Long Term Curriculum Plan: YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Christian Value	Friendship	Love	Responsibility	Courage	Honesty	Respect
Linked story/quote	He counts the stars and knows them all by name		God is with you in everything that you do Genesis 21:22		Be strong and courageous, the Lord goes with you	
British Value (throughout: Mutual Respect and Tolerance)	Democracy		Rule of Law		Individual Liberty	
Maths Gateway to Year 5 White Rose Maths	*Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.* *Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning.* *Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.* *Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.* *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.* *Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).* *Recall multiplication and division facts up to 12x 12 and recognise products in multiplication tables as multiples of the corresponding number.* *Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.* *Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).* *Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.* *Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.* *Understand and apply the distributive property of multiplication.* *Add and subtract fractions with the same denominator.* *Understand improper fractions can be used to show a solution.* *Know and understand the relationship between dividing by a unit fraction and a division calculation.* *Reason about the location of mixed numbers in the linear number system.* *Convert mixed numbers to improper fractions and vice versa.* *Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.* *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.* *Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.* *Know a right angle is equal to 90 degrees. Use the terms acute and obtuse to describe angles less than 180 degrees.*					

	Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. *Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.* *Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.*	

| | *Minimum sufficiency within Year 4*
Learners work with whole numbers and the four operations of addition, subtraction, multiplication, and division, including number facts. They can add and subtract 1,10,100, 1000 to and from 4 digit numbers. Learners will be developing efficient formal and informal written and mental methods with increasingly large whole numbers.
Learners are able to:
• *solve a range of problems including those that require working with simple fractions and decimals (e.g. 0.3)*
• *add and subtract fractions with the same denominator.*
• *draw shapes with accuracy using mathematical reasoning.*
• *use measuring instruments accurately, making connections between number and place value and reading scale.*
• *recall multiplication tables 2x, 5x, 10x, 4x, 8x, 3x, 6x up to and derive associated division facts.*
• *Solve TU x U calculations* | *Typically by the end of Year 4*
Learners are fluent with whole numbers and the four operations of addition, subtraction, multiplication, and division, including number facts and the concept of place value with numbers up to four digits. Learners will be developing efficient formal and informal written and mental methods and performing calculations accurately with increasingly large whole numbers.
Learners are able to:
• *solve a range of problems including those that require working with simple fractions and numbers written in decimal form.*
• *add and subtract fractions with the same denominator.*
• *draw shapes with accuracy using mathematical reasoning. They can analyse shapes, stating their properties confidently.*
• *use measuring instruments accurately, making connections between number and place value and reading scale.*
• *recall the multiplication tables up to and including the 12x table and derive associated division facts.* |

| **MATHS**
All x table (MTC) | Number: Place Value 4 digit numbers
Number: Addition & Subtraction
Measurement: Area
Number: Multiplication & Division A | Number: Multiplication & Division B
Measurement: Length and Perimeter
Number: Fractions
Number: Decimals A | Number: Decimals B
Measurement: Money; Time
Statistics
Geometry: Shape
Geometry: Position & Direction |

| **Reading**
Gateway to Year 5 | *Knowledge, Skills and Behaviours*
1. Check understanding of word meaning in context
2.Show understanding through intonation, tone and volume when reading aloud
3.Retrieve and record key information
4.Make sound inferences, justifying these with evidence from the text
5.Identify key information within a text
6.Discuss words and phrases that engage the reader's interest and imagination | Step 1
1.Notice homographs and self-correct based on context – e.g. live/live or read/read.
2.Use punctuation as a cue to expression.
3.Scan a text for key words and phrases.
4.Identify cause and effect, e.g. where an event led to a specific behaviour or reaction.
5.Notice the main point of each paragraph or section.
6.Mark text to identify words or phrases that interest them. | Step 2
1.Suggest meanings for unfamiliar words based on context.
2.Read with varied expression, responding to the text.
3.Scan a text for key words and phrases, and make notes.
4.Discuss the evidence for their inference, quoting from the text.
5.Skim a whole text for the gist, e.g. "this article is against building more roads". | Step 3
1.Use a dictionary to check if still unsure.
7.Listen to other viewpoints. |

	7.Discuss personal responses to a wider range of reading	7.Articulate personal preferences.	6.Discuss with another pupil why a word or phrase has interested them. 7.Justify opinions with evidence from the text.	

Pupils are developing increasing stamina as they read for longer periods and cope with more demanding texts. When reading aloud, pupils use intonation and control the tone and volume of their reading. They make sound inferences, justifying these with evidence from the text. Pupils retrieve key information or events to summarise. They can discuss words and phrases that capture the reader's interest and imagination.

