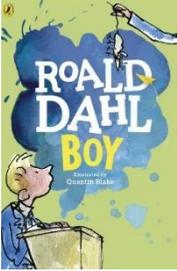
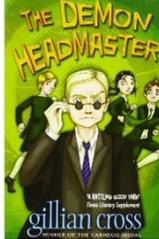
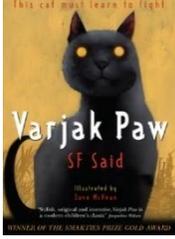
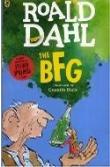
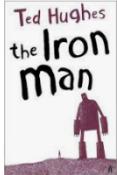
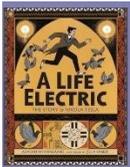
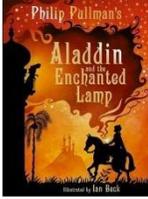
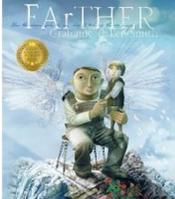


Year 4 Long Term Plan

Curriculum Drivers	World Citizens		Resilient Individuals		Respectful Communicators	Healthy Advocates	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reader	<p><b>Reading (VIPERS)</b></p> <p><b>Witches And Wizards</b> (The Witches, The Worst Witch, Harry Potter and the Philosopher’s Shone)</p> <p><b>Picture Books (1)</b> (Cloth Lullaby: The Woven Life of Louise Bourgeois, Varmints, Voices In The Park)</p> <p><b>Electricity</b> (The History of Electricity, Thomas Edison, Electricity from Billy Elliot)</p> <p><b>Black History Month</b> (Harriet Tubman: A Journey to Freedom, I Have A Dream, I Got A Dream)</p> <p><b>Novels (1)</b> (Little Badman And The Invasion Of The Killer Aunties, Fizzlebert Stump: The Boy Who Ran Away And Joined The Circus, The Great Chocoplot)</p>	<p><b>Reading (VIPERS)</b></p> <p><b>Money</b> (What Is Money? By Katie Marsico, Brother, Can You Spare A Dime?, It’s A No-Money Day)</p> <p><b>Armistice Day</b> (Why Do People Wear Poppies?, Tail End Charlie, No Man’s Land by Eric Bogle)</p> <p><b>Jennifer Killick</b> (Alex Sparrow and the Really Big Stink, Mo, Lottie and the Junkers, Crater Lake)</p> <p><b>States Of Matter</b> (The Rhythm Of The Rain, Plasma, What’s The Matter?)</p> <p><b>Poetry</b> (If, Mr Mistoffeless, Chocolate Cake)</p> <p><b>Songs from Musicals</b> (The Place Where the Lost Things Go, A Spoonful of Sugar)</p>	<p><b>Reading (VIPERS)</b></p> <p><b>Rivers</b> (A River’s Journey, A River, Just Around the Riverbend)</p> <p><b>Picture Books (2)</b> (The Journey, How to Live Forever, After the Fall)</p> <p><b>Holocaust Memorial Day</b> (Holocaust, Anne Frank, The Diary of Anne Frank)</p> <p><b>Chinese New Year</b> (Chinese New Year, The Firework Maker’s Daughter, The Story of the Chinese Zodiac)</p> <p><b>Notable People (1)</b> (Mary, Queen of Scots, Boudicca, Pocahontas)</p> <p><b>Rabbits</b> (The Legend Of Podkin One-Ear by Kieran Larwood, The Velveteen Rabbit, The Miraculous Journey Of Edward Tulane)</p>	<p><b>Reading (VIPERS)</b></p> <p><b>International Women’s Day</b> (Emmeline Pankhurst, Rosa Parks, Marie Curie)</p> <p><b>Vikings</b> (Nat Geo Kids - Everything Vikings, Viking Gods Fact Cards, How to Be A Viking)</p> <p><b>Guy Bass</b> (Stitch Head, Skeleton Keys)</p> <p><b>Habitats</b> (Unusual Adaptations to Habitats, Dolphins in the River Mersey, The Brilliant Deep: Rebuilding The World’s Coral Reefs)</p> <p><b>Children’s Classics (1)</b> (A Bear Called Paddington, The Lion, The Witch and the Wardrobe, Alice’s Adventures in Wonderland)</p> <p><b>Recycling Week</b> (Recycle Week, Greta’s Story, The Great Paper Caper)</p>	<p><b>Reading (VIPERS)</b></p> <p><b>Disney Songs</b> (Under the Sea, Reflection, Let it Go)</p> <p><b>Mental Health</b> (Life with ADHD, One Wave as a Time)</p> <p><b>Romans</b> (Ancient Rome, Romulus, and Remus, Boudicca: A Celtic Folk Song)</p> <p><b>Notable People</b> (Howard Gayle, Dr Barnardo, Frida Kahlo)</p> <p><b>Poetry</b> (Life Doesn’t Frighten Me At All by Maya Angelou, The Adventures Of Isabel, Oh The Places You’ll Go)</p> <p><b>Novels (2)</b> (Kid Normal, The Girl Who Stole An Elephant, Running on the Roof of the World)</p>	<p><b>Reading (VIPERS)</b></p> <p><b>Migration</b> (Refugees, My Beautiful Birds, The Boy at the Back of the Class)</p> <p><b>Sports People</b> (Muhammad Ali, Simone Biles, Serena and Venus Williams)</p> <p><b>Songs</b> (Who’s Laughing Now, Bridge Over Troubled Water, Read All About It)</p> <p><b>Teeth</b> (Tooth By Tooth: Comparing Fangs, Tusks and Chompers and Dentist Dan, The Toothless Wonder, Demon Dentist)</p> <p><b>Childrens Classics</b> (Pippi Longstocking, The Demon Headmaster, The Animals of Farthing Wood)</p>	

