

# St Mary's YEAR 4 LONG TERM PLAN 2018 - 2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Values Heartsmart</b>	<b>LOVE</b> 'Get SMARTSMART'	<b>DETERMINATION</b> 'No Way through isn't true!'	<b>RESPECT</b> 'Two much Selfie isn't healthy!'	<b>COMPASSION</b> 'Don't Forget to Let Love In!'	<b>HONESTY</b> 'Fake is a Mistake!'	<b>COURAGE</b> 'Don't Rub it in, Rub it Out!'
<b>VISITS/ VISITORS</b>	Ugly Bug Ball Parade	Premier Sport MGET (Mersey Gateway Environmental Trust) Christmas Pantomine Julie Curtis - RE Rev Tony Mitchell	Swimming Year 4 Residential	Premier Sport Easter Performance ICT with OBA	Premier Sport	CAFOD Premier Sport
<b>MATHS</b>	Count in multiples of 6, 7, 9, 25 and 1000.  Find 1000 more or less than a given number.  Order and compare numbers beyond 1000  Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)  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  Identify, represent and estimate numbers using different representations  Round any number to the nearest 10, 100 or 1000  Count backwards through zero to include negative numbers  Solve number and practical	Add and subtract numbers with up to four digits, using formal written methods of column addition and subtraction where appropriate.  Estimate and use inverse operations to check answers to a calculation  Solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why  Recall multiplication and division facts up to $12 \times 12$ .  Multiply and divide mentally using place value, known and derived facts.  Multiply 2 and 3 digit numbers by a 1-digit number using a written method.  Solve problems involving multiplying and adding.	Count up and down in hundredths.  Know that hundredths are when dividing an object by a hundred and dividing tenths by ten.  Recognise and show, using diagrams, families of common equivalent fractions  Add and subtract fractions within the same denominator.  Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ .  Recognise and write decimal equivalents of any number of tenths or hundredths.  Round decimals with one decimal place to the nearest whole number.  Compare numbers with the same number of decimal places up to 2 decimal places.	Compare, estimate and calculate different measures.  Read, write and convert time between analogue and digital 12 hour clocks.  Read, write and convert time between analogue and digital 24 hour clocks.  Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  Convert between different units of measurements  Measure and calculate the perimeter of a straight lined shape in cm and m.  Find the area of a straight lined shape by counting squares.  Calculate different measures.	Compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.  Identify lines of symmetry in 2D shapes presented in different orientations.  Complete a simple symmetric figure with a specific line of symmetry  Identify acute and obtuse angles and compare and order.  Describe movements between positions as translations (left/right, up/down).  Describe positions on a 2D grid as coordinates in the first quadrant.  Plot specified points and draw sides to complete a given polygon.	Interpret and present data using appropriate charts/graphs.  Solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.  Know that when dividing a 1-digit or 2-digit number by 10 and 100, the values of the digits in the answer are ones, tenths and hundredths.  Solve problems involving increasingly harder fractions to divide quantities.  Solve simple measure and money problems involving fractions and decimals to 2 decimal places.

	problems that involve all of the above and with increasingly large positive numbers number and place value					
<b>ENGLISH</b>	<p>Securely use coordination (or, and, but, so)</p> <p>Securely use adjectives to describe the noun (expanded noun phrases) Read and record information from non-fiction sources</p> <p>Recognise and create different forms of poetry</p> <p>Discussing words and phrases that capture the readers interest</p> <p><b>G&amp;P foci</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p><b>Spelling</b> Have a go strategies Words ending /ʒə/ Possessive apostrophe with singular proper nouns Homophones</p> <p><b>Text</b> Charlotte's Web- EB White</p>	<p>Extend the range of sentences with more than one clause</p> <p>Use a dictionary accurately</p> <p>Compare common features of fantasy stories</p> <p>Create a fantasy setting</p> <p>Identify different ways of creating fantasy characters</p> <p><b>G&amp;P foci</b> Using the present perfect form of verbs in contrast to the past tense</p> <p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading</p> <p><b>Spelling</b> Proofreading Prefixes 'in-', 'il-', 'im-' and 'ir-'</p> <p>Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p> <p><b>Text</b> Dragon Machine-</p>	<p>Securely use adverbs</p> <p>To write a voyage and return story</p> <p>Instruction writing based on a journey</p> <p><b>G&amp;P foci</b> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using and punctuating direct speech</p> <p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading</p> <p><b>Spelling</b> The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals Strategies for learning homophones and words from statutory and personal spelling lists</p> <p><b>Text</b> Escape from Pompeii - Christina Balit</p>	<p>Choose nouns or pronouns appropriately</p> <p>To infer characters feelings, thoughts and motives from their actions</p> <p>To predict what may happen from details stated and implied</p> <p>Letter writing</p> <p><b>G&amp;P foci</b> Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading</p> <p><b>Spelling</b> Proofreading Prefixes 'anti-' and 'inter-' Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p> <p><b>Text</b> Bill's New Frock - Anne Fine</p>	<p>Securely use fronted adverbials (e.g. Yesterday, in the park. So...)</p> <p>Write a newspaper report</p> <p>Write diary entries</p> <p><b>G&amp;P foci</b> Using fronted adverbials</p> <p>Using commas after fronted adverbials</p> <p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading</p> <p><b>Spelling</b> Suffix 'ous' Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto- Revise Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Strategies for learning words from statutory and personal spelling lists</p> <p><b>Text</b> Oliver and the Seawigs - Philip Reeve</p>	<p>Confidently use prepositions</p> <p>Write persuasive texts</p> <p><b>G&amp;P foci</b> Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading</p> <p><b>Spelling</b> Suffix 'ous' Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto- Revise Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Strategies for learning words from statutory and personal spelling lists</p> <p><b>Text</b> Oliver and the Seawigs - Philip Reeve</p>

