



Year 4 Long Term Planning 2023-24

Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Pride	Confidence	Respect	Equality	Belief	Trust & responsibility
British values	Rule of law	Democracy	Mutual respect	Individual liberty	Rule of law	Acceptance
Core texts	Grimm Tales - Philip Pullman (PoR)	Arthur and the Golden Rope - Joe Todd-Stanton (PoR)	Werewolf club rules - Joseph Coelho (PoR) Rhythm of the Rain Grahame Baker Smith (PoR) (CC)	Runaway Robot - Frank Cottrell-Boyce	Egyptology - Dugald Steer	The Great Kapok tree - Lynne Cherry
Writing Genres						
Fiction	<u>Writing to entertain:</u> 1. Monologue (poetry) <u>Writing to entertain:</u> 2. Character/setting description	<u>Writing to entertain:</u> 1. Setting description <u>Writing to entertain:</u> 2.. Shared poetry	Rhythm of the Rain <u>Writing to entertain:</u> 1. Poetry writing and performing 2 . <u>Writing to entertain:</u> Diary entry <u>Writing to entertain:</u>	1. Making predictions.	Writing to entertain: 1. The Egyptian Cinderella play and dialogue	<u>Writing to entertain:</u> 1.Diary entry



	3. <u>Writing a narrative</u> (Fairy Tale)		3. Setting description			
Non-fiction		<u>Writing to persuade:</u> 3. Persuasive letter writing <u>Writing to inform:</u> 4. Newspaper report on the Wolf's attack.	Rhythm of the Rain <u>Writing to inform:</u> 4. Explanatory (formal) (The Water Cycle).	<u>2. Writing to persuade:</u> Writing a persuasive/ emotive speech <u>Writing to inform:</u> 3. Explanatory text	<u>Writing to inform</u> 1. Instructions on how to mummify a king <u>Writing to inform:</u> 2. Non-chronological report	<u>Writing to persuade:</u> 2. Balanced argument - why should we save the rainforest? (SMSC) <u>Writing to inform:</u> 3. Persuasive speech
Cross-curricular writing opportunities	History: Roman travel brochure Science: Non-chronological report - animal teeth.	History: recount - Boudicca and the Celt's revolt Science: informative leaflet - teeth.	Science: explanation text – the water cycle Geography: balanced argument – is it better to live in a city or a village?	Science: non-chronological report – How has electricity changed the way we live? History: Bronte fact file	History: diary entry – Howard Carter's diary	Geography: rainforest biome blog posts Science: informative leaflet – plastic pollution
Maths	Mental arithmetic Problem solving strategies Place value	Mental arithmetic Problem solving strategies Number:	Mental arithmetic Problem solving strategies	Mental arithmetic Problem solving strategies	Mental arithmetic Problem solving strategies	Mental arithmetic Problem solving strategies Geometry: properties of



	Number: addition and subtraction	addition and subtraction (to complete) Multiplication and division Measurement: perimeter and area	Number: multiplication and division Measurement: area and converting measurements	Number: fractions and decimals Time	Number: fractions and decimals Money	shape, position and direction Statistics
Cross-curricular maths links	History: find the difference between periods of time rounding up to the nearest decade and century.	History: Roman numerals	Science: data handling - graphs and tables. ICT: data handling and creating bar charts.	PSHE: money and budgeting	History: find the difference between periods of time rounding up to the nearest decade and century.	Geography: data handling - climate graphs and statistics
Science	Animals including humans (teeth) Identify and name the different types of teeth. Explain the functions of each of our teeth. Compare animal and human teeth.	Animals including humans (digestive system and food chains) To understand the role of the digestive system. Describe functions of key parts of the digestive system.	States of matter Compare and group materials together depending on whether they are solids, liquids or gases. Observe that some materials change state when heated and	Electricity Identify common appliances that run on electricity. Construct a simple series circuit and identify its key parts. Recognise some common	Sound Identify how sounds are made and associate them with something vibrating. Recognise that vibrations from sounds travel through a	Living things and their habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to group living things.



		Construct and interpret food chains.	<p>cooled and research the temperature at which this happens.</p> <p>Identify the part played by evaporation and condensation in the water cycle.</p>	<p>conductors and insulators.</p> <p>Recognise that a switch opens and closes a circuit.</p>	<p>medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	Recognise that environments can change and this can sometimes pose dangers to living things.
History	<p>Why were the Romans so powerful and what did we learn from them?</p> <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar • Hadrian's Wall • Boudica • Romanisation of Britain 	-	<p>Local History study (the Brontes)</p> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p>	<p>How do we recreate the wonders of Ancient Egypt?</p> <p>The achievements of the earliest civilizations – an overview of where and when</p>		



	<p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To note connections, contrasts and trends over time.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>			<p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p>the first civilizations appeared and a depth study: Ancient Egypt.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
Geography	-	-	<p>Why is Bradford so brilliant? (settlements) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and</p>	<p>Why is Bradford so brilliant? (To complete - 1 week) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use</p>	-	<p>Why should the rainforest be important to us all? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South</p>



