weather in Spain</b>	<b>In a Spanish Café</b>	<b>Spanish Celebrations</b>	<b>The Amazon Rainforest</b>
Computing	<b>Computing Systems and Networks</b> <i>Collaborative Learning</i>	<b>Programming</b> <i>Further Coding with Scratch</i>	<b>Computing Systems and Networks</b> <i>Website Design</i>	<b>Computing Systems and Networks</b> <i>HTML</i>	<b>Creating Media</b> <i>Computational Thinking</i>	<b>Data Handling</b> <i>Investigating Weather</i>
Art	<b>Drawing</b> <i>Storytelling Through Drawing</i>	<b>Print, Colour, Collage</b> <i>Exploring Pattern</i>	<b>Working in Three Dimensions</b> <i>The Art of Display</i>	<b>Paint, Surface, Texture</b> <i>Exploring Still Life</i>	<b>Working in Three Dimensions</b> <i>Sculpture, Structure, Inventiveness &amp; Determination</i>	<b>Collaboration &amp; Community</b> <i>Festival Feasts</i>
DT	<b>Mechanisms</b> <i>Levers and linkages</i>		<b>Cooking and Nutrition</b> <i>Healthy and varied diet</i>		<b>Electrical Systems</b> <i>Switches and circuits</i>	
PE	<b>Gymnastics</b> <b>Fitness</b>	<b>Gymnastics</b> <b>Fundamentals</b>	<b>Swimming</b> <b>Ball Skills</b>	<b>Swimming</b> <b>OAA</b>	<b>Dance</b> <b>Athletics</b>	<b>Dance</b> <b>Basketball</b>
PSHE/SRE	<b>Being Me in My World</b> <i>Who am I and &amp; how do I fit?</i>	<b>Celebrating Difference</b> <i>Respect for similarity and difference. Anti-bullying and being unique.</i>	<b>Dreams and Goals</b> <i>Aspirations, goals and our emotions</i>	<b>Healthy Me</b> <i>Being and keeping safe and healthy</i>	<b>Relationships</b> <i>Building positive, healthy relationships</i>	<b>Changing Me</b> <i>Coping positively with change</i>