

St Mary's Year 4 Long term plan 2020-2021

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

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| | <p>written method.</p> <p>Solve problems involving multiplying and adding.</p> | <p>Calculate different measures.</p> | |
| <p>English</p> | <p><u><i>Gorilla by Anthony Browne</i></u> Writing Recount writing Expand noun phrases and prepositional phrases Fronted adverbials and use of punctuation Paragraphing Final Outcome: To write a narrative based on the story of 'Gorilla'. Greater Depth: To write the narrative from dad's viewpoint and include some speech.</p> <p>Reading comprehension Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Predict what might happen from what is stated and implied Retrieve and record information from non-fiction</p> <p><u><i>Leon and the Place Between by Grahame Baker Smith & Angela Mcallister</i></u> Writing Recount writing Build a rich and varied vocabulary Paragraphing Extend range of sentences Inverted commas and other punctuation to punctuate direct speech Final Outcome: To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy. Greater Depth: To write a diary from a different point of view.</p> <p>Reading comprehension Discuss words and phrases that capture the reader's interest and imagination Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied Identify how language, structure, and presentation contribute to meaning Participate in discussion about books</p> | <p><u><i>Zeraffa Giraffa by Diane Hoffmeyer</i></u> Writing Recount writing Accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Plan writing by discussing the structure, vocabulary and grammar of similar writing Final Outcome: Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris Greater Depth: To write the guide as above including a section of a researched Paris landmark</p> <p><u><i>When the Giant Stirred by Celia Godkin</i></u> Writing Fiction- Adventure Plan writing by discussing the structure, vocab and grammar of similar writing Sentence structures Create settings, characters and plot Edit grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Final Outcome: To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy. Greater Depth: To write the story from the mountain God's point of view.</p> <p>Reading comprehension: Draw inferences about characters feelings, thoughts and motives from their actions Predict from details stated and implied</p> | <p><u><i>Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Dr Jen Green</i></u> Writing Non-chronological report writing Plan writing by discussing the structure, vocab and grammar of similar writing Compose and rehearse sentences orally Proof-read for spelling and punctuation errors Final Outcome: To make a zoo information board for a rainforest exhibit Greater Depth: Include an interactive element such as a voiceover for a short video.</p> <p>Reading comprehension: Use dictionaries to check the meaning of words Explain meaning of words in context Identify main ideas from paragraphs Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction</p> <p><u><i>Blue John by Berlie Doherty</i></u> Writing Explanation writing Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors Final Outcome: Write a letter in role as an expert containing an explanation about cave formation. Greater Depth: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination</p> <p>Reading comprehension: Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied Identify main ideas from paragraphs Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction</p> |

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| <p>Science</p> | <p>Work scientifically Learning the methodologies of the discipline of science</p> <p>Understand electrical circuits Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Investigate materials – States of Matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> | <p>Work scientifically Learning the methodologies of the discipline of science</p> <p>Understand animals and humans Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Investigate living things and their habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things</p> | <p>Work scientifically Learning the methodologies of the discipline of science</p> <p>Investigate sound and hearing Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases</p> |
| <p>R.E</p> | <p>Understand beliefs and teachings Understanding the key teachings of Christianity 'Creation' 'God' 'Incarnation'</p> <p>Understand practices and lifestyles Understanding the day to day lives and practices of Christianity and other religions. Christian Community'</p> <p>Understand how beliefs are conveyed What do Christians learn from the Creation story? 'Creation' 'Good News'</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people. 'Christian Community'</p> <p>Understand values Appreciation of how many people place values as an important aspect of their lives. 'God'</p> | <p>Understand beliefs and teachings Understanding the key teachings of various religions, including 'Christianity'</p> <p>Understand practices and lifestyles Understanding the day to day lives and practices of various religions. 'Forgiveness'</p> <p>Understand how beliefs are conveyed Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people. 'Resurrection'</p> <p>Understand values Appreciation of how many people place values as an important aspect of their lives. 'Salvation'</p> | <p>Understand beliefs and teachings Understanding the key teachings of various religions, including Hindu</p> <p>Understand practices and lifestyles Understanding the day to day lives and practices of various religions. 'Discipleship'</p> <p>Understand how beliefs are conveyed Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people. The story of Creation</p> <p>Understand values Appreciation of how many people place values as an important aspect of their lives. 'Holy Spirit'</p> |

