



Long Term Planning - Year 4



Topics	Autumn Term –Romans	Spring Term – Local History	Summer Term – Rivers
Key Drivers	A love of reading Keeping healthy and fit Working collaboratively Finding out about the wider world Explore the place where we live Building an aspirational curriculum where children can show perseverance and resilience in all that they do.		
SIAMS and value focus.	Perseverance – Let us begin... from small beginnings great things come Respect – Citizens and community – supporting those in need in our locality.	Courage – Our family of faith can move mountains – Justice, fair rights, life, freedom, dignity and global dimensions. Charity Forgiveness – showing we are sorry by having faith in ourselves and others. Aspirational people who have forgiven and made the world a better place.	Compassion – Show compassion and care for all of God’s creation. Caring for our amazing universe - awe and wonder. Enterprise Friendship – sharing and celebrating our talents. Showing compassion and trust to others.
Key text(s)	The Labours of Hercules -Geraldine McCaughrean The Firework Makers daughter. Phillip Pullman How to train your dragon –Cressida Cowell	Kensuke’s Kingdom – Michael Morpurgo The Explorers - Katherine Rundall	Roald Dahl - Boy Survivors –David Long
English and drama links Including spelling and reading	Writing Traditional Tales Myths - Write a myth focusing on effective characterisations e.g. descriptions in the style of a ‘wanted’ poster etc, first person narrative re telling etc. Report - Write own report independently based notes gathered from several sources Poetry - Perform and write free verse. Structure Riddles - Read and write Riddles. Reading apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words	Writing Write and perform a play based on a familiar story. Story Settings - Write a selection of narratives focusing on settings. Writing to Persuade - Pupils to assemble and sequence points in order to plan the presentation of a point of view, using a range of additional visual images to support this viewpoint, including graphs, images etc. Poetry - Read write and perform free verse. Poetry Structure - Recite some narrative poetry by heart. Read and respond. Reading read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Writing Narrative on writing stories with a them - relate the theme of the story to personal experience and write an autobiographical account reflecting that theme. Discussion - Consider different sides of an argument. Write a letter summarising their course of actions, giving reasons for this viewpoint. Explanation - Create a flowchart to explain how an invention works; use the notes to write an explanation using impersonal style. Poetry - Write own poems based on existing poems (e.g. a poem about nature using a familiar pattern such as The Trees Dance by Libby Houston.) Poetry appreciation - Research a poet. Write about personal responses to poetry. Recite familiar poems by heart. Reading



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	that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives predicting what might happen from details stated and implied predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
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Maths	Number place value - count in multiples of 6, 7, 9, 25 and 1000 - find 1000 more or less than a given number - count backwards through zero to include negative numbers - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - order and compare numbers beyond 1000 - identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 or 1000 - Solve number and practical problems that involve all of the above and with increasingly large positive numbers - 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. Geometry: Properties of Shapes - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple symmetric figure with respect to a specific line of symmetry. Multiplication tables - recall multiplication and division facts for multiplication tables up to 12×12 - 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 - recognise and use factor pairs and commutativity in mental calculations Addition and Subtraction - add and subtract numbers with up to 4 digits	Multiplication tables - recall multiplication and division facts for multiplication tables up to 12×12 - 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 - recognise and use factor pairs and commutativity in mental calculations Addition and Subtraction - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Multiplication and division - multiply two-digit and three-digit numbers by a one-digit number using formal written layout - 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 objects are connected to m objects. Geometry: Properties of Shapes - identify acute and obtuse angles and compare and order angles up to two right angles by size	Fractions including decimals - recognise and show, using diagrams, families of common equivalent fractions - count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - 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 - add and subtract fractions with the same denominator - recognise and write decimal equivalents of any number of tenths or hundredths - recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - round decimals with one decimal place to the nearest whole number - compare numbers with the same number of decimal places up to two decimal places - solve simple measure and money problems involving fractions and decimals to two decimal places. Measurement - Convert between different units of measure [for example, kilometre to metre; hour to minute] - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares - estimate, compare and calculate different measures, including money in pounds and pence - read, write and convert time between analogue and digital 12- and 24-hour clocks
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	using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation		- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Geometry: position and direction - describe positions on a 2-D grid as coordinates in the first quadrant - describe movements between positions as translations of a given unit to the left/right and up/down - plot specified points and draw sides to complete a given polygon. Statistics - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
Science	Working Scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.		
	Animals, including humans - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey.	States of matter - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	Sound - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound



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		identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. Electricity - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors.
History	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
	The Roman Empire and its impact on Britain This could include: - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity - the legacy of Roman culture (art, architecture or literature) on later periods in British	A local history study - a depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history, for example, the first railways or the Battle of Britain



