Year 4 - Long Term Planning. National Curriculum Planning
St Joseph's Catholic Primary School

English

Reading
• Read a range of fiction, non-fiction; myths, legends, traditional stories, archaic
texts, poetry and plays.
• Learn a wider range of poetry by heart; prepare poems / plays to perform; explore
meaning of words; justify with evidence; make predictions; summarise main ideas.
• Class reading books include but are not restricted to: Gangsta Granny, Danny the Champion of the World, Lottie's Run, Tutankhamun and Julius Caesar.

Grammar
• To structure sentences correctly, using the correct punctuation.
• To understand nouns, adjectives, verbs and adverbs and be able to use the within
our writing.
• Use expanded noun phrases.
• Use fronted adverbials.
• Use commas, speech marks and possessive apostrophes correctly.
• Use relative clauses to add detail to a main clause.
• To understand the difference between past, present and future tense and know
which is the correct one to use in a piece of writing.

Writing
• Write a version of a familiar story in own words.
• Write a persuasive letter.
• Write a piece of informational text – cross curricular (Linked to History).
• Write a story with clear stages: Introduction, build-up, conflict/climax and resolution
• Write an explanation text – cross curricular (Linked to Science)
• Write a story focussed on organisational devices. E.g. times of the day.

Maths

Number and Place Value
• To represent, partition and understand number lines to 1000.
• Thousands.
• To represent, partition and understand number lines to 10,000.
• To find 1, 10, 100, 1000 more or less.
• To estimate numbers on a number line to 10,000.
• To compare and order numbers to 10,000.
• Roman numerals.
• To round to the nearest 10, 100, 1000.

Addition & Subtraction
• To add and subtract 1s, 10s, 100s and 1000s.
• Add up to two 4-digit numbers (no exchange, 1 exchange, more than 1 exchange).
• Subtract up to two 4-digit numbers (no exchange, 1 exchange, more than 1
exchange).
• Efficient subtraction.
• Estimate answers.
• Checking strategies.

Area
• What is area?
• To count squares.
• To make shapes.
• To compare areas.

Multiplication & Division
• Recall multiplication and division facts for tables up to 12 x 12.
• Multiply 2- & 3-digit numbers by a 1 digit number using a formal written method.
• Multiplying and dividing by 1 & 0.

Fractions, Decimals & Percentages
• Recognise and show equivalent fractions.
• Recognise and decimal equivalents of 10ths, 100ths, ¼, ½, and ¾ .

<table>
<tr><td colspan="2">• Plan and write a longer story using figurative language to invoke mood.
• Write in the role of a character from a story.
• Plan and write a story with a strong central character.
• Write a recount in the first person with a specific audience.
Write a recount in the form of a newspaper report, using direct quotes.
• Write a formal explanation for a specific audience.
• Write a non-chronological report for a clear audience.
• Write a comparative report, using own notes taken from several sources.
• Plan, compose and edit a balanced discussion

