

## Year 4 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Diversity</b>	<b>Values &amp; Perceptions</b>	<b>Social Justice</b>	<b>Sustainable Development</b>	<b>Interdependence</b>	<b>Aspirations</b>
<b>Lead Question</b>	Can I find out what draws groups of people to certain places?	Can I understand how our values affect the way we live?	Do I recognise that actions have intended and unintended consequences?	Do I appreciate the value that sustainable resource use has on us and future generations?	Do I understand how action and choices made in the UK impact on the rest of the world?	Who do I want to be and what do I want to achieve?
<b>EI Value</b>	<b>Respectful</b>	<b>Understanding</b>	<b>Compassionate</b>	<b>Responsible</b>	<b>Patient</b>	<b>Positive</b>
<b>Lead EI</b>	<p><b>Self:</b> Do I respect myself through my words and actions?</p> <p><b>Others:</b> Do I show respect for others through my words and actions?</p> <p><b>As a Learner:</b> Do I respect mine and others' learning by always trying my best?</p>	<p><b>Self:</b> Do I understand my emotions?</p> <p><b>Others:</b> Do I recognise and understand the emotions of others?</p> <p><b>As a Learner:</b> Do I have strategies if I do not understand what I am learning?</p>	<p><b>Self:</b> Do I have an accurate self perception?</p> <p><b>Others:</b> Do I recognise how my words and actions impact others?</p> <p><b>As a Learner:</b> Do I assist others effectively?</p>	<p><b>Self:</b> Do I adapt my behaviour according to the setting?</p> <p><b>Others:</b> Do my words and actions help others make responsible choices?</p> <p><b>As a Learner:</b> Do I complete tasks?</p>	<p><b>Self:</b> Do I display patience when it's difficult to do so?</p> <p><b>Others:</b> Am I able to adapt in order for others to achieve?</p> <p><b>As a learner:</b> Do I dedicate myself to learning?</p>	<p><b>Self:</b> Do I recognise what I have done well and what my strengths are?</p> <p><b>Others:</b> Do I say polite and caring things to others?</p> <p><b>As a Learner:</b> Do I recognise where I want to get to?</p>
<b>Genre</b>	Myth 3rd person narrative Historical persuasive piece	Poetry spine Scientific explanation In Media Res	Poetry- narrative Traditional tales retell	Wildlife documentary Persuasive letter	Geographical non-chronological report Adventure: Missing chapter- narrative	Discussion text The BFG- multiple genres recap
<b>Reading</b>	Myth 3rd person narrative Historical persuasive piece	Poetry spine Scientific explanation In Media Res	Poetry- narrative Traditional tales retell	Wildlife documentary Persuasive letter	Geographical non-chronological report Adventure: Missing chapter- narrative	Discussion text The BFG- multiple genres recap
<b>Writing</b>	Noun phrases Conjunctions	Nouns and pronouns Paragraphs Adverbs for time and cause	Prepositions and determiners 5 rules of speech	Present perfect tense Conjunctions for time and cause Adverbs for cause	Plural apostrophes Prepositions for time and place 5 rules of speech	Expanded noun phrases Commas after adverbial phrases