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	history, including the present day		
Geography	Location knowledge - locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including mountains and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude	Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in a European country Human and physical geography - describe and understand key aspects of: ☐ physical geography, including: rivers, mountains and the water cycle	Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four 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 - 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.
D&T	Technical Knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Design ➤ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ➤ generate, develop, model and communicate their ideas through discussion and annotated sketches	Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures Make ➤ select from and use a wider range of tools and equipment to perform practical tasks accurately ➤ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Cooking ➤ understand and apply the principles of a healthy and varied diet ➤ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Technical Knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Evaluate ➤ investigate and analyse a range of existing products ➤ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ➤ understand how key events and individuals in design and technology have helped shape the world ➤ apply their understanding of computing to program, monitor and control their products. Cooking ➤ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



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Key piece of music/composer	Hans Zimmer Study the music of Gladiator	Rolling Stones: Bryan Jones founding member brought up Cheltenham.	The Moldau, symphonic poems composed by Bedřich Smetana
Music	Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Pupils should be taught to sing and play musically with increasing confidence and control	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.
Key piece of art/artist	Leonardo Di Vinci	William Morris Print and pattern	Monet
Art and Design	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.
PE	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.		
	Tag Rugby ➤ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ take part in outdoor and adventurous activity challenges both individually and within a team Healthy Heart ➤ use running, jumping, throwing and	Football ➤ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ take part in outdoor and adventurous activity challenges both individually and within a team Gymnastics ➤ develop flexibility, strength, technique,	Athletics ➤ use running, jumping, throwing and catching in isolation and in combination ➤ take part in outdoor and adventurous activity challenges both individually and within a team Tennis/Rounders ➤ play competitive games, modified where appropriate and apply basic principles



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	➤ catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ➤ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	➤ control and balance [for example, through athletics and gymnastics] ➤ perform dances using a range of movement patterns	➤ suitable for attacking and defending ➤ use running, jumping, throwing and catching in isolation and in combination ➤ take part in outdoor and adventurous activity challenges both individually and within a team
Computing	Digital Literacy use technology safely, respectfully and responsibly E=safety On line behaviour	Information Technology What is the world wide web To use internet for collaboration and communication use a search engine to find relevant information To use a wide range of software and digital equipment to achieve given goals E-Safety How to trust a website	Computer Science Design, write and debug programs Use sequence, selection and repetition in programs Explain how simple algorithms work E-Safety Persuasion and how it is used
RE	L2.12: How and why do people try to make the world a better place? (Thematic) -Why is world sometimes difficult? -Golden Rule -Religious charities -Role models L 2.3: What is the Trinity...? L2.8: What does it mean to be a Hindu in Britain today? (Lifestyle/dharma) -Hinduism is lifestyle -Rites of passage: Birth, thread ceremony marriage, death -Community Church visit	L2. 3 What is the Trinity? God/Incarnation) -Trinity at Jesus' baptism –Believer / Infant baptism -Artwork on Trinity for St. Matthew's church. -Christmas: Trinity's viewpoint L2. 5 Why do Christians call the day Jesus died Good Friday Salvation) -sin/separation from God -Holy Week -Church traditions -Sadness, joy, hope (Colours of Easter poem)	L2.6 For Christian what was the impact of Penetcost? (Kingdom of God) -review Jesus' death and resurrection -Explore artwork on coming of Holy Spirit -Metaphors for H. Sp. -Church's birthday. L2.11 How and why do people mark significant events of life? Thematic) -cf milestones in different religions: birth, coming of age, marriage (not death) -Journey of Life metaphors



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PSHE	Me and My Relationships An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure Rights and Responsibilities Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?	Rights and Responsibilities Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes? Being my Best What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid	Keeping Myself Safe Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2) Growing and Changing Moving house My feelings are all over the place! All change! Preparing for periods (formerly Period positive) Secret or surprise? Together
French	<u>All around town</u> <u>On the move</u> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	<u>Gone shopping</u> <u>Where in the world?</u> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language	<u>What's the time?</u> <u>Holidays and Hobbies</u> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing



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Cultural diversity/SMCS	French – language appreciation Roman settlers Cumbrian village of Burgh-by-Sands near the western end of Hadrian’s Wall. During the 3rd century AD, a unit of North African Roman soldiers was garrisoned in a fort here	French – language appreciation Other cultures: reading text Kensuke Kingdom Environment looking at the development of Ecotricity in Stroud. History Slavery and our local links. Stroud abolitionist and the slavery arch.	French – language appreciation Environment and protecting our water sources. Water Aid
P4C links	History Do we need war? RE: Looking at other cultures and beliefs Science Planet and the environment	PSHE/History Slavery and our local links. RE: Festivals and celebrations Geography ☐ The effects on physical geography on people’s lives	Science Our effect on the environment and the future RE: The Trinity
Trips/visit to school	Caerleon amphitheatre Chedworth Roman Villa Cirencester Roman Museum Woodchester Roman Mosaic	Local History: Trip to the local mills and Stroud town centre Selsey common	Going to Swindon Farrington centre.