

BWJPS
Year 4 Long Term Plan 2019 - 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<i>Taught through topic and whole texts.</i>					
	Fantasy		Adventure		General fiction	
Writing Expectation to: Plan, draft, edit, redraft & publish	E – Diary entry P – Persuasive letter I – Explanation text	I – Instructions (magic potion) E – Personification Poem E – Fantasy Story P – Book/film comparison	P – Balanced Argument I – Newspaper Report E – Character description	P – Travel Advert I – Water cycle E – Adventure story	P – Blurb I – Manchester Project E – Story Openings	P – Book Review I – Biography of famous scientists E – Story from a different perspective
Reading	Harry Potter Varied Information Texts (Romans) Whole Class Guided Reading – VIPERS		Kensuke’s Kingdom World book day – Thursday 5th March Whole Class Guided Reading - VIPERS		The Butterfly Lion Horrible Histories – Riotous Royalty Whole Class Guided Reading – VIPERS	
Spelling, punctuation & grammar (SPAG)	Consolidation of Year 3 Year 3 & 4 word list & associated spellings Use of Pronouns Conjunctions Compound Sentences Paragraphs Prepositions Long and Short Sentences Sentence Types – ‘ed’ Starters Punctuating Dialogue Similes & Metaphors Fronted Adverbials		Year 3 & 4 word list & associated spellings Main & Subordinate Clauses Grammatical Difference – Possessive & Plural Pronouns Apostrophes Embedded Clauses Sentence Types – Expanded ‘ing’ Starters Synonyms & Antonyms Suffix/ Prefix Expanded Noun Phrases Repetition to Persuade Comparative & Superlative Adjectives Proper Nouns		Year 3 & 4 word list & associated spellings Verb Inflections Modal Verbs Word Families Sentence Types – Start with Simile Commas for Clauses Punctuating Dialogue Word Classes Determiners Colons Apostrophes Recap of Year 4	

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	Imperative Verbs					
Maths	<p><u>White Rose Maths – Autumn term</u></p> <p>Number, place value & rounding in 4 digit numbers.</p> <p>Addition & subtraction with up to 4 digits.</p> <p>Multiplication & division up to 12 x 12</p> <p>Multiply 2 & 3 digits by 1 digit numbers.</p> <p>Multiply & divide mentally.</p> <p>Measure and calculate perimeter of a rectilinear figure</p> <p>To convert between different units of measure.</p>		<p><u>White Rose Maths – Spring term</u></p> <p>Written multiplication and division</p> <p>Multiply & divide mentally.</p> <p>Multiplication & division up to 12 x 12</p> <p>Find the area of a rectilinear shape.</p> <p>Count up & down in hundredths.</p> <p>Add & subtract fractions</p> <p>Decimal equivalents of tenths and hundredths</p> <p>Convert between different units of measure.</p>		<p><u>White Rose Maths – Summer term</u></p> <p>Order, compare and round decimals.</p> <p>Find equivalent fraction and decimals.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Convert between different units of measure.</p> <p>Read, write and convert time between analogue and digital 12- and 24- hour clocks.</p> <p>Interpret and present data using charts and tables.</p> <p>Geometry – properties of shapes including angles and lines of symmetry</p> <p>Geometry – position and direction; co-ordinates and translations</p>	
Science	Animals, inc. humans	States of Matter	Sound	Living Things	Electricity	Scientists & Inventors
Computing Continual reinforcement of e-safety	e-communication	Text and Multimedia in ICT/ Using the Internet	Understanding Instructions and making things happen	Text and Multimedia in ICT / Sound in ICT	Searching and sorting information	Digital Photography
	<ul style="list-style-type: none"> Using discussion boards, blogs, email 	<ul style="list-style-type: none"> Word processing 	<ul style="list-style-type: none"> Scratch: Questions and Quizzes Programming: Turtle Logo 	<ul style="list-style-type: none"> Animated PowerPoint 	<ul style="list-style-type: none"> Spreadsheets 	<ul style="list-style-type: none"> Photo Stories
History	The Romans		Benin		Riotous Royalty	
	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Can they explain how events from the past have helped shape our lives? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 					

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	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? 			
Geography	Somewhere to Settle	All Around the Wold	Water	What's it Like in Manchester?
	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and on an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc...)? <p>Physical Geography</p> <ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? <p>Human Geography</p> <ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Can they name the areas of origin of the main ethnic groups in the UK & in their school? • Do they know the difference between the British Isles; Great Britain and the UK? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK? • Do they know the countries that make up the European Union? 			
Art	Roman Mosaics	European Art & Artists		Fruit and vegetables
	Drawing	Painting	Printing	Sketch books

