**Year 4 Long Term Plan 2023-24**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths** | **Reasoning with large numbers**  **Addition and subtraction**  **Multiplication and division**   * 4-digit place value. Read, write, represent, order and compare * Find 10, 100 or 1000 more or less * Round numbers to the nearest 10, 100 or 1000 * Select appropriate strategies to add and subtract * Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping * Distributive property including multiplying three 1-digit numbers * Mental multiplication and division strategies using place value and known and derived facts * Short multiplication and division | **Multiplication and Division**  **Discrete and Continuous Data**   * Distributive property including multiplying three 1-digit numbers * Mental multiplication and division strategies using place value and known and derived facts * Short multiplication and division * Read, interpret and construct pictograms, bar charts and time graphs * Compare tables, pictograms and bar charts | **Time**  **Fractions**   * Analogue to digital, 12-hour and 24-hour * Convert between units of time * Explore different interpretations and representations of fractions * Equivalent fractions * Represent fractions greater than one as a mixed number and improper fractions * Add and subtract fractions with the same denominator including fractions greater than one | **Decimals**  **Area and Perimeter**   * Decimal equivalents to tenths, quarters and halves * Compare and order numbers with same number of decimal places * Multiply and divide by 10 and 100 including decimals * Perimeter of rectangles and rectilinear shapes * Area of rectangles and rectilinear shapes * Investigate area and perimeter | **Solve measures and money problems**  **Shape and symmetry**   * Convert units of measure * Select appropriate units to measure * Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically * Classify, compare and order angles * Compare and classify 2-D shapes * Identify lines of symmetry | **Position and direction**  **Patterns and sequences**  **3-D shapes**   * Describe and plot using coordinates * Describe translations * Roman numerals up to 100 * Place value of other number systems * Number sequences and patterns * Use understanding of 3-D shapes * Identify 3-D shapes from 2-D representations |
| **English** | **The Journey**  **by Francesca Sanna**  **Writing to Entertain**: Write a setting description to support illustrations and images.  **Writing to Inform:** Produce a non-chronological report about a topic relating to the text.  **Writing to Inform:** Recount events in character in the form of a diary entry.  **Writing to Entertain**: Write a narrative about a ‘Tale from Under the Sea’.  UNCRC - Article 22: Rights of refugee children. | **Chronicles of Narnia: The Lion, The Witch and The Wardrobe**  **by C.S Lewis**  **Writing to Inform:** Instructions on how to enter a Magical Realm (e.g. Through a wardrobe into Narnia)  **Writing to Inform:** A letter from Lucy describing events which have taken place.  **Writing to Entertain:** Write a story to go with their mythical creature following the structure of good vs evil/quest adventure in myths. | **Room 13**  **by Robert Swindells**  **Writing to Entertain:** Create a descriptive setting with suspense.  **Writing to Entertain:** Produce a narrative with a cliffhanger and suspense. | **The Girl Who Stole an Elephant**  **By Nizrana Farook**  **Writing to Inform:** A newspaper report about the theft of Queen’s Crown Jewels.  **Writing to Entertain:** A narrative recount, retelling the story from perspective of another character.  **Writing to Discuss** – Writing a speech to debate if it is always wrong to steal. | **Gadget Man**  **By Malorie Blackburn**  **Writing to Entertain:** Diary entry in the role of a character (Bean).  **Writing to Inform:** News story script describing new invention?  **Writing to Persuade:** Leaflet to advertise gadget invention to potential buyers. | **Eye of the Wolf**  **by Daniel Pennac**  **Writing to Discuss:** A balanced argument - *Should animals be kept in captivity?*  **Writing to Inform:** Narrative recount about trip to a conservation location.  **Writing to Persuade:** Advertisement for animal attraction (buyers) |
| **Subjects taught discretely throughout the year:** | | | | | | |
| **Science** | **Animals including Humans** | **Electricity** | **Sound** | **Living Things and their Habitats** | | **States of matter** |
