Pennington C of E Primary School Long Term Plan Year Group: Year 4

Themes							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading	Fluency texts (Adventure Stories) Class novel Class reading + questions (The Teaching Booth, Pathways to Write) Independent reading time	Fluency texts (Rainforests) Class novel Class reading + questions (The Teaching Booth, Pathways to Write) Independent reading time	Fluency texts (Magic, Wizards and Witches) Class novel Class reading + questions (The Teaching Booth, Pathways to Write) Independent reading time	Fluency texts (Anglo-Saxons/Romans) Class novel Class reading + questions (The Teaching Booth, Pathways to Write) Independent reading time	Fluency texts (Science of Sounds) Class novel Class reading + questions (The Teaching Booth, Pathways to Write) Independent reading time	Fluency texts (World Religions) Class novel Class reading + questions (The Teaching Booth, Pathways to Write) Independent reading time
	Pathways to spelling X3	Common exception words Yr 3 & 4 word list Suffixes -ing, -ed, -er, -est , -ment, -ness, -ful and -less, -ly, K spelt ch n spelt kn	Common exception words Yr 3 & 4 word list possessive apostrophe Homophones, near-homophones	Yr 3 & 4 word list words ending in-tion -ssion, -cian, -ation	Yr 3 & 4 word list prefixes un,dis,mis,in,re, Sub,inter,super,anti, auto Homophones, near-homophones	Yr 3 & 4 word list contractions Ei,eigh,ey Suffix -ous, -gue, -que Contractions	Yr 3 & 4 word list y, ey S spelt sc Adding -ing , -ed Apostrophes Homophones
	Grammar	Word Types Sentence basics Punctuation - Capital letters and full stops	Subject, verb, object Clauses and Phrases Punctuation - Question marks, exclamation marks	Adverbial Phrases Punctuation - Commas, apostrophes	Conjunctions and Prepositions Punctuation - Inverted commas	Verb Tenses Punctuation - Paragraph and layout	Standard and non-standard English Punctuation revisits Sentence basics
	Handwriting	Uniform and legible Lead ins and joins Cursive	Uniform and legible Lead ins and joins Cursive	Uniform and legible Lead ins and joins Cursive	Uniform and legible Lead ins and joins Cursive	Uniform and legible Lead ins and joins Cursive	Uniform and legible Lead ins and joins Cursive

		Letter formation Finger spaces Pencil Grip Ascenders and descenders	Letter formation Finger spaces Pencil Grip Ascenders and descenders	Letter formation Finger spaces Pencil Grip Ascenders and descenders	Letter formation Finger spaces Pencil Grip Ascenders and descenders	Letter formation Finger spaces Pencil Grip Ascenders and descenders	Letter formation Finger spaces Pencil Grip Ascenders and descenders
	Writing	To write a narrative based on the story of 'Gorilla' Outcome: Fiction – Fantasy story Writing outcome: To write a narrative based on the story of 'Gorilla'. Greater depth writing outcome: To write the narrative from the animal's viewpoint and include some speech.	To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy. Outcome: Recount – Diary Writing outcome: To write Leon's secret diary about what really happened in 'the place between', including the conversation between Leon and the boy. Greater depth writing outcome: To write a diary from Abdul Kazam's point of view.	Write the story from the point of view of one of the children. Outcome: Fiction – Historical narrative set in Roman times Writing outcome: To write the story from the point of view of one of the children. Greater depth writing outcome: To write from the point of view of the captain.	To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story. Outcome: Fiction – Adventure story Writing outcome: To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story. Greater depth writing outcome: To write the story from the mountain God's point of view. .	To make a zoo information board for a rainforest exhibit. Outcome: Non-chronological report Writing outcome: To make a zoo information board for a rainforest exhibit. Greater depth writing outcome: To include an interactive element such as a voiceover for a short video. .	Write a letter in role as an expert containing an explanation about cave formation. Outcome: Explanation – Letter Writing outcome: To write a letter in role as an expert containing an explanation about cave formation. Greater depth writing outcome: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination.