		By Helen Ward				
<b>RE</b>	<p><b>Good News</b> How do the Gospels encourage Christians to live as good news in the world today?</p> <p><b>God</b> What does the story of Daniel teach about God? What did Jesus teach about God?</p>	<p><b>Christian Community</b> How does belonging to a church community affect what a believer does?</p> <p><b>Incarnation</b> What is good news for Christians in the Christmas story?</p>	<p><b>Kingdom of God</b> What could Jesus have meant when he taught about the Kingdom of God?</p>	<p><b>Forgiveness</b> What did Jesus teach about forgiveness? Is it more important to forgive people or be forgiven by God?</p> <p><b>Salvation</b> Why is Jesus called saviour?</p> <p><b>Resurrection</b> Why is the resurrection story similar and different in the gospel stories?</p>	<p><b>Discipleship</b> How do Christians follow Jesus?</p> <p><b>Holy Spirit</b> What part do Christians believe the Holy Spirit plays in the church community? Why do Christians say: 'Father, Son &amp; Holy Spirit?'</p> <p><b>Creation</b> Why do you think the creation stories are similar and different?</p>	<p><b>Hinduism (puja; Arti)</b> How important is God in family life for a Hindu?</p> <p><b>Hinduism (Trimurti; Avatar)</b> How do Hindus describe God?</p>
<b>COMPUTING</b>	Developing our own software	E safety and the internet	Creating our own music track	Recording and editing speech	Recording, collecting and analysing information	Producing our own animation video
<b>SCIENCE</b>	<p><b>Living things and their habitats</b></p> <p>Can I use classification keys to group, identify and name living things in their environments?</p> <p>How do changes in environments pose dangers to living things?</p>	<p><b>Animals including humans.</b></p> <p>What happens to the food we eat?</p> <p>Can I identify the different types of teeth and their functions?</p> <p>Can I interpret a food chain and identify producers, predators and prey?</p>		<p><b>States of matter</b></p> <p>Solids, liquids and gases - what are they?</p> <p>Can I investigate how some materials can change state?</p> <p>How does evaporation and condensation feature in the water cycle and how does temperature affect them?</p>	<p><b>Electricity-Circuits and conductors.</b></p> <p>Can I construct a simple electrical circuit including bulbs, switches and buzzers?</p> <p>What makes a good conductors or insulators?</p>	<p><b>Sound</b></p> <p>How are sounds made and how do they travel to the ear?</p> <p>Can I find patterns between the pitch of a sound and the features of the object that produced it?</p> <p>Can I find patterns between the volume of a sound and the strength of the vibrations that produced it?</p>

<b>GEOGRAPHY</b>	<b>Ancient Egypt</b>		<b>The Roman Empire and its impact on Britain</b>		<b>Survival - Weather and Climate</b>	
	Where is Egypt and can I use maps, atlases, globes and digital/computer mapping to locate it?  Why is the River Nile important to Egypt?		How did the Romans affect types of settlement and land use in Britain?  What did the Romans do for us economically?		Can I use technical language to describe location and time zones?  What are climate zones, biomes and vegetation belts?	
<b>HISTORY</b>	<b>Ancient Egypt</b>		<b>The Roman Empire and its impact on Britain</b>		<b>Britain's settlement by Anglo Saxons and Scots</b>	
	Can I understand the achievements of the early Ancient Egyptian civilisation?  What are the significant aspects of history in Ancient Egypt including the understanding of abstract terms such as civilisation and peasantry?		What is an empire?  When did the Romans invade Britain and how long were they present?  What did the Roman's do for us?		How did life in Britain change as a result of the Anglo-Saxon and Scots invasions?  How and why were the Anglo-Saxons largely converted to Christianity?	
<b>PE</b>	Invasion Games	Games/Gymnastics (Premier Sport)	Gymnastics  Swimming	Net/Wall Games (Premier Sport)	Athletics (Premier Sport)	Striking and Fielding OAA (Premier Sport)
<b>DT</b>	<b>Levers/Linkages or Pneumatic Systems</b>		<b>Food</b>		<b>Electrical Circuits</b>	
	How do engineers use mechanical systems in their products?  Can I evaluate ideas and products against my own design?  Can I recognise key events and individuals in design and technology?		Can I understand and apply the principles of a healthy and varied diet?		How do engineers use electrical systems in their products?	
<b>ART</b>	<b>Drawing</b>		<b>Sculpture</b>		<b>Painting</b>	
	Can I observe and then draw an Egyptian scarab artefact using a variety of techniques?		How did the Romans use sculpture within art?  Can I design and sculpt my own Roman artefact using a range of materials?  Who were the great architects and designers during the Roman Empire?		What do I understand about natural art?  Can I create my own natural art masterpiece and painting using a range of materials?  Who are the great artists in this field?	
<b>MUSIC</b>	<b>Mamma Mia</b> ABBA		<b>Glockenspiel stage 3</b> Learning basic instrumental skills by playing tunes in varying styles		<b>Lean on me</b> Gospel	
	<b>Five gold rings</b> Christmas		<b>Cuckoo!</b> Benjamin Britten (Western Classical music), Folk, Big Band Jazz		<b>Reflect, rewind and replay</b> Western Classical Music and your choice from Year 4	

**MFL**  
**French**

'All Around Town'

'On the Move'

'Going Shopping'

'Where in the World'

'What's the Time'

'Hobbies and Holidays'