

Year 4 - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English - Fiction Texts/ Writing	<p>Voices in the Park by Anthony Browne</p> <p>Character descriptions Description of setting Narrative Paragraphs Fronted Adverbials Ambitious Vocabulary</p>	<p>Why the Whales Came by Michael Morpurgo</p> <p>Character descriptions Description of setting Narrative Paragraphs Fronted Adverbials Ambitious Vocabulary</p>	<p>Charlie and the Chocolate Factory by Roald Dahl</p> <p>Character Descriptions Diary Entry Newspaper reports Oompa Loompa Similies</p>	<p>Escape from Pompeii by Christina Balit (linked to Geography)</p> <p>Poetry</p>	TBC	TBC
English - Non-Fiction Texts /Writing		<p>Fact Files/ Research – Whales</p> <p>Non-chronological Reports Explanation Texts Information Posters</p>	<p>The Process of Making Chocolate</p> <p>Tasting/Comparing a Range of Chocolate Sweet Invention Non-chronological report Posters Roald Dahl Fact File</p>		TBC	TBC

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<p>English - Grammar</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use word families to help with spelling patterns.</p> <p>Use and punctuate direct speech using inverted commas (or speech marks).</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use and understand consonant, consonant vowel letter and vowel letter.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use word families to help with spelling patterns.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use and understand consonant, consonant vowel letter and vowel letter.</p>	<p>Use and punctuate direct speech using inverted commas (or speech marks).</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use word families to help with spelling patterns.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use and punctuate direct speech using inverted commas (or speech marks).</p> <p>Use present perfect form of verbs instead of the simple past.</p>
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Maths	Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division		Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Number: Decimals		Number: Decimals Measurement: Money Measurement: Time Geometry: Shape Geometry: Statistics Geometry: Position and Direction	
Science	Living Things and Their Habitats L1 – Grouping Living Things L2 – Classifying Vertebrates L3 – Invertebrates Hunt L4 – Classifications Key L5 – Local Habitat Survey L6 – Environmental Changes	Animals including Humans L1 – Digestive System Parts L2 – Digestive System Functions L3 – Types and Functions of Teeth L4 – Tooth Decay Enquiry (Part 1) L5 – Tooth Decay Enquiry (Part 2) L6 – Food Chains	States of Matter L1 – Solid, Liquid or Gas L2 – Investigating Gases L3 – Heating and Cooling L4 – Wonderful water L5 – Evaporation Investigation L6 – The Water Cycle	Sound L1 – Good Vibrations L2 – Hearing Sounds L3 – Higher and Lower L4 – String telephone L5 – Soundproofing L6 – Making Music	Electricity L1 – Appliances L2 – Making Circuits L3 – Complete Circuits L4 – Conductors and Insulators L5 – Switches L6 – Electrical Discussions	Additional Investigation
Computing	Design, write and debug programmes that accomplish specific goals; including controlling and simulating physical systems	Use sequence, selection and repetition in programmes; work with variables and various forms of input and output	Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programmes	Understand computer networks, including the internet. Use search technologies effectively, appreciate how	Select, use and combine a variety of software on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including	

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				results are selected and ranked	collecting, analysing, evaluating and presenting data and information	
PE	Gymnastics – Balancing Act Swimming	Dance - Machines Swimming	Gymnastics – Partner Work Invasion Games – End Zone	OAA – Gone Fishing, Search and Rescue Dance – Indian Delight	Athletics – Pass the Baton Net-Wall Games – Mini Tennis 2	Athletics – Faster, Higher, Further S/F Games – Boundary Line, Run the Loop
History	Why did the Romans march through County Durham? NC ref: A Local history study Focus: Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist’s views, built models)		What was daily life like for Romans? NC ref: The Roman Empire and its impact on Britain Focus: Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry		What happened when the Romans left Britain? NC ref: Britain’s settlement by the Anglo Saxons and Scots Focus: Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian’s interpretations.	

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Geography		<p>What can we discover about Europe?</p> <p>Places, features and people. Focus: land use, key human and physical features, and locations.</p>		<p>Why does Italy shake and roar?</p> <p>Bay of Naples. Focus: region in Europe, physical and human characteristics, tectonics. Compare to North East England.</p>		<p>Local fieldwork – school discretionary study. Suggested focus: coasts. What happens when the land meets the sea?</p>
Art	<p>Painting and Drawing</p> <p>Observational – still life Artist: Gill Smith Experiment watercolours</p>		<p>Sculpture and form</p> <p>African Masks White bought mask Modroc Textiles/3D Contact DLC for masks Artist:</p>		<p>Printing and Drawing</p> <p>Multiple colours/layered Tessellating Polystyrene tiles Artist: M C Escher</p>	
DT		<p>Food</p> <p>Pasta and healthy sauce</p>		<p>Electrical Control</p> <p>burglar alarm Sensor (motion) Plan the position of all sensors</p>		<p>Structure</p> <p>Make your own musical instrument (boxes/elastic)</p>

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Music	Ukulele with Mr Elliot from Durham Music Service	Ukulele with Mr Elliot from Durham Music Service	Ukulele with Mr Elliot from Durham Music Service	Ukulele with Mr Elliot from Durham Music Service	Ukulele with Mr Elliot from Durham Music Service	Ukulele with Mr Elliot from Durham Music Service
RE	What do we know about the Bible and why is it important to Christians?	Why do Christians call Jesus the light of the world?	What do Christians believe about Jesus?	Why is Lent such an important period for Christians?	How and why do people show care for others?	Why do people visit Durham Cathedral today?
MFL	Phonetics Introducing Myself	Animals	Family	Clothes	The Classroom	Goldilocks
PSHE	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me