		Commas after fronted adverbial phrases	Fronted adverbs for time and space Paragraphs	Organise ideas around a theme	Expanded noun phrases	Conjunctions for time, cause and place Commas after subordinating clauses
<b>Spelling</b>	-‘shun’ ending words -words ending in ‘gue’ and ‘que’ -apostrophes for possession	-adding ‘y’ to a word ending in ‘e’ -soft or hard ‘c’ -pluralising words that end in ‘f’	-the prefixes ‘sub-’, ‘super-’ and ‘inter-’ -the prefixes ‘re-’, ‘anti-’ and ‘auto-’	-how the ‘aw’ and ‘or’ sounds and how they are spelt -irregular plural forms -high frequency compound words -homonyms	-can words end in the letter ‘v’? -can words ever end in the two letters ‘wa’ or ‘wo’?	-are the trickiest words to spell three syllable words? -are all double consonant words animals?
<b>Mathematics</b>	Numbers to 10000 Addition and Subtraction within 10000	Multiplication and Division Further Multiplication and Division	Further Multiplication and Division	Fractions Decimals	Graphs Time Money	Symmetry Properties of Two-Dimensional Shapes Co-ordinates
<b>Science</b>	Living things and their habitats	Electricity	States of matter	Animals including humans	Sound	Sound
<b>PSHE</b>	<p style="text-align: center;"><b>RELATIONSHIPS</b></p> <p style="text-align: center;"><b>Friends and Family</b> Positive friendships, including online <b>Safe Relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online <b>Valuing Difference</b> Respecting differences and similarities; discussing difference sensitively</p>		<p style="text-align: center;"><b>LIVING IN THE WIDER WORLD</b></p> <p style="text-align: center;"><b>Belonging to a Community</b> What makes a community; shared responsibilities <b>Media Literacy and Digital Resilience</b> How data is shared and used <b>Money and Work</b> Making decisions about money; using and keeping money safe</p>		<p style="text-align: center;"><b>HEALTH AND WELL-BEING</b></p> <p style="text-align: center;"><b>Healthy Lifestyles</b> Maintaining a balanced lifestyle; oral hygiene and dental care <b>Growing and Changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty <b>Keeping safe</b> Medicines and household products; drugs common to everyday life</p>	
<b>EI</b>	<p style="text-align: center;"><b>Self</b> Sharing my thoughts / time to reflect <b>Others</b> Different relationships in school <b>As a learner</b> Producing my best every lesson</p>	<p style="text-align: center;"><b>Self</b> Strategies to help my emotions <b>Others</b> Naming emotions from facial expression/ body language <b>As a learner</b> Gaining support effectively</p>	<p style="text-align: center;"><b>Self</b> Describing me and how others describe me <b>Others</b> Treating others how you would like to be treated <b>As a learner</b> Effective peer support - demonstrate and question</p>	<p style="text-align: center;"><b>Self</b> Relationships with people and places <b>Others</b> Not joining in with unwanted behaviour <b>As a learner</b> Setting realistic goals</p>	<p style="text-align: center;"><b>Self</b> Delaying gratification <b>Others</b> Helping others, despite own desires <b>As a learner</b> Continuing learning at home</p>	<p style="text-align: center;"><b>Self</b> My strongest attribute <b>Others</b> Giving compliments to others <b>As a learner</b> What I want to improve next term</p>
<b>RE</b>	<b>Believing</b>	<b>Living</b>	<b>Living</b>	<b>Expressing</b>	<b>Expressing</b>	<b>Living</b>

	Jewish people and Hindus What do different people believe about God?	Jewish people How do family life and festivals show what matters to Jewish people?	Religious and non-religious What can we learn from religions about deciding what is right and wrong?	Jewish people and Hindus Why is Moses inspiring to some people? Why is Ramakrishna inspiring to some people?	Jewish people and Hindus How and why do people pray?	Hindus What does it mean to be a Hindu in Britain today?
<b>Computing</b>	Responsible citizens The internet	Strong passwords Audio editing	Online identity Repetition in shapes	Strong online communities Data logging	Responding positively Photo editing	Manipulating images Repetition in games
<b>Design Technology</b>		D&T Cooking and nutrition	D&T Electrical systems			D&T textiles
<b>Art and design</b>	Drawing			3D structures (including drawing)	Printing (including drawing)	
<b>Music</b>	Musical fairy tales & mythology	Jazz	Adapting and Transposing motifs (Theme: Romans)	Composition to represent the festival of colour	Body and tuned percussion (Theme: Rainforests)	Changes in pitch, tempo and dynamics (Theme: Rivers)
<b>History</b>	How have the Ancient Greeks' lives and achievements influenced the western world?		What impact did the Roman Empire have on Britain?			
<b>Geography</b>	Our World (Eastern Europe)		Somewhere to settle (link with Romans history) Geography skills day		Our Earth (rainforests)	Our Earth (water cycle and rivers)
<b>MFL</b>	Phonetics Session 2  ME PRESENTO (PRESENTING MYSELF)	LA FAMILIA (FAMILY)	LOS COMANDOS EN CLASE (CLASSROOM COMMANDS)	HABITATS (HABITATS)	MI CASA (MY HOUSE)	CONSOLIDATION OF LKS2 OBJECTIVES
<b>PE</b> <i>(Swimming throughout the year)</i>	Netball	Gymnastics - arching and bridging	Dance	Cricket	Athletics	Tennis