| | 'Incarnation' | | |
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| Geography | <p>Investigate places Understanding the geographical location of places and their physical and human features of Europe.</p> <p>Investigate patterns Understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques. Mapping skills (world and Europe)</p> | <p>Investigate places Understanding the geographical location of places and their physical and human features. Volcanoes & Earthquakes.</p> <p>Investigate patterns Understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. Weather and Climate, erosion (landscapes)</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques.</p> | <p>Investigate places Understanding the geographical location of places and their physical and human features of Egypt.</p> <p>Investigate patterns Understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. Why is the River Nile important to Egypt?</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques.</p> |
| History | <p>'Romans' & 'Anglo Saxons' Investigate and interpret the past Understanding that our understanding of the past comes from an interpretation of the available evidence. Study of Roman, Anglo-Saxons culture .</p> <p>Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different. How the Anglo-Saxons have influenced Britain.</p> <p>Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past. What did we learn from the Anglo-Saxons?</p> | <p>'The Vikings' Investigate and interpret the past Understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different.</p> <p>Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past.</p> | <p>'Ancient Egypt' Investigate and interpret the past Understanding that our understanding of the past comes from an interpretation of the available evidence. Study of Ancient Egyptian Culture</p> <p>Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different.</p> <p>Understand chronology An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past. What did we learn from the Ancient Egyptians?</p> |
| Computing | <p>Code Developing an understanding of instructions, logic and sequences using Animation, Artificial Intelligence and Player Interaction.</p> <p>Connect Developing an understanding of how to safely connect with others.</p> <p>Communicate Using apps to communicate one's ideas. Scratch and Sprites</p> | <p>Connect Developing an understanding of how to safely connect with others. Taking photos, recording temperatures, rainfall to describe the weather.</p> <p>Communicate Using databases to communicate one's ideas to create a page for their website based on the weather, including predicting, analysing weather and preparing a weather forecast.</p> <p>Collect Developing an understanding of databases and their uses.</p> | <p>Code Developing an understanding of instructions, logic and sequences.</p> <p>Connect Developing an understanding of how to safely connect with others.</p> <p>Communicate Using apps to communicate one's ideas.</p> <p>Collect</p> |

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| | | Collect data about the weather. | Developing an understanding of databases and their uses. |
| P.E | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques. Invasion Games Gymnastics and Dance</p> | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques. Gymnastics Net and Wall Games</p> | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques. Athletics Striking and Fielding</p> |
| Art | <p>Develop ideas Understanding how ideas develop through an artistic process. Study Italian artists from different periods (Baroque and Renaissance) and develop ideas for art work using their inspiration.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated. Practise drawing with perspective and develop sketching techniques. Develop colour to express mood.</p> <p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. Canaletto (Baroque) Leonardo Da Vinci (Renaissance)</p> | <p>Develop ideas Understanding how ideas develop through an artistic process. Using artistic inspiration, understand how to design and make a mosaic picture. Develop ideas for moulding and adding texture to mouldable materials. Use understanding of creating different sewing stitches to design a bookmark.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated. Develop skills of creating a mosaic. Practise using mouldable materials to create a volcano sculpture. Add additional materials to create interesting detail. Learn different sewing stitched to create a bookmark.</p> <p>Take inspiration from the greats Study the mosaic works and insect works of Louise Bourgeois (Modern). Use inspiration in own work.</p> | <p>Develop ideas Understanding how ideas develop through an artistic process. Look at a range of jars from Ancient Egypt. Be inspired by their shape and decoration. Make a clay jar and use decoration techniques and patterns inspired by the Ancient Egyptians.</p> <p>Master techniques Learn how to make a clay jar using moulding techniques.</p> <p>Take inspiration from the greats Study the hieroglyphs of Ancient Egypt on various sculptures and objects, studying shape, colour and arrangement.</p> |
| DT | <p>Master practical skills Developing the skills needed to make high quality products. Practise measuring and cutting accurately. Understand how to join materials to ensure a quality product.</p> <p>Design, make, evaluate and improve Use inspiration from existing products and design ideas from crafts people such as Leonardo Da Vinci to develop a design for a kite. Make the kite and test it. Improve design according to the success of the testing. 'Kite'</p> <p>Take inspiration from design throughout history Study kite making - its history and how it has developed in different countries. Use findings to design a kite that fits the design brief.</p> | <p>Master practical skills Develop skills to make a high quality food product. Food - prepare, measure and cook ingredients to make a food product. 'European dish'</p> <p>Design, make, evaluate and improve Using what has been learned about dishes from around Europe, design pretzels and a pasta dish, considering ingredients and presentation.</p> <p>Take inspiration from design throughout history Appreciating the design process that has influenced the products we use in everyday life. Consider chefs and how they are influenced. Use this to inspire own design ideas for a pasta dish.</p> | <p>Master practical skills Developing the skills needed to make high quality products - practise using the skills and equipment needed to make levers, linkages and pivots.</p> <p>Design, make, evaluate and improve Developing the process of design thinking and seeing design as a process. Using Levers/Linkages and pivots to make an interactive poster to display learning about invention and innovation in Ancient Egypt.</p> <p>Take inspiration from design throughout history Appreciating the design process that has influenced the products we use in everyday life. Moving picture books and cards and Ancient Egyptian 'Shaduf'.</p> |