	 <p><b>Boy by Roald Dahl</b></p>	 <p><b>Agent Asha- Mission Shark Byte by Sophie Deen</b></p>	 <p><b>The Secret of Platform 13 by Eva Ibbotson</b></p>	 <p><b>The Wild Robot by Peter Brown</b></p>	 <p><b>The Demon Headmaster by Gillian Cross</b></p>	 <p><b>Varjak Paw by SF Said</b></p>
<p>Read Aloud Rhymes and Poetry</p>	<p><b>The Sound Collector By Roger McGough</b></p>		<p><b>The River by Valerie Bloom</b></p>		<p><b>Please do not feed the animals by Robert Hull</b></p>	
<p>Writing and model texts</p>	 <p><b>The BFG by Roald Dahl (Drama/Art)</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Adventure</li> </ul>  <p><b>The River by Valerie Bloom (Science/Geography)</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Strength</li> </ul>	 <p><b>The Iron Man by Ted Hughes (Art/DT)</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Science Fiction</li> </ul>  <p><b>Nikola Tesla by Azadeh Westergaard (Science)</b></p> <ul style="list-style-type: none"> <li>• Non-fiction</li> <li>• Biography</li> </ul>	 <p><b>The Great Chocoplot by Chris Callaghan (History)</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Mystery</li> </ul>  <p><b>Once Upon a Raindrop by James Carter (Science/Geography)</b></p> <ul style="list-style-type: none"> <li>• Non-fiction</li> <li>• Script</li> </ul>	 <p><b>Aladdin and the Enchanted Lamp by Philip Pullman (Geography)</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Traditional Tale</li> </ul>	 <p><b>Bike Boy by Jane Considine (PSHRE)</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Adventure</li> </ul>  <p><b>Digestion based on the Gut Garden by Katie Brosnan (Science)</b></p> <ul style="list-style-type: none"> <li>• Non-fiction</li> <li>• Explanation</li> </ul>	 <p><b>Farther by Grahame Baker-Smith (PSHRE)</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Legacy</li> </ul>  <p><b>The Creature (Science/Geography)</b></p> <ul style="list-style-type: none"> <li>• Non-fiction</li> <li>• Newspaper Report</li> </ul>