| * Identify the different types of teeth in humans and their functions. * Compare the teeth of carnivores, herbivores and omnivores, suggesting reasons for differences. * Describe the functions of the human digestive system. * Construct and understand food chains. | * Recognise, name, label and construct simple electric circuits. * Control a circuit using a switch. * Evaluate the capability of lighting a lamp in a simple series circuit. * Identify which objects are conductors and which are insulators. * Investigate electrical sockets. | * Identify how sounds are made, associating some of them with something vibrating. * Recognise the difference between loudness and pitch. * Understand and describe the differences in a sounds volume and why this may change with distance. | * Recognise that living things can be grouped in a variety of ways and look at local and wider environments. * Name different classifications of animals and create a classification tree. * Create a classification tree for living things in the local environment. * Understand factors that impact and change local environment and suggest protective measures. * Evaluate the benefits of wildlife reserves and why they may be needed. * Understand what extinction means and that some animals are endangered or extinct and recognise what causes extinction. | | * To identify, compare and group solids, liquids and gases. * Investigate whether materials can change state. * Observe changes to states of matter and how they react when cooled or heated. * Record temperatures using a thermometer. |
| **PSHE & RSE** | **Throughout the year, we will use our Jigsaw PSHE materials to study the following topics:** | | | | | |
| **Being in My World**  FBV: Individual Liberty   * Inclusion in a Class Team. * Role as a School Citizen. * Rights, Responsibilities and Democracy. * Rewards and Consequences. * Having a voice benefits the school community. | **Celebrating Difference**  FBV: Tolerance   * Accepting Differences in people. * Recognising assumptions based on appearances. * Understanding how to spot bullying. * Why others may join in with bullying. * Identify what is special about us. | **Dreams and Goals**  FBV: Individual Liberty   * Communicate hopes and dreams. * Resilience. * Overcoming disappointment. * Creating new dreams. * Help each other to achieve goals.   UNCRC – Article 13: Right to share their thoughts freely. | **Healthy Me**   * Friendships, dynamics and roles. * Smoking: reasons and effects. * Alcohol: reasons and effects. * Pressures in friendships. * Celebrating inner strength.   UNCRC – Article 24: Right to health care, clean water, food and a clean environment. | **Relationships**  FBV: Mutual Respect   * Recognise situations which can cause jealousy. * Identify someone we love; express why they are special to us. * Exploring memories related to people. * Recognise changes in friendship. * Understanding how to appropriately show love and appreciation to those special to us. | **Changing Me**   * Personal Characteristics. * Responsibilities in parenthood. * Female body changes. * Circles of change. * Accepting change. * Looking ahead to next year. |
| **PE** | **Skill Development:** | | | | | |
| Rugby | Dance | Gymnastics | Football | Athletics. | Hockey |
| **RE** | **We follow the Blackburn Diocese scheme of work to study the following topics throughout the year:** | | | | | |
| **Unit 4.1: God, David and the Psalms** | **Unit 4.2: Christmas exploring the symbolism of light** | **Unit 4.3: Jesus the Son of God** | **Unit 4.4: Exploring Easter as a story of betrayal and trust** | **Unit 4.5: Are all churches the same?** | **Unit 4.6: What is a prayer?** |
| Unit Aims:   * Retell stories about David * Recognise my own values and the values of others. * Connect Christian values and beliefs to events and teaching in the Bible. | Unit Aims:   * Talk with understanding about ways in which Jesus’ followers bring his light into the world. * Create light metaphors for Jesus that show understanding of Jesus’ actions and divinity. | Unit Aims:   * Develop understanding of Jesus, who he was, his teaching and behaviour. * Use events covered in the stories of this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man. | Unit Aims:   * Have the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. * Deepen understanding of the concept of salvation. * Focus on the significance of the incidents of betrayal and trust in the Easter story. | Unit Aims:   * Understanding the church in its widest sense. * Know Christianity is a multi-cultural worldwide faith. * See the similarities and differences between denominations and further develop understanding of symbolism. * Further develop understanding of places of worship from faiths other than Christianity. | Unit Aims:   * Understand that a prayer is a way of communicating with God. * Know that we/Christians believe that God listens and responds. |
| **Computing** | **The Internet** | **Audio Production** | **Repetition in Shapes** | **Data Information and Logging** | **Photo Editing** | **Photo Editing.** |
| Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. | Using a text-based programming language to explore count-controlled loops when drawing shapes. | Capturing and editing audio to produce a podcast, ensuring that copyright is considered. | Recognising how and why data is collected over time, before using data loggers to carry out an investigation. | Using a block-based programming language to explore count-controlled and infinite loops when creating a game. | Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled. |
| **Foundation subjects taught:** | | | | | | |
|  | **Kingdom of Benin: What caused the downfall of the Kingdom of Benin?** | | **Coastlines** | | **Anglo-Saxons: How did the Anglo-Saxon Vikings shape Britain?** | |