	Core Text	Gorilla by Anthony Browne	Leon and the place between by Graham Baker-Smith	Escape From Pompeii by Christina Balit	When the Giant stirred by Celia Godkin	Where the Forest Meets the Sea by Jeannie Baker & 100 facts Rainforests by Miles Kelly	Blue John by Berlie Doherty
	Poetry	Family Album Outcome: Poetry – Free Verse Writing outcome: To write a free verse, narrative poem about a family member to add to a class 'Family Album'	The Lost Property Office/ Life Doesn't Frighten Me At All - Maya Angelou Outcome: Poetry – List poem Writing outcome: To write a group list poem based on 'The Lost Lost-Property Office' by Roger McGough and perform	The Roman Centurion's Song Outcome: Poetry – Cinquain Writing outcome: To write cinquain poems about life as a Roman soldier	Windrush Child Outcome: Poetry – Free verse Writing outcome: To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place.	Mountain Gorilla Outcome: Poetry – List poem Writing outcome: To write a cumulative list poem about the rainforest.	Haiku Outcome: Poetry – Haiku Writing outcome: To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga
Maths	Num ber	**Place value:** (Represent numbers to 1,000, Partition numbers to 1,000, Number line to 1,000, Thousands, Represent numbers to 10,000, Partition numbers to 10,000, Flexible partitioning of numbers to 10,000, Find 1, 10, 100 and 1,000 more of less, Number line to 10,000, Estimate on a number line to 10,000, Order	**Multiplication & division A:** (Multiples of 3, Multiply and divide by 6, 6 times-table and division facts, Multiply and divide by 9, 9 times-table and division facts, The 3,6 and 9 times-tables, Multiply and divide by 8, 7 times-table and division facts, 11 times-table and division facts, 12 times-table and division facts,	**Multiplication & division B:** (Factor pairs, Use factor pairs, Multiply by 10, Multiply by 100, Divide by 10, Divide by 100, Related facts – multiplication and division, Informal written methods for multiplication, Multiply a 2-digit number by a 1-digit number, Multiply a 3-digit number by a 1-digit number, Divide a 2-digit	**Fractions:** (Understand the whole, Count beyond 1, Partition a mixed number, Number lines with mixed numbers, Compare and order mixed numbers, Understand improper fractions, Convert mixed numbers to improper fractions, Convert improper fractions to mixed numbers, Equivalent fractions on a	**Decimals B:** (Make a whole with tenths, Make a whole with hundredths, Partition decimals, Flexibly partition decimals, Compare decimals, Order decimals, Round to the nearest whole number and Halves and quarters as decimals.)	**Statistics:** (Interpret charts, Comparison, sum and difference, Interpret line graphs and Draw line graphs.)

		numbers to 10,000, Roman numerals and Round to the nearest 10, 100 and 1000.) **Addition & subtraction:** (Add and subtract 1s, 10s, 100s and 1000s, Add up to two 4-digit numbers - no exchange, Add two 4-digit numbers - more than one exchange, Subtract two 4-digit numbers - no exchange, Subtract two-digit numbers - one exchange, Subtract two-digit numbers - more than one exchange, Efficient subtraction, Estimate answers and Checking accuracy.)	Multiply by 1 and 0, Divide a number by 1 and itself and Multiply three numbers.)	number by a 1-digit number (1), Divide a 2-digit number by a 1-digit number (2), Divide a 3-digit number by a 1-digit number, Correspondence problems and Efficient multiplication.)	number line, Equivalent fraction families, Add two or more fractions, Add fractions and mixed numbers, Subtract two fractions, Subtract from whole amounts and Subtract from mixed numbers.) **Decimals A:** (Tenths as fractions, Tenths as decimals, Tenths on a place value chart, Tenths on a number line, Divide a 1-digit number by 10, Divide a 2-digit number by 10, Hundredths as fractions, Hundredths as decimals, Hundredths on a place value chart and Divide a 1- or 2-digit number by 100.)		
	Shape, Space and Measure	**Area:** (What is area? Count squares, Make shapes and Compare areas.)		**Length & perimeter:** (Measure in kilometres and metres, Equivalent lengths (kilometres and metres), Perimeter on a grid, Perimeter of a		**Money:** (Write money using decimals, Convert between pounds and pence, Compare amounts of money, Estimate with money, Calculate	**Shape:** (Understand angles as turns, Identify angles, Compare and order angles, Triangles, Quadrilaterals, Polygons, Lines of symmetry and