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| <p>Music</p> | <p>Perform Perform and Share</p> <p>Compose Improvise with the Song: using your voices and instruments (using 1 note, G)</p> <p>Transcribe Play Instruments with the Song: With notation</p> <p>Describe music Listen and Appraise the song Mamma Mia and other Abba songs and music by European Composers: Mamma Mia by Abba Dancing Queen by Abba The Winner Takes It All by Abba Ride of the Valkyries by Wagner (Romantic) In the Hall of the Mountain King by Grieg (Romantic) Hungarian Dance No 5 by Johannes Brahms (Romantic) Symphony No. 5 by Beethoven (Classical) Earth by Han Zimmer (Modern) Tocatta and Fuge in D Minor by J. S. Bach (Baroque) Storm Interlude for Peter Grimes by Benjamin Britten (Modern) Zadoc the Priest by Handel (Baroque) Horn Concerto No 4 by Mozart (Classical) Abdelazer - Rondeau by Henry Purcell (Baroque) Vivaldi - The Four Seasons</p> | <p>Perform Perform and Share</p> <p>Compose Improvise with the Song: using your voices and instruments (notes, F and G) Compose with the Song: using your instruments Select '3 note set' (F, G and A).</p> <p>Transcribe Play Instruments with the Song: With notation</p> <p>Describe music Listen and Appraise the song Lean On Me and other gospel-based songs and music by a range of composers: Lean On Me by Bill Withers Shackles by Mary Mary Ode To Joy Symphony No 9 by Beethoven Lean On Me by The ACM Gospel Choir Rhapsody in Blue by by George Gershwin (Modern) Habanera and Toreador song by Bizet (Romantic) Symphony No 9 in E Minor (Theme From the New World) by Dvorak (Romantic) Trumpet Concerto (3rd Movement) by Haydn (Classical) Mars from the Planet Suite by Holst (Modern) Finlandia - by Jean Sibelius (Late Romantic) Russian Dance from the Nutcracker by Tchaikovsky (Romantic) Dies Irae and Tuba Mirum by Guiseppe Verdi (Romantic) Connect It by Anna Meredith (Modern) Mambo from Symphonic Dances from 'West Side Story' - by Leonard Bernstein (Modern)</p> | <p>Perform Perform and Share</p> <p>Compose Improvise and compose music with percussion instruments.</p> <p>Transcribe Play Instruments with the music: With notation</p> <p>Describe music Listen and Appraise the theme from Dr Who and music by a range of 'Trailblazing' Composers using BBC Ten Pieces resources.</p> |
| <p>MFL French</p> | <p>Read fluently Recognising key vocabulary and phrases on the themes of 'All Around Town' and 'On the Move.'</p> <p>Write imaginatively Begin to write familiar vocabulary. Make links between French phonemes and spellings.</p> <p>Speak confidently Develop conversational skills via some new topics: transport, direction and movement.</p> | <p>Read fluently Recognising key vocabulary and phrases on the themes of 'Going Shopping' and 'Where in the World'.</p> <p>Write imaginatively Begin to write familiar vocabulary. Make links between French phonemes and spellings.</p> <p>Speak confidently Use key vocabulary related to countries/continents and animals. Learn key phrases for asking the questions needed when going shopping.</p> | <p>Read fluently Recognising key vocabulary and phrases on the themes of 'What's the Time' and 'Holidays and Hobbies'.</p> <p>Write imaginatively Write an answer in sentences, using the topic vocabulary.</p> <p>Speak confidently Answer questions orally, using the topic vocabulary. To say the time (o'clock)</p> <p>Understand the culture of the countries in which the</p> |



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Appreciate songs, poems, stories and rhymes in the language.

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