Speaking & Listening
• Engage in longer and sustained discussions about a range of topics.
• To be able to ask and answer questions.
• To take part in short dramatic scenes to encourage the use of expression and
intonation.
• To discuss and debate opinions, showing respect for opposing views and ideas.</td><td colspan="2">• Find the effect of divising a number by 10 and 100.
• Count up and down in 100ths.
• Add and subtract fractions.
• Compare numbers with the same numbers to two decimal places.
Measurement
• Convert between different units of measurement e.g. km to m to cm
• Measure and calculate the perimeter of rectilinear shapes.
• Find the area of rectilinear shapes by counting squares.
• Estimate, calculate and compare both pounds and pence.
• Read, write and convert timr between analogue and digital and 12 & 24hr clocks,
solve problems converting hours to minutes and minutes to seconds.
Geometry
• Compare and classify shapes and identify lines of symmetry.
• Describe positions on a grid, explain movements/translations of a given point on a
grid and plot coordinates on a grid to create a polygon.
Statistics
• Present data in a bar chart or line graph.
• Solve comparison, sum and differences using various data including pictograms.
To apply reasoning, problem solving and investigation to all of the above.</td></tr>
<tr><td>P.E.
Develop running, jumping, throwing and catching; play competitive games-[rugby, football]
• To understand the importance of team work and working together in competitive games.
• Develop flexibility, strength control, balance, perform dances [gymnastics, dance]
• Swim a distance of at least 25 metres</td><td>PSHE
Developing moral, relationship and social skills
• Topics also link with Computing and
Science
• Topics include Family and relationships, Health and wellbeing, Safety and the changing body and Citizenship</td><td>Computing
• Computing systems and networks (presentations; word processing; spread sheets).
• Programming – Further coding with scratch
• Data handling
• Online Safety.</td><td>MFL
Spanish
• Myself and others
• Family members
• Food and drink
• Body- parts of the face</td></tr>
<tr><td colspan="2">R.E.
Domestic Church – people
Baptism/Confirmation – belonging: called
Other Faith Week -Judaism</td><td colspan="2">SMSC- British Values
Spiritual, Moral, Social, Cultural, & British Values, are taught partly through our PSHCE programme Ten Ten and RE.
• Value Words are focused on in Assembly & are followed up in the</td></tr>
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<tr><td>Reconciliation – Sacramental preparation- inter-relating building bridges
Advent/Christmas – Loving: gift
Local Church – community
Other Faith Week -Islam
Eucharist – Sacramental Preparation- relating; giving and receiving
Lent/Easter – giving: self-discipline
Pentecost – serving: new life
Baptism/Confirmation- Called
Universal Church – world; God’s people</td><td colspan="2">Classroom.
• School Rules and weekly statement to live by focused on in Assemblies - followed up in classroom; Class Rules agreed by each class.
• School Parliament, questionnaires all contribute to SMSC & British Values.</td></tr>
<tr><td>Science
Working scientifically
• Asking relevant questions, using scientific evidence, make careful observations,
take accurate measurements, set up simple enquiries and carry out fair tests, use
simple results to draw conclusions, present data and record and report findings.
Living things and their habitats and Animals, including humans
• The digestive system, teeth and their function and food chains.
• Recognise that living things can be grouped in a variety of ways, explore classification keys, identify living things in the local and wider environment.
• Recognise that environments can change.
States of Matter
• Compare and group materials into solids, liquids and gases.
• Observe that some materials change when heated and chilled and observe
temperature in degrees C.
• Identify the parts played by evaporation and condensation in the water cycle.
Sound
• Identifying how sounds are made, recognising that vibrations travel to the ear.
• Find patterns between pitch and features of an object.
• Find patterns between volume and the strength of vibration.
• Recognise that sound gets fainter the further away it is.
Electricity
• Identify common appliances that use electricity.
Construct a simple electrical circuit and recognise the uses of a battery and switch.</td><td>History
• To communicate History.
• Chronology
• Investigate the past.
• To think like a historian.

• Ancient Egyptians – what were their lives like? The River Nile; the importance of Pharaohs; What happened to Pharaohs when they died; Egyptian Gods/Goddesses; Ancient Egyptian major achievements.

• Romans – where they came from; Roman Empire and its army; Romans invaded
Britain; British resistance.</td><td>Music
Children will develop an understanding of musical notation, the history of music and great composers and musicians.
• They will be able to play and perform, using voice and instruments, with increasing accuracy, fluency, control and expression.</td></tr>
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• Recognise common conductors and insulators.		
Geography Rivers • To identify and describe river characteristics and processes. • To gain an understanding of the three stages of the river and how they differ. • To name, locate and identify key rivers on a global, national and local scale; particularly focusing on the Tyne, Wear and Tees. • To interpret a range of sources of geographical information, including maps, diagrams and arial photographs. • Communicate information in a variety of ways, including through maps and writing at length. • Ask and answer questions using a range of methods to describe features studied. • To identify land use and economic activity along the river and the relationship and changes between human activity over time. Coasts • To name, locate and identify oceans and seas on a global, national and local scale; particularly focusing on the Sunderland and Tyneside coastline. • To use geographical terms and vocabulary, demonstrate geographical skills, including maps and graphical methods. • To identify and describe coastal characteristics and processes. • To understand the processes of erosion, weathering and transportation along the coastline. • To identify land use, and human activity along a river, the impacts of coastal erosion and sea level rise and management techniques to respond to this.	**Art & Design** Celtic Letters • To explore and familiarise with Celtic letters and images from illuminated manuscripts. • To focus on line and pattern with in relation to zentangles. • Analyse and apply shape, line, colour and form. • Creating an illuminated letter. • To explore the work of Klimt. • Create relief patterns in the style of Klimt. Clay tiles • To explore the work of Nancy Mcroskey and leaf rubbing. • Mark making to develop skills used to create patterns and textures. • Adding printed texture. • Explore techniques used to join clay. • Creating specific designs and cutting them out of the clay. • Combining sperate pieces of clay work together to make one piece. • Painting and sealing.	**Design Technology** • Pupils will investigate and explore the work of Dan Sullivan the designer behind the brand 'Irregular Choice' shoes. Pupils will follow a brief to design and manufacture a prototype shoe for a public figure. Designs will utilise found materials. Pupils will apply research skills to create a profile of the public figure. • Through Food – adapting a recipe, children will gain a basic understanding of cooking and nutrition. They will be able to experiment with flavours and textures and develop their own ideas. They will build upon their knowledge of seasonality in the UK.