Grammar and Punctuation	 <p>Use noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases.</p> <p>Appropriate choice of pronoun or noun within and across sentences to avoid repetition</p>	 <p>Understand and use determiners in writing</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Fronted adverbials</p>	 <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion</p> <p>Use paragraphs to organise ideas around a theme</p>	 <p>Use of inverted commas and other punctuation to indicate direct speech</p>	 <p>Use of commas after fronted adverbials</p>	 <p>Apostrophes to mark plural possession</p>
RWI Spellings	<p>Unit 1: Adding the prefix mis- and revising un-, in-, dis-</p> <p>Unit 2: Words ending in zhuh spelt -sure</p> <p>Special focus 1 - The short u sound spelt ou</p> <p>Unit 3: Adding the prefix auto-</p> <p>Practice Test 1 (Units 1-3)</p>	<p>Unit 4: Adding the suffix -ly</p> <p>Unit 5: Adding the prefix inter-</p> <p>Special focus 2- Homophones</p> <p>Unit 6: Words with the ay sound spelt ei, eigh, ey</p> <p>Practice Test 2 – (Units 4-6)</p>	<p>Unit 7: Words ending in -ous</p> <p>Unit 8: Words with the s sound spelt sc</p> <p>Special focus 3- Possessive apostrophes</p> <p>Nouns</p> <p>Practice Test 3 – (Units 7-8)</p>	<p>Unit 9: Words ending in zhun spelt -sion</p> <p>Unit 10: Adding il- and revising un-, in-, mis-, dis-</p> <p>Practice Test 4 – (Units 9-10)</p>	<p>Unit 11: The c sound spelt -que and the g sound spelt -gue</p> <p>Special focus 4- Homophones</p> <p>Unit 12: Adding ir- to words beginning with r</p> <p>Practice Test 5 – (Units 6-10)</p>	<p>Unit 13: Adding the suffix -ion</p> <p>Unit 14: Adding the suffix -ion</p> <p>Practice Test 6 – (Units 13-14)</p>
Maths	<p><u>Place Value</u> (4 Weeks)</p> <p><u>Addition and Subtraction</u> (3 Weeks)</p> <p><u>Measurement</u> (1 Week)</p> <p><u>Multiplication and Division A</u> (3 Weeks)</p> <p><u>Consolidation</u></p>		<p><u>Multiplication and division B</u> (3 Weeks)</p> <p><u>Length and Perimeter</u> (2 Weeks)</p> <p><u>Fractions</u> (4 Weeks)</p> <p><u>Decimals A</u> (3 Weeks)</p>		<p><u>Decimals B</u> (2 Weeks)</p> <p><u>Money</u> (2 Weeks)</p> <p><u>Time</u> (2 Weeks)</p> <p><u>Consolidation</u> (1 Week)</p> <p><u>Shape</u> (2 Weeks)</p> <p><u>Statistics</u> (1 Week)</p> <p><u>Position and Direction</u> (2 Weeks)</p>	
Science	<p><b>Electricity</b></p> <p>-Identify common appliances that run on electricity.</p>	<p><b>States of Matter</b></p> <p>-Compare and group materials together, according to</p>	<p><b>Animals including Humans</b></p> <p><b>Teeth, Food Chains and Digestion</b></p>		<p><b>Living things and habitats</b></p> <p><b>Classification</b></p>	<p><b>Sound</b></p> <p>-Identify how sounds are made, associating some of</p>

	<ul style="list-style-type: none"> <li>- Construct simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>- Identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>- Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p>whether they are solids, liquids or gases.</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>-Identify the different types of teeth in humans and their simple functions.</li> <li>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise that living things can be grouped in a variety of ways.</li> <li>-To explore and use classification keys to help group.</li> <li>-Identify and name a variety of living things in the environment.</li> <li>-Recognise that environments can change and this can sometimes pose dangers to living things.</li> </ul>	<p>them with something vibrating.</p> <ul style="list-style-type: none"> <li>-Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>-Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>-Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	
History		<p><b>Who were the Anglo-Saxons and how do we know what was important to them?</b></p> <p>Abandonment of Britain by the Romans</p> <p>Interpret both primary and secondary sources of evidence</p> <p>Emperor Honorius situation &amp; motives in ad 410</p> <p>Why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated</p> <p>From paganism to Christianity – the conversion of Britain and changes to society and physical structures</p>		<p><b>Vikings- ruthless killers or traders and travellers?</b></p> <p>Why was Lidisfarne attacked in 793?</p> <p>Describe why ‘Vikings’ is not, in fact, the correct name for these people and explain who the attackers really were</p> <p>What are the likely feelings of the people of the Kingdom of Northumbria?</p> <p>Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain.</p> <p>Identify and describe the distribution of those areas of Britain settled by Viking Norsemen</p> <p>Compare and contrast Viking and Saxon homes</p>		<p><b>How significant was Cornwall’s contribution to world-wide communications?</b></p> <p>Marconi - First Radio message sent across the Atlantic Ocean from Poldhu Station.</p> <p>Telegraph Station at PorthCurno Connecting the British Empire</p> <p>Goonhilly Satellite Station First live broadcast from the USA</p>
Geography	<b>What led to the growth of Mega-Cities?</b>		<b>Oceans and rivers</b> - Water cycle		<b>How is Cornwall’s coastline changing?</b>	

