

Year 4 Long Term Curriculum Plan 2020 – 21

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Being Me In My World (Whole School Topic)	Rainforests	The Area We Live In (Whole School Topic)	Romans	Crime and Punishment	Terrible Tudors
English (Reading, Writing, Phonics/Spelling, schemes used to support POR and NNS)	<p>Text Focus: Whole School Text – Here We Are How to Catch a Star</p> <p>NNS: EA, homophones, apostrophes for singular possession.</p> <p>Grammar: Constructing and expanding sentences, adjectives, nouns, verbs, adverbs, prepositions and conjunctions.</p> <p>Reading: VIPERS</p> <p>Writing: setting descriptions, non-chronological writing, letter, diary and story.</p>	<p>Text Focus: Into the forest</p> <p>NNS: Prefixes, words with a sound, suffixes, ch words.</p> <p>Grammar: Fronted adverbials, pronouns for cohesion, inverted commas, expanded noun phrases, paragraphs, apostrophes for possession, tenses.</p> <p>Reading: VIPERS</p> <p>Writing: Story writing, descriptions, diary entries, poetry.</p>	<p>Text Focus: Whole School Text –TBC</p> <p>NNS: 'ture', possession apostrophe for plurals, homophones.</p> <p>Grammar: Cohesive devices (conjunctions, fronted adverbials, pronouns) Apostrophes for possession</p> <p>Reading: VIPERS</p> <p>Writing: Non-chronological report, diary entries, letters, auto-biography</p>	<p>Text Focus: Escape from Pompeii The Tall Ships.</p> <p>NNS: Prefixes, suffixes.</p> <p>Grammar: thesaurus work, cohesive devices, expanded nouns, inverted commas for dialogue</p> <p>Reading: VIPERS</p> <p>Writing: Poetry, narrative, setting description</p>	<p>Text Focus: TBC</p> <p>NNS: 'sc', 'sion', apostrophes, homophones.</p> <p>Grammar: imperative verbs, fronted adverbials, conjunctions, descriptive devices (i.e. adjectives etc)</p> <p>Reading: VIPERS</p> <p>Writing: instructions, advert, character description</p>	<p>Text Focus: Richard III The Secret Diary of Thomas Snoop, Tudor boy Snoop/Tudor Tales, the rebel, the actor, the wicked queen</p> <p>NNS: 'ous', prefixes, suffix 'ly'.</p> <p>Grammar: rhetorical questions, persuasive language, cohesive devices, paragraphs.</p> <p>Reading: VIPERS</p> <p>Writing: Persuasive letter, speech, narrative</p>

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<p>Maths (Maths Mastery and White Rose schemes used to support lessons)</p>	<p>Topic Areas: Place value Addition and subtraction</p> <p>Maths Meetings: Number Problem solving Shape and pattern Measurements including money Time</p> <p>Times tables Focus: All up to 12 x 12</p>	<p>Topic Areas: Length and perimeter Multiplication and division</p> <p>Maths Meetings: Number Problem solving Shape and pattern Measurements including money Time</p> <p>Times tables Focus: All up to 12 x 12</p>	<p>Topic Areas: Multiplication and division Measurement: area</p> <p>Maths Meetings: Number Geometry and shape Measures including money Time</p> <p>Times tables Focus: All up to 12 x 12</p>	<p>Topic Areas: Fractions Decimals</p> <p>Maths Meetings: Number Geometry and shape Measures including money Time</p> <p>Times tables Focus: All up to 12 x 12</p>	<p>Topic Areas: Decimals Money Time</p> <p>Maths Meetings: Number Geometry, position and direction Measures including money Time</p> <p>Times tables Focus: All up to 12 x 12</p>	<p>Topic Areas: Statistics Shape Position/direction</p> <p>Maths Meetings: Revision</p> <p>Times tables Focus: All up to 12 x 12</p>
<p>Science</p>	<p>Topic Area: Living things and their habitats</p> <p>Working Scientifically Focus: Classifying data and in a variety of ways to answer questions</p>	<p>Topic Area: Animals including humans</p> <p>Working Scientifically Focus: Identifying differences, similarities and changes related to simple scientific ideas and processes</p>	<p>Topic Area: Electricity</p> <p>Working Scientifically Focus: Set up simple practical enquiries, comparative and fair tests</p>	<p>Topic Area: Sound</p> <p>Working Scientifically Focus: Reporting on findings from enquiries, including oral and written explanations</p>	<p>Topic Area: States of matter</p> <p>Working Scientifically Focus: Recording findings using simple scientific language, drawings, labelled diagrams, tables</p>	<p>Topic Area: Investigation</p> <p>Working Scientifically Focus: Independent investigation led by child.</p>
<p>PSHE (Jigsaw scheme to be used to support lessons)</p>	<p>Being me in my world</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>



