

Our Lady & St Paul's R.C. Primary School,
A Voluntary Academy
"If I am without love, I am nothing." 1 Corinthians 13

Year 4 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	People Called	Gift	Community Judaism Giving and receiving	Self-discipline	New life Building bridges	CAFOD Unit Gods people
Caritas Theme	The dignity of the human person	Family and community	Option for the poor and vulnerable	Rights and responsibilities	Solidarity and the common good	The dignity of work
English	<u>Text</u> The Old Mill by Pie Corbett <u>Genre</u> Fear <u>Toolkit</u> Suspense	<u>Text</u> The Tear Thief by Carol Ann Duffy <u>Genre</u> Finding Tale <u>Toolkit</u> Action	<u>Text</u> The Magician's Shop by Pie Corbett (Y4 Writing Models) <u>Genre</u> Fantasy <u>Toolkit</u>	<u>Text</u> Scarab story (Pie Corbett Teach Wire) <u>Genre</u> Time-slip <u>Toolkit</u> Description	<u>Text</u> Extract from Charlie & the Chocolate Factory demonstrating dialogue/character for e.g. first part Chapter 4 Veruca Salt <u>Genre</u> Narrative	<u>Text</u> Open and Shut by Louise Cooper (From 'Short and Spooky') <u>Genre</u> Tale of Fear <u>Toolkit</u> Dialogue

	<p><u>Writing outcome (innovation)</u> New version</p> <p><u>Independent Write</u> New fear story</p>	<p><u>Writing outcome (innovation)</u> The XX Thief</p> <p><u>Independent Outcome</u> The XX Thief</p> <p><u>Text</u> Contrasting Trip Advisor reviews of The Magician's Shop</p> <p><u>Genre</u> Information/Persuasion</p> <p><u>Toolkit</u> Persuasive Information</p> <p><u>Writing outcome (innovation)</u> Contrasting Trip Advisor reviews of place e.g. Diagon Alley</p> <p><u>Independent Outcome</u> Contrasting Trip Advisor reviews of chosen well known place (fantasy or real)</p>	<p>Settings</p> <p><u>Writing outcome (innovation)</u> Embellish/add to original text</p> <p><u>Independent Outcome</u> Diagon Alley (or similar?)</p> <p><u>Text</u> Teacher Pleaser Machine (reduced) Teachwire.net</p> <p><u>Genre</u> Explanation</p> <p><u>Toolkit</u> Explanation</p> <p><u>Writing outcome (innovation)</u> Our teacher pleaser machine</p> <p><u>Independent Outcome</u> Mum/Sister etc pleaser machine (free</p>	<p><u>Writing outcome (innovation)</u> Innovation – time slip to another time</p> <p><u>Independent Outcome</u> Time-slip story to chosen time (can be Ancient Egypt)</p> <p><u>Text</u> Tornado Destroys Local Houses by Pie Corbett (Y4 Writing Models)</p> <p><u>Genre</u> News Recount</p> <p><u>Toolkit</u> Recount</p> <p><u>Writing outcome (innovation)</u> News recount based on different traditional tale</p> <p><u>Independent Outcome</u> News recount based on chosen story</p>	<p><u>Toolkit</u> Dialogue/Characterisation</p> <p><u>Writing outcome (innovation)</u> New extract demonstrating dialogue/characterisation for e.g. Augustus Gloop</p> <p><u>Independent Outcome</u> Invented extract demonstrating dialogue/characterisation</p> <p><u>Text</u> Make Playstations Available in Schools (Y4 Writing Models)</p> <p><u>Genre</u> Persuasion</p> <p><u>Toolkit</u> Persuasive argument</p> <p><u>Writing outcome (innovation)</u> Persuasion linked to popular game</p>	<p><u>Writing outcome (innovation)</u> New argument tale with dialogue</p> <p><u>Independent Outcome</u> New argument tale with dialogue</p> <p><u>Text</u> Choose from non-fiction taught this year</p> <p><u>Genre</u> Free choice</p> <p><u>Toolkit</u> All</p> <p><u>Independent Outcome</u> Plan, write, edit then publish a non-fiction piece</p>
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Maths	Place Value Number – addition and subtraction	Area Multiplication and division	Multiplication and division Length and perimeter Fractions	Fractions Decimals	Decimals Money Time	Shape Statistics Geometry – Position
Science	Sound How vibrations travel through a medium to the ear Pitch Volume	Electricity Name the parts of a simple circuit Identify common conductors and insulators	Living things and their habitats Grouping of living things Use classification keys to help group, identify and name living things Recognise environments can change and this can impact negatively on living things. Food chains – identifying producers, predators and prey		Animals including humans The digestive system Identify different the different types of teeth and their function in humans	States of Matter Solids, liquids and gases Heating and cooling Evaporation and condensation and links to the water cycle
Computing	Online Safety Computing systems and networks	Computing systems and networks Collaborative learning – using google continued Data Handling Investigating weather	Online Safety recap lesson Y3 Data Handling Investigating weather Programming 1 Further coding with Scratch – using google	Programming 1 Further coding with Scratch – using google Skills Showcase HTML	Online Safety recap Skills Showcase HTML Programming 2 Computational thinking	Creating Media Website design – using google
Humanities:	History Anglo-Saxons & Scots Viking and Anglo-Saxons	Geography My UK	History Ancient Egypt	Geography A River Study	History Kings and Queens	Geography Europe