				rectangle, Perimeter of rectilinear shapes, Find missing lengths in rectilinear shapes, Calculate perimeter of rectilinear shapes, Perimeter of regular polygons and Perimeter of polygons.)		with money and Solve problems with money.) **Time:** (Years, months, weeks and days, Hours, minutes and seconds, Convert between analogue and digital times, Convert to the 24-hour clock and Convert from the 24-hour clock.)	Complete a symmetric figure.) **Position & direction**: (Describe position using coordinates, Plot coordinates, Draw 2-D shapes on a grid, Translate on a grid and Describe translation on a grid.)
Science		Animals Digestion & Food Using models, the children describe the function of key organs in the digestive system, identify types of human teeth, investigate factors affecting dental health, compare human teeth to those of other animals and examine animal faeces to explore diet, digestion and dentition.	Energy Electricity & Circuits Exploring appliances that use electricity, the children learn to work safely with electricity, build circuits, investigate conductors and insulators, examine the relationship between the number of cells and bulb brightness and use real scenarios and historical discoveries to understand scientific progression and home safety.	Materials States of Matter Investigating the properties of solids, liquids, and gases, the children learn about states of matter, explore changes of state through relatable examples, explain water cycle changes and study how temperature affects the rate of evaporation.	Energy Sound & Vibration Exploring different ways of producing sounds, the children learn how vibrations relate to what they hear, how pitch and volume can be altered and how sound can be insulated with different materials.	Animals Classification and changing habitats Exploring ways to group living things, the children create classification keys, study how habitats change over time and understand the positive and negative effects humans have on their surroundings.	Making Connections How does the flow of liquids compare. Exploring the relationship between viscosity and the flow of liquids through experiments, the children analyse data, draw conclusions and apply their understanding of states of matter to make predictions, plan and carry out an enquiry.

RE	Questful RE	Values of faith I know: values are important to people of all faiths and those of no faith. values determine the behaviour, choices and daily life of people of faith and those who have no faith. for people of faith, values are taught and illustrated through sacred texts.	Why is light an important symbol? I know: that Christians believe that Jesus is the light of the world. that the light of Jesus brings hope in dark places. That Hanukkah is a Jewish festival of light.	Jesus - Why do Christians believe He is the Son of God? I know: that Christians believe Jesus is the Son of God. that Jesus has power and authority over nature, sickness and death. the stories of people who have campaigned for justice. that the Jewish holy day is Shabbat.	Easter I know: that trust and forgiveness are key values in the teaching of World Faiths. that Christians believe that they can trust Jesus. that the events of Holy Week and Easter are key to understanding what Jesus came to earth to do. that the incidents of betrayal and trust in the Easter story are significant.	The Church I know: that not all church buildings are the same but have similar features according to denomination. that Peter and the disciples 'built' the church after the events of Pentecost. that the Bible gives guidance to the church about behaviour and attitudes and I can talk about what that guidance is	Prayer I know: prayer is a way of communicating with God. prayer is an important part of the life of a believer. prayer impacts on the daily life of a believer. prayer can be very informal and private believers gather together to pray that for some people of faith the direction in which they pray is important. that for some people of faith it is important to wash before you pray.
	Links with other Religions		Judaism Hanukkah	Jewish People Sabbath/Shabbat	Hinduism Islam Judaism Sikhism	Hinduism Islam Judaism Sikhism	Hinduism Islam Judaism Buddhism
	Christian Value	Respect	Love	Patience	Forgiveness	Compassion	Resilience
Geography		Why are Rainforests important? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its		Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa		What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.	

		layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.		beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.			
	Field Work	Woodland use local park/woods		School dinner source		Local river environment	
History			How have children's lives changed? Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore work in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury in changing the lives of children.		How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.		Were the Vikings, raiders,traders or settlers? Through the observation and analysis of artefacts, children scrutinise Maya settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.

