

Long Term Planning Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips</b>			Tatton Park – Anglo Saxons		River Study (Stanley Head)	
<b>Reading</b> <a href="https://www.booksfortopics.com/year-4">https://www.booksfortopics.com/year-4</a>	<u>Krindlekrax</u>		<u>Firework Maker's Daughter</u>		<u>Ironman</u>	
<b>Writing</b> (Edit and Improve)	<u>Narrative – retell &amp; writing to entertain</u>  <u>Poetry - Kennings</u>	<u>Non-chronological Reports</u>	<u>Rhyming couplets poetry</u>  <u>Playscripts</u>  <u>Instructions</u>		<u>Alternative ending to a story</u>  <u>Tetractys Poetry</u>  <u>Persuasive writing</u>	
<b>SPaG</b>	<p>*consolidation of previous year group's grammar (CL, FS, ?, !, commas, apostrophes – contraction and possession, present tense, past tense, progressive verbs, present perfect verbs)</p> <p>*noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the strict maths teachers with curly hair)</p>		<p>* consolidate GaPS previously taught</p> <p>*extend the range of sentences with more than one clause using a wider range of conjunctions</p> <p>*punctuate speech with inverted commas, comma for the reporting clause and punctuation within</p>		<p>* consolidate GaPS previously taught</p> <p>*commas for fronted adverbials</p> <p>*apostrophes for plural possession</p>	
<b>Spelling</b>	<p>*The /ʌ/ sound spelt ou</p> <p>*Words with the /k/ sound spelt ch (Greek in origin)</p> <p>*Words with the /eɪ/ sound spelt ei, eigh, or ey</p>		<p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>*Words with the /k/ sound spelt ch (Greek in origin)</p> <p>*Apostrophes singular possession and contractions</p>		<p><b>Y3 Prefixes</b></p> <p>*The suffix –ly to root words ending in y, le, ic words</p> <p>*Apostrophes</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p>	

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	<b>*Adding suffixes beginning with vowel letters to words of more than one syllable</b>  *Apostrophe singular possession  <b>Words with endings sounding like /ʒə/ (sure)</b>  *Prefixes in-, il-, im- and ir-  *Homophones and near-homophones  *Statutory word list		<b>Words with endings sounding like /t ə/ (ture)</b>  *Prefixes anti-, inter- and auto-  *The suffix –ation  *Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian  *Homophones and near-homophones  *Statutory word list		<b>*Endings which sound like /ʒən/ (-sion)</b>  *The suffix –ous  *Homophones and near-homophones  *Statutory word list	
Handwriting	Use diagonal and horizontal strokes needed to join, understanding which is best left unjoined. Increase the legibility , consistency and quality of handwriting.					
Maths	See White Rose Year 4 Overview					
Science	Living things and their habitats	Electricity	States of Matter		Sound	Animals including Humans
History	WW2		Anglo - Saxons <u>Including visit to Tatton Hall</u>		Mayans	
Geography	Europe - Poland		Extreme Earth - volcanoes		Rivers Including River Study fieldwork lead by Stanley Head	
Music	Vocal development 1	Christmas performance	Whole class recorders – reading music		Listening – Instruments of the orchestra	Music and Space - composition
MFL	Numbers 1 – 30 Ice-creams	Days of the week Vegetables	Numbers 1 – 30 Shapes	Days of the week Seasons	Numbers 1 – 50 Instruments	Presenting myself

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<b>Art</b>	<b>Sue Kershaw</b> Mosaics Pattern, shape and colour		<b>Jill Townsley</b> <b>Sculpture</b> Local area Line, shade and tone		<b>Hockney</b> <b>Drawing/ Oil pastels/paint</b> Water Colour/line/pattern	
<b>D&amp;T</b>	Mechanisms - Pop-up book		Textiles- Sew a pencil case		Food Technology - Savour picnic	
<b>PSHE</b>	<b>What strengths, skills and interests do we have?</b> <i>self-esteem, individuality, set-backs, resilience</i>	<b>How do we treat each other with respect?</b> <i>privacy, discrimination, respect, appropriate</i>	<b>How can we manage our feelings?</b> <i>emotion, action, nervous, ashamed</i>	<b>What makes up a person's identity?</b> <i>values, identity, stereotypes</i>	<b>How can our choices make a difference to others and the environment?</b> <i>people, animals, care, charity</i>	<b>How can we manage risk in different places?</b> <i>peers, influence, laws, anti-social</i>
<b>PE</b>	Cricket Aut 1 Tag Rugby Aut 2 Swimming – Sept- Feb		Basketball (Outdoor) Spring 1 -Spring 2 Swimming – to Feb Hall - Gymnastics		Athletics (Outdoor) Hall - Dance	
<b>RE</b>	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important to Christians?	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday?'	L2.6 For Christians when Jesus left what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? C/H/NR
<b>Computing</b>	Coding – Scratch Jnr	Spreadsheets	Animation	Logo	Effective searching	Hardware Investigators

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e-safety	Health and well-being <i>Health, wellbeing, screen time, devices, technology</i> Online Reputation <i>Opinion, fact, validity, trustworthy, positive, negative</i>	Online bullying <i>Bullying, cyberbullying, online, perception, trusted adult</i>	Self-image and identity <i>Identity, profile, social media, fake, false, true, trust, security, privacy</i>	Online relationships <i>Respect(ful), online, friend(s), relationship(s), positive, polite, responsible, post (online)</i>	Managing online information <i>Fact, belief, opinion, search engine, autocomplete</i>	Privacy and security <i>Password(s), privacy, security, device(s)</i>  Copyright and ownership <i>Ownership, copyright, plagiarism, internet, laws</i>
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