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<p><u>History</u></p>	<p>Famous shipwrecks</p> <p>Use sources to answer their questions.</p>	<p>Describe some similarities and differences between people, events and objects.</p> <p>Timelines of rainforests and deforestation.</p>	<p>Use various sources to interpret</p> <p>Enquiry through books, photos and eye witness accounts.</p> <p>Use sources to answer their questions.</p> <p>Create a timeline about LL</p> <p>Tell stories about the past using story writing skills.</p>	<p>Choose reliable sources of evidence (houses and settlements, rich and poor)</p> <p>Use vocab (century, AD, BC, after, before and decade)</p> <p>Begin to use significant dates accurately.</p>	<p>Divide recent history into 20th and 21st century.</p> <p>Give reasons why changes may have occurred and show on a timeline these changes.</p>	<p>Name the date of an event and place it in about the right place on a time-line.</p> <p>Use a timeline to place an event or person in order.</p>
<p><u>Geography</u></p>	<p>Human and physical features.</p> <p>Locate counties and cities.</p> <p>Use the contents and index of an atlas to find places.</p>	<p>Measure temperature and rainfall and record these.</p>	<p>Predict what this place will be like in the future?</p> <p>Collect statistics about people and our village</p> <p>Map the land use of this location.</p> <p>Environmental issues viewpoints affecting LL.</p> <p>Aerial photos.</p> <p>Draw maps and plans of places studies.</p> <p>Use grid references.</p>	<p>Make detailed sketches of the features of a location and label.</p> <p>Use aerial photos to describe a location in more detail.</p>	<p>Use aerial photos to describe a location in more detail.</p> <p>Identify buildings and land use by using aerial photos.</p>	<p>Use an atlas to locate places in the UK.</p>
<p><u>Religious Education</u></p>	<p>What does it mean to be a Hindu in Britain?</p>	<p>Diwali</p>	<p>Why is Jesus inspiring to some people?</p>	<p>Religious festivals – Easter</p>	<p>Why can we learn from different religions about right and wrong?</p>	<p>How is life like a journey?</p>

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<u>Computing</u>	Programming Apps/Equipment	Online technologies Apps/Equipment	Data Handling Apps/Equipment	Digital Literacy Apps/Equipment	Multimedia Apps/Equipment	Word Processing Apps/Equipment
<u>Art</u>	Portrait, Colours Adapt and improve their own work.	Choose an experiment with materials and techniques to suit their intentions. Diorama – Use the properties of shape, form and texture of materials to create a 3D model to communicate their ideas and intentions.	Combine line, colour, shape, pattern, texture and shape	Shield – select visual and other information to develop ideas.	Compare ideas, methods and approaches in others and their own work, including artists.	Compare ideas, methods and approaches in others and their own work, including artists. Design and make a Tudor Rose. Tudor portraits
<u>Design Technology</u>	Design and make their own planet.	Diva clay lamp – Diwali Mark, cut, shape and join with increased accuracy. Know some foods that are grown in the wider world. Know that food is needed to provide energy for the body. (science?)	Identify how to make strong shell structures. Investigate if items can be recycled or reused and how. Investigate and analyse how well products are designed and made.	Design and make a shield. Use various finishing techniques with increasing accuracy.	Can identify how levers create movement	Prepare and cut savoury dishes.
<u>Music</u> (Charanga scheme used to support lessons)	Unit topic: Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, rewind and replay.



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<p>PE (Real PE scheme used to support lessons)</p>	<p>Cog Focus: Social Fundamental moment skill focus: Circuit training (cooperating) Assessment focus areas:</p>	<p>Cog Focus: Personal Fundamental moment skill focus: Basketball (persevering) Assessment focus areas:</p>	<p>Cog Focus: Cognitive Fundamental moment skill focus: Tag Rugby (attacking and defending) Assessment focus areas:</p>	<p>Cog Focus: Creative Fundamental moment skill focus: Gymnastics and Dance (Sequences and movements) Assessment focus areas:</p>	<p>Cog Focus: Physical Fundamental moment skill focus: Assessment focus areas: Athletics (control)</p>	<p>Cog Focus: Health and fitness Fundamental moment skill focus: Assessment focus areas: Cricket and Rounders (describe how my body feels before and after exercise)</p>
<p><u>Modern Foreign Languages – French</u> (Subject areas within each half term to be set by MFL lead)</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>
<p><u>LLPS Learning Goals</u></p>	<p>Raise money for a charity</p>			<p>Display work in public space</p>	<p>Write to someone famous</p>	<p>Sleep in a tent outside Sing around a campfire Learn to skim a stone Residential???</p>



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<u>Educational Visits</u>	TBC	TBC	TBC	TBC	TBC	TBC
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