| **History** | **In this topic, we will:**   * Examine the chronology of the Kingdom of Benin and key events in African history. * Explore Benin’s Kingdom’s creation story. * Compare religious beliefs in Benin and Christian beliefs (with referenced to Tudor Britain). * Compare the ways in which British and African history has been recorded (with referenced to Tudor Britain). * Explore significant artefacts from Benin. * Explain why the Kingdom of Benin became a powerful empire and what led to its downfall. | |  | | **In this topic, we will:**   * Examine at the movements of the Anglo-Saxons across Britain. * Explore the religious and social history of Anglo-Saxon Britain. * Assess the impact and movement of the Vikings in Britain. * Compare life in Anglo Saxon Britain to modern life. * Understand the Anglo Saxon and Viking legacy. | |
| **Geography** |  | | **In this topic, we will:**   * Look at types of rock around the British Isles and where are the places at most/least risk for coastal erosion. * Investigate how and why is the coastline changing? * Debate are these changes good or bad? * Consider is coastal change inevitable? * Assess how has life changed for animals in coastal habitats.   FBV: Respect/ Independent liberty  UNCRC - Right to health care, clean water, food and a clean environment | |  | |
| **Art** | **Children will explore different aspects of art, looking at a variety of techniques and mediums.** | | | | | |
| **Drawing: Exploring Pattern**   * Know the act of making drawings can be mindful. * Use line, shape and colour to create patterns. * Use folding, cutting and collage to help us create pattern. * Create repeated patters to apply to a range of products or outcomes. | | **Painting: Exploring Still Life**   * Know that artists creating work around static objects is ‘still life’. * Understand the genre of still life, it’s history and it’s relevancy today. * Recognise Still Life creative responses which include drawing, painting, collaging. * Know that when artists work with still life, they bring comments and meaning to objects they portray. * Use line, shape, colour, texture and form to give us meaning to our work, explore composition of a piece. | | **Sculpture: The Art of Display**   * Know that artists think carefully not only about *what* they make but *how* it is presented to others. * Recognise the way we view sculpture (or other art), the context (way it is presented) affects how we react to it. * Understand the importance of how something will be seen can help us shape what is made. * Give thought to how we display the art we make, to help us understand how people will view our work. | |
| **DT** | **Children will complete three Design and Technology projects over the year, developing skills in the stages of Design, Making and Evaluating, as well as developing their Technical Knowledge and Cooking & Nutrition knowledge.** | | | | | |
| **Enterprise Week:**  Creating an electrical night light.  Consider the purpose, intended user and construction of an electrical night light.  Use knowledge of electrical circuits to design and create an electrical night light. | | **Mechanisms:**  Using levers and linkages to create moving characters.  Consider the purpose, intended user and construction of a moving character using levers and linkages. | | **Cooking & Nutrition:**  Making a healthy dessert (Scones).  Understanding what ingredients, quantities and equipment is needed to make a scone. Know who may be the intended user (consumer) and when we may eat scones.  Know how to ensure the equipment and environment is hygienic. | |
| **Music** | **We follow the Charanga musical school scheme of work to study the following topics throughout the year:**  **Children will also be taught brass by a specialist music provider.** | | | | | |
| **Here’s Your Instrument** | **Reading Music** | **Reaching New Heights** | **Make it your own** | **Fantastic 5s** | **Time to shine** |
| In this unit, children will be given an instrument to learn with and develop their musical knowledge, building on prior learning.  They will begin to explore the instrument and various techniques they will need in order to play with some control. | In this unit, while further developing their instrumental technique, children will also introduce pitch and rhythm notation. Children will play simple pieces of music using notation. | In this unit children will be introduced into a large compass of notes and secure prior learning. | This unit will focus on ensemble skills and the children will create a class orchestra. There will be two or three part pieces and playing in a round. Further to this there will be a development of instrumental skills | This unit will focus on composition and improvisation using a pentatonic scale. They will explore structure and texture within this and using their instruments be able to maintain a part in a class performance. | In this unit children will prepare for a class concert. They will rehearse as a class and individually and put together a programme to perform. |
| **TRIPS/VISITS** | Clonters Theatre Trip |  | Formby Beach Trip |  | Anglo-Saxon |  |