Geography / History						
<p>The Viking and Anglo-Saxon struggle</p> <p>Chronology – where does this fit on a timeline? Locate European countries that they invaded.</p> <p>-The Viking and Anglo-Saxon struggle – why?</p> <p>-Raids and invasions</p> <p>-Resistance from Alfred the Great</p> <p>-Anglo Saxon laws and justice</p> <p>-Edward the Confessor and his death in 1066</p> <p>-Geography – Locate European countries (invading)</p>	<p>-Name and locate counties and cities of the UK.</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate places in the UK.</p> <p>-Human and physical characteristics, geographical regions, land-use patterns and how they've changed over time.</p> <p>-Locate hills and mountains within the UK.</p> <p>-Use four figure grid references, symbols and keys to build their knowledge of the UK.</p> <p>-Compare and contrast Rochdale and Castleton (Peak District)</p> <p>-Fieldwork – To observe, measure, record and present the human and physical features in Rochdale and Castleton using a range of methods, including sketch maps, plans and graphs and digital technology.</p>	<p>-The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt.</p> <p>-Chronology – locate ancient Egypt in time and place.</p> <p>-To learn about Egyptian landscapes, farming, transport and how this impacted people.</p> <p>-Find out about Tutankhamun and artefacts – these can teach us about the past?</p> <p>-Importance of artefacts.</p> <p>-Way of life in Ancient Egypt.</p> <p>-Egyptian tombs, pyramids and burial sites.</p>	<p>-A study of a local river - The River Roch.</p> <p>-Distribution of natural resources such as water – The Water Cycle</p> <p>-Name and Locate the River Roch and other rivers within the UK on a map.</p> <p>-River Roch – start and end points. Phases of a river from source to mouth</p> <p>-Use four figure grid references, symbols and keys to build their knowledge of the UK.</p> <p>-River pollution changed over time.</p> <p>-Types of settlement and land use, economic activity including trade links and the distribution of natural resources including water.</p>	<p>-A study beyond 1066.</p> <p>-The changing Power of Monarchs.</p> <p>-Case studies – King John, Queen Anne and Queen Victoria.</p> <p>-Chronology – timeline of when they ruled Britain. Important dates on the timeline.</p> <p>-The early life of Queen Victoria, Queen Anne and King John.</p> <p>-How they became on the throne.</p> <p>-Who dies in their life's – how did this affect them?</p> <p>-Rules that they incorporated.</p> <p>-Changes in society within their leadership</p>	<p>-Locate Europe's countries and major cities, using maps to focus on Europe (including the location of Russia).</p> <p>-Discuss what the Northern Hemisphere is.</p> <p>-Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>-Physical and human geography throughout Europe (major landmarks)</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	

Art & Design Or Design & Technology	Art & Design Formal elements of art – texture and patterns	Design & Technology Food Adapting a recipe (DT day) Mechanical systems Making a slingshot car	Art and Design Art and design skills – difference between tint and shade	Design and Technology Textiles Fastenings Electrical Systems	Art and Design Sculpture – out of soap	Design and Technology Structures Pavilions Digital World
Music	Recorders	Charanga Musical Structures	Charanga Compose with your friends	Charanga Feelings through Music	Music Tech Using swipe	Djembe Drums
MFL	Welcome to School	Local Area	Family Tree and Faces	The Carnival Animals	Feelings	Summer time
PE	Athletics	Dance	Gymnastics Swimming	Competitive games - Netball	Dance	Competitive games - Rounder's / Cricket

National Curriculum objectives for English and maths are being followed throughout the year. Plans are subject to change.