	<p>Type of settlement Compare and contrast New York, Tokyo, Mumbai ace, Time and Scale Understand how physical and human changes over time impact on the growth of a city. Identify how and why megacities occurred. Understand the impact of population density on a megacity. Recognise how physical features can inhibit or support the growth of megacities. Compare the megacities of London and New York, the geographical similarities and differences both physical and human. . Understand push and pull factors that encourage migration. Time Zones &amp; 24 hour open offices</p>		<p>Pollution environment Identify and label the features of the River Thames. Identify some well- known rivers from around the world. Explain the use of rivers and the impact on our lives. Discuss pollution of rivers. Identify key features of a river. Understand the impact of floods and droughts. Impact of river pollution versus sustainability. Geographical Skills and Fieldwork</p>		<p>Land use patterns Compare local beaches with different coastal areas around the UK. Impact of coastal erosion over time. Explore different strategies used for coastal management. Understand that the changes on land use in coastal areas could impact beaches. Understand how coasts are formed including erosion and deposition. Recognise physical features associated with coastal erosion. Identify different types of beaches. Recognise how coasts are changing linked to environmental changes - climate, pollution. Advantages and disadvantages of coastal management. Recognise the impact on tourism to the local community.</p>	
Art	<p><b><u>Storytelling Through Drawing</u></b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p>		<p><b><u>Exploring Still Life</u></b> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork.</p>		<p><b><u>Sculpture, Structure, Inventiveness &amp; Determination: Building Nests</u></b> What can artists learn from nature?</p>	
DT		<p><b><u>Cooking and nutrition</u></b> -adapting a recipe Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.</p>		<p><b><u>Electrical systems Torches</u></b> Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.</p>		<p><b><u>Mechanisms-sling shot cars</u></b> Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.</p>

Computing	<u>Collaborative learning</u> (5 lessons) (Option 1: Google) Learning how to work collaboratively and exploring a range of collaborative tools. <u>Online safety Y4</u> . (6 lessons) Searching for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.	<u>Further coding with Scratch</u> (5 lessons) (Option 1: Google) Revisiting the key features and beginning to use 'variables' in code scripts <u>Online safety Lesson 2</u>	<u>Website design</u> (5 lessons) (Option 1: Google) Learning how web pages and sites are created and how to embed media and links <u>Online safety Lesson 3</u>	<u>HTML</u> (5 lessons) Learning about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remix' a live website <u>Online safety Lesson 4</u>	<u>Computational thinking</u> (5 lessons) Solving problems effectively using the four areas of abstraction, algorithm design, decomposition and pattern recognition. <u>Online safety Lesson 5</u>	<u>Investigating weather</u> (5 lessons) (Option 1: Google) Researching and storing data on spreadsheets and designing a weather station <u>Online safety Lesson 6</u>
Music	<u>Glockenspiel Stage 2</u> Exploring & developing playing skills		<u>Lean on Me</u> Listen and Appraise the song Lean on me and gospel based songs Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: Games (Warm-up Games and Flexible Games), Singing Playing Instruments (classroom and or band instruments), Improvisation, Composition, Perform and Share		<u>Blackbird</u> Listen and Appraise the song Lean on me and other songs by the Beatles Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: Games (Warm-up Games and Flexible Games), Singing Playing Instruments (classroom and or band instruments), Improvisation, Composition, Perform and Share	
RE	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	L2.12 How and why do religious and non-religious people try to make the world a better place?
PE	<b>Touch Rugby</b>	<b>Hockey</b>	<b>Gymnastics - Flight</b>	<b>Dance - Shake, Wake, Roll</b>	<b>Striking &amp; Fielding</b>	<b>OAA</b>
PSHE	<u>Healthy Eating and a Balanced Diet x2</u> <u>The Importance of Physical Activity x 2</u> <u>Relaxing to Recharge x 2</u> <u>The Recreational Drugs of Alcohol and Nicotine</u>	<u>My Body, Your Body - Keeping Safe</u> <u>Sleep x 2</u> <u>Screen time x 2</u> <u>Autism: Aspergers</u> <u>What's Love?</u>	<u>Bullying x 2</u> <u>Everything Will Be Alright</u> <u>All About Tik-Tok</u> <u>Identity and Gender</u> <u>Fairtrade: Change Through Choice</u>	<u>BV Government and Rules x 2</u> <u>BV Freedom in Beliefs x 2</u> <u>Family Relationships x 2</u>	<u>Consent</u> <u>Where Does My Food Come From?</u> <u>Respect x 2</u> <u>Being Responsible x 2</u> <u>Earning Money</u>	<u>Problem Solving and Resourcefulness x 2</u> <u>Try and Try Again x 2</u> <u>Leadership x 2</u>
Experiences						<i>Visit to PorthCurno Telegraph Museum</i>