Writing **Gateway to Year 5**	*Knowledge, Skills and Behaviours* 1.Identify the purpose and form of their writing 2.Use paragraphs to organise writing 3.Writing is cohesive and ideas are connected through the use of nouns, pronouns and adverbials 4.Manipulate ideas within sentences by varying clause structures 5.Description and detail in narrative and non-narrative writing is expanded through an appropriate and precise range of vocabulary 6.Develop plot through the expansion of events 7.Use inverted commas to indicate direct speech 8.Proof-read for spelling and punctuation errors	*Step 1* 1.Identify the effect of vocabulary and grammar in writing similar to that they are planning to write. 2.Use topic paragraphs with main ideas supported by subsequent sentences. 3.Use nouns and pronouns appropriately for clarity. 4.Use fronted subordination. 5.Use expanded noun phrases with the addition of a preposition phrase. 6.Identify essential content and where the writer needs to linger / provide more detail for the reader. 7.Add inverted commas to given dialogue. 8.Check for and correct errors relating to known spelling rules and patterns using class-based resources.	*Step 2* 1.Make considered vocabulary and grammar choices linked to purpose and form. 2.Use paragraphs in non-narrative to indicate a change of topic. 3.Use conjunctions to express time and cause for cohesion. 4.Manipulate clauses within a sentence and evaluate the effect. 5.Propose changes to vocabulary to increase precision and detail. 6.Use oral rehearsal and talk to expand detail and description. 7.Identify end punctuation within the inverted commas in reading. 8.Identify and correct commas for clarity e.g. after a fronted adverbial.	*Step 3* 1.Evaluate the effectiveness of their own writing linked to purpose and form. 2.Use paragraphs in narrative to indicate a change in time / place / person. 3.Use adverbs and prepositions to express time and cause for cohesion. 4.Use an increasing range of sentence length and structure. 5.Use planning structures to support the development of paragraph content. 6.Use inverted commas to indicate direct speech when writing. 7.Regularly follow known spelling rules for adding affixes when writing.

Pupils can identify the purpose, audience and form of their writing and organise their text using paragraphs for clarity. Narratives have clear structures and key events are expanded. Drawing on a growing store of vocabulary, pupils incorporate more detailed description into their writing. Ideas are connected through the use of nouns, pronouns and adverbials. Pupils use inverted commas to indicate direct speech where appropriate. They are able to proof-read and edit their writing with increasing independence.

ENGLISH **Talk for Writing Units**	The Time-Slip Scarab (Portal) The Best Tomb in Town! (Persuasive – non-fiction)	Staying out (Warning) How to Trap a Fox (Explanation – non-fiction) Poetry - Tanka	Zelda's Claw (Suspense/Fear-openings and endings) Should Rain Cats be Allowed to Live on Earth?	Adventure at Sandy Cove (Finding) Visit Sandy Cove (Persuasive – non-fiction – leaflet to visit Sayers)	Fowlers Yard (Suspense) Rivers of Life (Information - non-fiction)	The Way Back Home (Warning - dialogue focus) A day in the life of a Roman Soldier/Saxon (Diary – non-fiction)

			(Discussion – non-fiction)			
Punctuation & Grammar <u>Introduce:</u> · Pronoun · Possessive pronoun · Adverbial · Fronted adverbial • Apostrophe – plural possession	Singular & Plural nouns Pronouns Standard English Verbs Adverbs Adverbs to express time and cause Assess & review	Possessive pronouns Fronted adverbials Prepositions to express time & cause Plural & possessive S Commas Assess & review	Adjectives Commas after fronted adverbials Expanded noun phrases Editing and evaluating Assess & review	Determiners Prepositional phrases Verb tenses – present Inverted commas Assess & review	Verb inflections Conjunctions to express time & cause Possessive apostrophes Paragraphs Assess & review	Verb tenses – past Plural possessive apostrophes Subordinate clauses Organisational devices Assess & review
Spelling rules *(X6 lessons per half term)*	1 – Homophones 2 – Prefix 'in' 3 – Prefixes 'il' & 'ir' 4 – Prefix 'sub' 5 – Prefix 'inter' 6- Challenge words	1 – Suffix 'ation' 2 – Suffix 'ation' 3 – Suffix 'ly' 4 – Suffix 'ly' 5 – Words with /sh/ sound spelling ch 6 – Challenge words	1 – Suffix sion 2 – Suffix ous 3 – Suffix ous 4 – /EE/ sound spelled with an i 5 – Suffix ous 6 -Challenge words	1 – Digraph au 2 – Suffix tion 3 – Suffix ssion 4 – Suffix cian 5 – Adverbs of manner 6 – Challenge words	1 – Homophones 2 – /S/ sound spelled c 3 – Sol & real word families 4 – Phon & sign word families 5 – Prefixes super, anti & auto 6 – Prefix bi	1 – Challenge words 2 – Plural possessive apostrophes 3 – Revision 4 – Revision 5 – Revision 6 - Revision
RE	Sikhism – What do Sikhs value?	Christianity – For Christians is communion a celebration or an act of remembrance?	Humanism – How do non-religious people celebrate new life?	Christianity – What did Jesus say about God's Kingdom and why is it good news?	Christianity – What did God promise to his people?	Thematic – What is the Golden Rule and why do so many people live by it?
LIFE LEARNING *Jigsaw*	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Becoming a class team Being a school citizen Rights, responsibilities and democracy Rewards & consequences Our learning charter	Judging by appearances Understanding influences Understanding bullying Problem-solving Special me	Hopes & dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it	My friends & me Group dynamics Smoking Alcohol Healthy friendships Celebrating my inner strength & assertiveness	Jealously Love & loss Memories Getting on & falling out Girlfriends & boyfriends Celebrating my relationships with people & animals	Unique me Having a baby alternative Girls & puberty Circles of change Accepting change Looking ahead

