# Year 4 long term plan

| | Trusty Traders and Rogue Raiders | | Desert Life | | Terrific Tanworth |
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| Excursions | | Bishops wood | | Egyptian Workshop | Local area walks<br>Black Country Museum trip |
| Famous people studied | Alfred the Great | Ethelred the Unready | Howard Carter | | Nick Drake<br>Mike Hailwood |
| Grammar and Punctuation | • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although and varying their placement<br>• using the present perfect form of verbs in contrast to the past tense<br>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>• using conjunctions, adverbs and prepositions to express time and cause<br>• using fronted adverbials with the correct punctuation<br>• using commas after fronted adverbials<br>• indicating possession by using the possessive apostrophe with plural nouns<br>• recapping apostrophes for contraction<br>• using and punctuating direct speech<br>• determiners<br>• possessive pronouns | | | | |
| Spellings<br>SCODE | Aut 1<br><br>Lesson 1 Baseline test for this half term<br><br>Lessons 2 - 26 (24 lessons = 6 weeks) on focus sound /ee/ coded ea, ee, ie, ei, e, e_e including curriculum words; breathe, increase, believe, reign, recent, extreme, complete Hip homophones; meat/meet, week/weak, steal/steel, bean/been, piece/peace Powerful | | Aut 1<br><br>Lesson 58 Baseline test for this half term<br><br>Lessons 59 - 66 (8 lessons = 2 weeks) on focus sound /l/ coded l, ll including curriculum words; length, learn, library, believe, island, particular, popular, regular, calendar. Superb Suffixes; ly<br><br>Lessons 67 - 77 (11 lessons = 2 weeks & 3 days) on focus sound /ar/ coded ar, a, al including | | Aut 1<br><br>Lesson 105 Baseline test for this half term<br><br>Lessons 106 - 113 (8 lessons = 2 weeks) on Apostrophe Academy - Plurals, Irregular & Possession including curriculum words; potatoes, woman, women<br><br>Lessons 114 - 130 (17 lessons = 4 weeks & 1 lesson) on focus sound /sh/ coded sh, ch, ti, si, |

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| | prefixes; re and ad<br><br>Lessons 27 - 28 Have you cracked the code?<br><br>Lesson 29 End of Unit test<br><br>Aut 2<br><br>Lesson 30 Baseline test for this half term<br><br>Lessons 31 - 37 (7 lessons = 1 week & 3 days) on focus sound /g/ coded g, gu, gue, gh including curriculum words; grammar, group, guide, guard Hip homophones; grown/groan<br><br>Lessons 38 - 50 (13 lessons = 3 weeks & 1 day) on focus sound /ai/ coded a_e, a, ai, ay, ey, eigh, ei including curriculum words; separate, favourite, famous, occasion, strange, potatoes, weight, eight, eighth, reign, straight Hip homophones; grate/great, stake/steak, mane/main, pain/pane, mail/male, sale/sail<br><br>Lessons 51 - 54 (4 lessons = 1 week) on Apostrophe Academy Contractions & Possession<br><br>Lessons 55 - 56 Have you cracked the code?<br><br>Lesson 57 End of Unit test | curriculum words; heart, guard, separate, regular, peculiar, particular, grammar, popular, forward, calendar, February, library, ordinary, various, actual, answer, natural, imagine, material, favourite, famous, occasion, potato, strange<br><br>Lessons 78 - 79 Have you cracked the code?<br><br>Lesson 80 End of Unit test<br><br>Aut 2<br><br>Lesson 81 Baseline test for this half term<br><br>Lessons 82 - 101 (20 lessons = 5 weeks) on focus sound /u/ coded u, o, ou including curriculum words; woman, purpose, enough, though, although, thought, through Superb suffixes; -ous (including recap of -ed, -er, -ing & -est)<br><br>Lessons 102 - 103 Have you cracked the code?<br><br>Lesson 104 End of Unit test | ssi, ci including curriculum words; mention, position, occasion, occasionally, possession, special, question Superb suffixes; -cian, -tion<br><br>Lessons 131 - 132 Have you cracked the code?<br><br>Lesson 133 End of Unit test<br><br>Aut 2<br><br>Lesson 134 Baseline test for this half term<br><br>Lessons 135 - 147 (13 lessons = 3 weeks 1 day) on focus sound /k/ coded c, k, -ck, ch, que including curriculum words; continue, calendar, particular, complete, increase, consider, circle, describe, caught, peculiar, difficult<br><br>Lesson 148 Have you cracked the code?<br><br>Lesson 149 End of Unit test Plus Escape room! Can the children Crack the Code to escape the classroom? |
| Writing<br><br>See English for pieces | Plan their writing by:<br>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>• discussing and recording ideas<br>• draft and write by: | | |