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	<ul style="list-style-type: none"> •Can they begin to show facial expressions and body language in their sketches? •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? <p>3D/ Textiles</p> <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other mouldable materials? •Can they use early textile and sewing skills as part of a project? 	<ul style="list-style-type: none"> •Can they create all the colours they need? •Can they create mood in their paintings? •Do they successfully use shading to create mood and feeling? <p>Collage</p> <ul style="list-style-type: none"> •Can they use ceramic mosaic? •Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> •Can they print using atleast fourcolours? •Can they create an accurate print design? •Can they print onto different materials? <p>Use of IT</p> <ul style="list-style-type: none"> •Can they present a collection of their work on a slide show? •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? 	<ul style="list-style-type: none"> •Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? •Can they produce a montage all about themselves? •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? •Can they explain art from other periods of history?
<p>Design Technology</p>	<p>Great British Bread Bake Off</p>	<p>Cook veg stir fry</p>	<p>Battery Operated Lights</p>	
<p>Breadth of study</p>	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> •Can they come up with at least one idea about how to create their product? •Do they take account of the ideas of others when designing? •Can they produce a plan and explain it to others? •Can they suggest some improvements and say what was good and not so good about their original design? 	<p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> •Can they tell if their finished product is going to be good quality? •Are they conscience of the need to produce something that will be liked by others? •Can they show a good level of expertise when using a range of tools and equipment? •Do they work at their product even though their original idea might not have worked? 	<p>Evaluating processes and products</p> <ul style="list-style-type: none"> •Have they thought of how they will check if their design is successful? •Can they begin to explain how they can improve their original design? •Can they evaluate their product, thinking of both appearance and the way it works? •Do they take time to consider how they could have made their idea better? 	

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	Cooking and nutrition •Do they know what todo to be hygienic and safe? •Have they thought what they can do to present their productin an interesting way?		Textiles •Do they think what the user would want when choosing textiles? •Havethey thought about how to maketheir product strong? •Can they devise a template? •Can theyexplain how to jointhings in a different way?		Electrical and mechanical components •Can they add things to their circuits? •How have they altered their product after checking it? •Are they confident about trying out new and different ideas?		Stiff and flexible sheet materials •Can they measure carefullyso as to make sure they have not made mistakes? •Howhave they attempted to maketheir product strong?		Mouldable materials •Can they use a range of advanced techniques to shape and mould? •Do they use finishing techniques, showing an awareness of audience?	
PE – Whole School	Daily Mile		Daily Mile		Daily Mile					
PE – coach taught lessons	Agility, balance co-ordination programme	Invasion games	Dance	Music Evening dancing Net and wall games	Athletics	Sports day practice Striking and fielding games				
	Acquiring and developing skills •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? Games		Evaluating and improving •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work? Gymnastics		Health and fitness •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? Athletics		Dance (also covered in Dance section) •Can they take the lead when working with a partner or group? •Can they use dance to communicate an idea? •Can they work on their movements and refine them? •Is their dance clear and fluent? Outdoor/ adventurous			

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	<ul style="list-style-type: none"> •Can they catch with one hand? •Can they throw and catch accurately? •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? 	<ul style="list-style-type: none"> •Can they work in a controlled way? •Can they include change of speed? •Can they include change of direction? •Can they include range of shapes? •Can they follow a set of 'rules' to produce a sequence? •Can they work with a partner to create, repeat and improve a sequence with at least three phases? 		<ul style="list-style-type: none"> •Can they run over a long distance? •Can they spring over a short distance? •Can they throw in different ways? •Can they hit a target? •Can they jump in different ways? 	<ul style="list-style-type: none"> •Can they follow a map in a more demanding familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route accurately, safely and within a time limit? 	
<p>Music (see Mr Mark's lesson plans)</p>	<p>Romans</p>	<p>Chanukah concert Chumash presentation</p>	<p>Music Evening</p>	<p>World Music- Samba</p>	<p>Stop! (Charanga)</p>	<p>Soul/Gospel</p>
	<p>Performing</p> <ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? 	<p>Composing (incl notation)</p> <ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? 	<p>Appraising</p> <ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? 			
<p>Ivrit</p>	<p>Listening & Responding</p> <ul style="list-style-type: none"> • Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage? <p>Speaking</p> <ul style="list-style-type: none"> • Can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response? <p>Reading & Responding</p> <ul style="list-style-type: none"> • Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words? <p>Writing</p> <ul style="list-style-type: none"> • Can they write 2-3 short sentence on <a familiar topic>? • Can they say what they like and dislike about <a familiar topic>? 					

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PSHE, RE & SMSC	<p>Keeping/ Staying Healthy</p> <ul style="list-style-type: none"> ▪ Healthy Living 	<p>Keeping/ Staying Safe</p> <ul style="list-style-type: none"> • Cycle Safety <p>Growing and Changing</p>	<p>Computer Safety</p> <ul style="list-style-type: none"> • Online Bullying 	<p>Being Responsible</p> <ul style="list-style-type: none"> • Coming home on time <p>The Working World</p> <ul style="list-style-type: none"> • Chores at home 	<p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Jealousy • Importance of talking about feelings <p>Respectful Relationships</p> <ul style="list-style-type: none"> • Importance of self respect <p>VE Day</p>	<p>A World Without Judgement</p> <ul style="list-style-type: none"> • Breaking down barriers <p>Health and Prevention</p> <ul style="list-style-type: none"> • Safe and unsafe exposure to the sun. • How to reduce the risk of sun damage. • Importance of good quality sleep. • Know the effects of bad sleep on the body.
	<p>Study of worldwide and local events will also take place, in the most part these will be child lead and relevant to the season- these will vary depending on pupil interests and current affairs.</p>					