	Owning our learning charter	Celebrating difference – how we look				
SCIENCE Working Scientifically	Living things & their habitats – classification keys & changes in environments *Scientists:* *Lorenzo Langstroth—Inventor of the beehive.* *Seirian Sumner—Ecologist who studies focus on bees and wasps.*	Sound *Scientists:* *Miller Reese Hutchinson—Hearing Aids.* *Francesca Rosella—Cute circuit smart clothing.*	Animals including Humans – digestion, teeth & food chains *Scientists:* *Dr Jane Goodall—International chimpanzee expert and zoologist.* *Jill Robinson— Animal Rights activist.*	States of Matter Changes of State *Scientists:* *Antoine Lavoisier—Developed the modern system of naming chemical substances and key in discoveries around combustion*	Electricity *Scientists:* *Professor James Blyth—The first wind turbine to generate electricity* *Yi Guo—Senior scientist for renewable energy*	Working scientifically
ART & DESIGN Sketchbooks	Self Portraits Adonna Khare (shading) *Focus: Drawing*	Firework/ Bonfire Art (silhouettes) *Focus: Drawing*	Study of European artists *Focus: Painting (techniques/mood)*	European artists cont. Nature Art (Sayers Croft)	Angel of the North – human body sculptures Focus on Scale and 3D Focus: Sculpture Cubism – Iron Man	Anglo Saxon textile methods Bayeux Tapestry Focus: Textiles – finger knitting/plaiting
Significant Artist	Shane Devries/Adonna Khare		European Artists Focus: Picasso, Kandinsky, Monet, Palezotti, Riley		Anthony Gormley Georges Braque – cubism	
COMPUTING Purple Mash Info on Coding Info on Spreadsheets	Unit 4.1: Coding	Unit 4.2: Online Safety	Unit 4.3: Spreadsheets	Unit 4.4: Writing for different audiences Unit 4.5: Logo	Unit 4.6: Animation Unit 4.7: Effective Search	Unit 4.8: Hardware Investigators Unit 4.9: Making Music
D & T Design, Make, Evaluate	Roman Helmets *Focus: Structures*	Roman recipes *Focus: Food*	Water Cycle in shoe boxes *Focus: structure/mechanism*	Syringe investigation *Focus: hydraulics and pneumatics* Easter Cooking – biscuits *Focus: Food*	Electrical circuits Game *Focus: circuits*	Saxon – weaving textiles *Focus: textiles* Ice cream/lollies *Focus: Food*
GEOGRAPHY			Exploring Europe & map work	Rivers and The Water Cycle	Settlement (Saxons farming) ↓	Europe - specific focus on Chantilly, France (fieldwork)
HISTORY	Romans				Anglo-Saxons	

PE Get Set 4 Education	Fitness Football Ball skills	Dance Basketball OAA	Gymnastics Netball Tag Rugby	Dance Cricket Fundamentals Swimming	Athletics Hockey Tennis	Gymnastics Rounders Playground games
MUSIC	GLOCK/CHIME II and the Pentatonic scale Composition / Improvisation / Notation		ORCHESTRA, BEATBOX & SOUNDS Exploring how sounds are produced and classified. Looking at swing band and orchestra/singing in parts.	*2.* MAMMA MIA: mini ensemble performance, interrelated dimensions of music.	*1.*CLASSROOM JAZZ*:* Three note bossa, five note swing, notation, performance and improvisation.	BLACKBIRD: Learning about the Beatles. Composing and Performing through the interrelated dimensions of music.
MFL - FRENCH	Revision of animals and classroom instructions A French poem How to use a French bilingual dictionary Parts of the body Introduction to the negative	Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman	*Je voudrais* with food Phonemes **e** and **an** Revise numbers 1-15 Months Numbers 16-31 French maths:division and multiplication April fool's day (*poisson d'avril*)	Dates and birthdays Personal descriptions (hair and eye colour) The third person (verbs) Phonemes **r** and **ch**	Family vocabulary Possessive adjectives (*mon,ma,mes*) Phoneme **eu** Further dictionary skills Clothing vocabulary Revise adjectival agreements	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments French food project