			<p>physical characteristics, key topographical features</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p> <p>Describe and understand key aspects of physical</p>
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						geography, including: climate zones, biomes and vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle
Art	<p>Roman battle drawings</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>Learn about great artists and architects in History - Uccello's triumph of Julius Caesar</p>	<p>Collage and mosaics</p> <p>To improve their mastery of art and design techniques.</p> <p>To develop their techniques, including their control and their use of materials.</p> <p>Learn about great artists and architects in History - Roman mosaics</p>	<p>City skyline printed</p> <p>To improve their mastery of art and design techniques, including painting (printing skills)</p> <p>Learn about great artists and architects in History – Roman mosaics (Monet – reflections)</p>	<p>To learn about great artists – The Bronte Family</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing and painting.</p>	<p>To design items for King Tutankhamen's afterlife (amulets and cartouches)</p> <p>To improve their mastery of art and design techniques, including sculpture with a range of materials [for example, clay]</p> <p>To learn about great artists, architects and designers in</p>	<p>To create my own rainforest picture</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>Learn about great artists, architects and designers in history - Henri Rousseau</p>



				Learn about great artists and architects in History – Roman mosaics (Branwell Bronte and comparison to other family painters)	history – Egyptian artefacts	
Design Technology		<p>To design their own swimming bag (Art link – create a project using earlier sewing experiences)</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular</p>		<p>To design a working Robot (electrical components)</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>		<p>Make my own healthy wrap (making and using flatbreads)</p> <p>Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>



		<p>individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>		<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<p>Music (Charanga scheme)</p>	<p>Mamma Mia. (look at planning summary)</p>	<p>Glockenspiel 1&2 (look at planning summary)</p>	<p>STOP! (look at planning summary)</p>	<p>Lean on me (look at planning summary)</p>	<p>Blackbird</p>	<p>Reflect, rewind and replay</p>



	CCL Romans.	CCL To learn songs and play accompaniments about the romans.	CCL Water cycle.	CCL Bradford	(look at planning summary) CCL Egyptians	CCL Egyptians.
French (KS2)	<p>All aboard!</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Pocket money</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Tell me a story!</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Our sporting lives!</p> <p>Develop accurate pronunciation and intonation. Engage in conversations; ask and answer questions; express opinions and respond to those of others. Broaden their vocabulary through the use of a dictionary.</p>	<p>The carnival of animals!</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs.</p> <p>Understand basic grammar and feminine, masculine and neuter forms.</p>	<p>What's the weather like?</p> <p>Explore patterns and sounds of language, and link the spelling, sound and meaning of words.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Engage in conversations; ask and answer questions.</p>



PSHEE	Belonging	Keeping safe	Getting along and falling out	Money and work	Healthy lifestyles and healthy mind	Healthy relationships and growing up
	What makes a community; shared responsibilities	Medicines and household products; drugs common to everyday life	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; RSHE Year 4 Lesson 1- Growing and Changing Lesson 2- What is Puberty? Lesson 3-Puberty: Changes
Online safety	Self-image and identity	Privacy & security Copywrite & ownership	Online Bullying	Managing Information Online	Health, Well-being & Lifestyle	Online Relationships / Online Reputations
Personal development	To help someone accept difference	To choose when to be assertive	To be proud of who I am		To look after my mental health	To show acceptance



British Values	Rule of law	Democracy	Mutual respect	Individual liberty	Rule of law	Acceptance
	What makes a community; shared responsibilities	Medicines and household products; drugs common to everyday life	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines;
Religious Education	Why are Gurus at the heart of Sikh belief and practice?	4.1 How are important events remembered?	What faiths are shared in our community?	What faiths are shared in our community?	How do the Five Pillars guide Muslims?	How do the Five Pillars guide Muslims?
Computing	Understanding the internet	Movie soundtrack	Microbit Get off my Stuff	Online Questionnaires	Games controller	Digital Posters
PE	Games Swimming	Games (Hockey) Swimming	Games (Benchball) Swimming	Dance Swimming (see Autumn 1)	Gymnastics Swimming	Athletics Swimming



	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate.</p> <p>Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>Play competitive games, modified where appropriate.</p> <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>	<p>Develop flexibility, strength, technique, control and balance</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Perform dances using a range of movement patterns.</p> <p>Enjoy communicating, collaborating and competing with each other.</p>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones.</p>	<p>Take part in indoor and outdoor adventurous activity challenges before individually and within a team.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>
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<p>Debating/Circle Time</p>	<p>Gathering ideas for and against.</p> <p>Strategies for organising ideas.</p> <p>Should all fairy tales have a happy ending?</p> <p>Circle time - Growth mindset and wellbeing</p>	<p>How to structure a debate and understanding roles.</p> <p>Are computer games good for you?</p> <p>Circle time – what is a democracy?</p>	<p>Preparing for a debate and taking on roles. (Current topic in the news)</p> <p>Which is the best place to live? (Geography and settlements)</p> <p>Circle time – respect towards others</p>	<p>Anticipating the other team's responses</p> <p>(Current topic in the media)</p> <p>Is it easier to help people if you are rich?</p> <p>Circle time – what is individual liberty and what rights do I have?</p>	<p>Hold debates</p> <p>(Current topic in the news)</p> <p>Has the internet had a completely positive impact on our lives?</p> <p>Circle time – mindfulness and healthy minds.</p>	<p>Hold debates</p> <p>(Current topic in the media/news)</p> <p>Should school holidays be shorter so we can spend more time learning in schools?</p> <p>Circle time – embracing our differences.</p>
<p>Educational Visits, Visitors, Experiences</p>	<p>Roman Workshop (Visitor)</p>	<p>Hindu Temple</p>		<p>Bronte Parsonage Visit, Haworth.</p>	<p>Bagshaw Museum (Egyptian Museum)</p>	<p>Fairburn Ings</p>