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| | • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures<br>• organising paragraphs around a theme<br>• in narratives, creating settings, characters and plot<br>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]<br>• evaluate and edit by:<br>• assessing the effectiveness of their own and others' writing and suggesting improvements<br>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences<br>• proofread for spelling and punctuation errors<br>• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | | | | | |
| Class texts | Eng: Wolves in the Walls<br><br>GR: Arthur and the Golden Rope | Eng: Phileas' Fortune<br><br>GR: Viking Boy<br><br>Poem: Kennings | Eng: How to Train your Dragon<br><br>GR: Marcy and the Riddle of the Sphinx | Eng: The Lion, The Witch and The Warrdrobe<br><br>GR: Secrets of a Sun king | Eng: The Day I was Erased<br><br>GR: Street Child<br><br>Poem: The Railway Carriage | Eng: The Day I was erased<br><br>GR: Street Child |
| English<br><br>RitW | Internal monologues<br><br>Poems<br><br>Non-fiction fact cards<br><br>Free writing<br><br>Multimodal stories | Narrative setting<br><br>Internal monologue<br><br>Predictions<br><br>Formal letter | Fact file<br><br>Written dialogue<br><br>Monologue<br><br>Formal letter<br><br>Diary entry<br><br>Imagery description | Diary entry<br><br>Letter home<br><br>Recount<br><br>Monologue<br><br>Haiku | Newspaper<br><br>Monologue<br><br>Narrative | Setting description - Tanworth<br><br>Balanced Argument – houses built on Tanworth<br><br>Non-chron |
| Maths<br>WRM | **Number and Place value**<br>-count in multiples of 6, 7, 9, 25 and 1000 | **Measurement: Area**<br>-find the area of rectilinear shapes by counting squares | **Multiplication and division**<br>Cont… | **Fractions**<br>-recognise and show, using diagrams, | **Number: Decimals**<br>Cont… | **Geometry: Properties of shape**<br>-compare and classify geometric shapes, |

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| | -find 1000 more or less than a given number<br>-count backwards through zero to include negative numbers<br>-recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)<br>-order and compare numbers beyond 1000<br>-identify, represent and estimate numbers using different representations<br>-round any number to the nearest 10, 100 or 1000<br>-solve number and practical problems that involve all of the above and with increasingly large positive numbers<br>-read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | **Multiplication and division**<br>-recall multiplication and division facts for multiplication tables up to 12 × 12<br>-use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers<br>-recognise and use factor pairs and commutativity in mental calculations<br>-multiply two-digit and three-digit numbers by a one-digit number using formal written layout<br>-solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n | **Length and perimeter**<br>-Convert between different units of measure [for example, kilometre to metre; hour to minute]<br>-measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | families of common equivalent fractions<br>-count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.<br>-solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number<br>-add and subtract fractions with the same denominator<br>-recognise and write decimal equivalents of any number of tenths or hundredths<br>-recognise and write decimal equivalents to a half, a quarter and three quarters<br>**Decimals**<br>-find the effect of dividing a one- or two-digit number by 10 and 100, identifying | **Measurement: Money**<br>-estimate, compare and calculate different measures, including money in pounds and pence<br><br>**Measurement: Time**<br>-read, write and convert time between analogue and digital 12- and 24-hour clocks<br>-solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | including quadrilaterals and triangles, based on their properties and sizes<br>-identify acute and obtuse angles and compare and order angles up to two right angles by size<br>-identify lines of symmetry in 2-D shapes presented in different orientations<br>-complete a simple symmetric figure with respect to a specific line of symmetry.<br><br>**Statistics**<br>-interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.<br>-solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.<br><br>**Geometry: Position and** |