Computing		Coding - Design, code test and debug, If statements, coordinates, repeat and IF/Else statements, number variables, making a playable game	Online safety - Phishing, malware, plagiarism, screen-time	Logo Introduction to 2 Logo, creating letters, repeat commands, procedures	Animation Animating an object, Animate tools, Stop motion	Artificial Intelligence What is it? How can it help? The future? In action?	Hardware investigators/Searching Hardware and parts of a computer How to search online and assessing reliability
Art and Design		Drawing - Power Prints Exploring tone, texture and proportion to create realistic drawings.	Christmas Crafts Drawing, colouring, sculptures, origami, painting, calendar making, model making	Painting and mixed media - Light and dark Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.		Sculptures and 3D - Mega materials Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.	
	Artists					Magdalene Odundo Barbara Hepworth Sokari Douglas Camp	
Design Technology		Mechanical Systems Making and designing mechanical cars that use different methods of movement, this new unit includes	Electrical Systems Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then	Cooking & Nutrition Adapting an existing biscuit recipe while considering the cost of ingredients and other expenses against a set budget, this unit includes	Digital world Exploring the concept of mindfulness and writing design criteria to develop a programmed product for timing a	Structures Investigating and modelling frame structures, the children explore ways to improve stability, then apply their understanding	Textiles Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.

		new lessons, car designs and teacher and pupil videos.	develop a new functional torch design. .	new lessons with teacher and pupil videos to develop the children's food preparation skills and adapt a recipe to suit a target audience.	mindful moment, this unit includes new teacher and pupil videos, with an increased focus on evaluation and the use of a virtual Micro:bit.	to design, build and decorate a stable pavilion.	
Music	Kapow	Body and tuned percussion (Theme: Rainforests) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer. Guitars with James	Rock and Roll Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class. Guitars with James (Christmas performance)	Changes in pitch, tempo and dynamics. (Theme:Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance. Guitars with James	Haiku, music and performance. (Theme; Hanami festival) This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance. Guitars with James	Samba and carnival sounds and instruments (Theme; South America) Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival. Guitars with James	Adapting and transposing motifs (Theme:Romans) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. Guitars with James
French/ MFL	Kapow	N/A	French numbers, calendars, birthdays Children learn French numbers 1-31, the days of the week,	N/A	French weather .Learning phrases to describe the weather and vocabulary for the	N/A .	French food French food, cafés, ordering and menus -'Yum Yum'- or 'Miam, Miam' ! This unit introduces food vocabulary and revises

			months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.		compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast.		numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French
PE	Session 1 Sports Coach	Swimming	Swimming	Football	Fitness and Athletics	Tag Rugby	Cricket
	Session 2	Hockey	Yoga	OAA	Gymnastics	Basketball	Fitness
PSHE		Introduction: Setting ground rules for RSE & PSHE lessons Families and relationships Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations	Health and wellbeing Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene	Safety and the changing body Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma	Citizenship Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Economic wellbeing Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices.	Transition Lesson

		and learning about bereavement					
Outdoor Learning		Seasonal changes - focus on trees and shrubs Leaf/ tree identification deciduous evergreen Advent decorations Themes - Climate Change Science - Describe the role of human activity in environmental change and recognise ways people can protect the environment. Geography - Fieldwork and observational skills to study human and physical features and understand how environments can change over time Bonfire Night History - Learn about a significant historical event and understand why it is remembered today.		Signs of spring New Year Holi Festival River - habitats Camp fire-safety Monitor orchard and trees around the site Themes - New Year RE - Describe how and why religious and cultural traditions are celebrated in different ways around the world. Geography - Understand similarities and differences between places and cultures, including traditions linked to time and celebration. Holi festival RE Understand the key beliefs and meanings behind Hindu festivals and how they are celebrated. Art and Design - use colour and patterns plus symbolism to develop ideas inspired by cultural traditions.		Vikings build longboats, Make spears, charcoal runes Campfire riddles Orchard maintenance Themes - Woodland trust and climate change Science - rescognise that environments can change and that this can sometimes pose danger to living things. Geography - Describe how huan actions affect the natural environment both positively and negatively. Local walk Geography - Use maps, symbols and keys to locate and describe features of the local area. History - Understand how the local area has changed over time using evidence from the environment.	
Special Events/ Visitors/Visits		Harvest Festival	Christmas Guitar Performance with James Christmas Service and Choir		Residential		Summer Show