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| | **Addition and subtraction**<br>-add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate<br>-estimate and use inverse operations to check answers to a calculation<br>-solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. | objects are connected to m objects. | | the value of the digits in the answer as ones, tenths and hundredths<br>-round decimals with one decimal place to the nearest whole number<br>-compare numbers with the same number of decimal places up to two decimal places<br>-solve simple measure and money problems involving fractions and decimals to two decimal places. | | **direction**<br>-describe positions on a 2-D grid as coordinates in the first quadrant<br>-describe movements between positions as translations of a given unit to the left/right and up/down<br>-plot specified points and draw sides to complete a given polygon. |
| Science | **States of Matter**<br><br>-compare and group materials together, according to whether they are solids, liquids or gases<br>-observe that some materials change state when they are heated or cooled, and measure or research the temperature at which | **Animals including humans – digestion**<br><br>-describe the simple functions of the basic parts of the digestive system in humans<br>-identify the different types of teeth in humans and their simple functions<br>-construct and interpret a variety of | **Living things and their habitats**<br><br>-recognise that living things can be grouped in a variety of ways<br>-explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment | **Living things and their habitats**<br>Continued<br><br>**Respecting our environment and classification** | **Sound**<br><br>-identify how sounds are made, associating some of them with something vibrating<br>-recognise that vibrations from sounds travel through a medium to the ear<br>-find patterns between the pitch of a sound | **Electricity**<br><br>-identify common appliances that run on electricity<br>-construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers |

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| | this happens in degrees Celsius (°C)<br>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | food chains, identifying producers, predators and prey. | -recognise that environments can change and that this can sometimes pose dangers to living things. | | and features of the object that produced it<br>-find patterns between the volume of a sound and the strength of the vibrations that produced it<br>-recognise that sounds get fainter as the distance from the sound source increases. | -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery<br>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br>-recognise some common conductors and insulators, and associate metals with being good conductors. |
| History | Historical narrative – AS and V on timeline and in own timeline<br><br>Did the settlement of England by the Saxons make it a better or worse place to live?<br>Enquiry 1: How did Saxon England begin?<br>Enquiry 2: What happened during the Anglo Saxon period? | The Anglo Saxon and Viking conflict<br>How well did the Anglo Saxons and Vikings get on with each other?<br>Enquiry 1: How do the timelines interact?<br>Enquiry 2: How were the Viking invaders viewed by the Saxons?<br>Enquiry 4: How did the conflict between the | Historical narrative – E on timeline and in own timeline<br><br>The achievements of the earliest civilizations – where and when the first civilizations appeared? Focus on Ancient Egypt<br><br>What were some of the Significant achievements of the Ancient Egyptians and what did it help them achieve?<br>Enquiry 1: How was Egyptian society structured?<br>Enquiry 2: What was the importance of the Nile to the Ancient Egyptians?<br>Enquiry 3: How did agricultural advances support the civilisation? | | Local history unit: types of buildings, what era were they built in? Significant places in the village<br>Tanworth through the ages – timeline<br>Our school through time – using photographs to tell a historical story and progression of change<br>Victorian schooling – similarities and differences to now<br>Significant places in Tanworth and their history – research lesson<br>Significant people and their history – Nick Drake and Mike Hailwood<br>Tanworth Heritage Trail – historical heritage trail around Tanworth | |

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| | Enquiry 3: How have Anglo-Saxons influenced Britain? | Saxons and Vikings change Britain? | Enquiry 4: the role of the scribe in society and are they still important to us today?<br>Enquiry 5: What did the advances allow the Egyptians to accomplish? | |
| Geography | Early settlers<br>What is a settlement<br><br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction<br>Locate places on a range of maps (variety of scales)<br>The water cycle – in Science<br>human geography, including: types of settlement and land use, economic activity including trade links, population - covered in History | | Locate places on a range of maps (variety of scales)<br>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br>Select views to photograph<br>Add titles and labels giving date and location information<br><br>Name and locate deserts.<br><br>Desert formations, weather and climates<br><br>Climate zones – what climate zones/biomes do deserts appear in?<br><br>Lines of long and lat = where to deserts appear on a map of the world. Look at sim and diff<br><br>As part of OAA in PE: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | Local area senses walk and following a map around the village<br>Sketch mapping the village<br>Locating Tanworth on a map of the UK – labelling the countries and major cities and describing Tanworth in relation<br>Grid references of Tanworth and the local locations/points of interest<br>Features of the local area – human and physical<br>Sketch map of the village including keys and north arrows<br>Aerial view of the school and surroundings – sketch map and locate<br>Urban vs rural areas – negatives and positives and differing features<br>Data collection<br>Significant places and labelling on a map<br>Tanworth Heritage Trail – historical heritage trail around Tanworth |

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| Art | <u>Drawing</u><br>Anglo Saxon – illuminated letters<br>-Pencil sketching<br>-Colour (Paint)<br>-Pastels<br>Final piece A4 size choice out of three material.<br><u>Embossing</u><br>Anglo Saxon- Brooches, Metal tooling (copper foil) symmetrical patterns.<br><br>Key artist: Beth Caverner.<br>  <br>  <br>  <br>  | | <u>Printing</u><br>Key artist: Alaa Awad Use roller and ink printing. Use simple block shapes formed by children blend two colours when printing of hieroglyphics<br><br>Using roller & inks, take prints from objects (leaves, fabric, corrugated card) to show texture make string print, repeated patterns, tessellations and overlays.<br><br>Form block prints of hieroglyphics<br>  <br>  <br><u>Sculpture</u><br>Sculpture unit on Ancient Egyptians – canopic jars<br>They will begin to develop proficiency in sculpture techniques. E.g. relief and slip and score | | <u>Painting and sketching</u><br>Experiment with watercolour, exploring intensity of colour to develop different shades. Unfamiliar colours for objects.<br>Use line and tone/shade<br><u>Landscape</u><br>Various artists studied e.g. Ken Done<br><br><u>Textiles</u><br>Create their landscape sketch using stitch and fabric paint | |
| DT | Food<br><br>Anglo Saxon Soup | | | Mechanical Systems<br>Levers and linkages<br><br>Pop up book PSHE | | Electrical Systems<br>Simple circuits and switches<br>(including programming and<br>control)<br>Railway signal |
| Music | Brass taught by music teacher | | | | | |

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| RE<br>Understanding Christianity<br><br>Warks and Cov | How might your worldview lead you to do hard things for good reasons?<br>(CW) | Do you have to be part of a faith community to hold an organised worldview?<br>(CW)<br>What kind of world did Jesus want?<br>(UC) | Layover Unit<br><br>Sikhism | What or who is 'God' and how is the divine understood by theistic worldviews?<br>(CW)<br>Why do Christians call the day Jesus died 'Good Friday'?<br>(UC)<br>DD | When Jesus left, what was the impact of Pentecost?<br>(UC) | How have religion and history entwined in this area?<br>(CW) |
| Spanish<br>Language Angels | Seasons | Vegetables | Presenting myself | My family | In the classroom | Plug gaps |
| PSHE<br>JIGSAW curriculum | Being me in my world | Celebrating Difference<br><br>Protective behaviours | Dreams and Goals | Protective behaviours<br>Healthy me | Relationships<br><br>CHIPS | Changing Me |
| PE<br>Complete PE Scheme | Bridges<br><br>Game sense invasion | Communication and tactics<br><br>Hockey | Space (Dance)<br><br>Swimming | Tennis<br><br>Swimming | Athletics<br><br>Lacrosse | Rounders<br><br>Orienteering |
| Computing<br>Teach Computing scheme | Computing systems and networks – The Internet | Creating media – audio production | Programming A – repetition in shapes | Data and information – data logging | Creating media – photo editing | Programming B – repetition in games |