

- Year 4 Long Term Plan -

	Autumn		Spring		Summer	
English	The Boy that Sat at the Back of the Class	The Journey	The Escape from Pompeii <ul style="list-style-type: none"> Writing in role Recount 	The Matchbox Dairies <ul style="list-style-type: none"> Dairies Narrative of the journey to America 	Arthur and the Golden Rope <ul style="list-style-type: none"> Holiday guide (information text) Persuasive Writing 	Bright Bursts of Colour <ul style="list-style-type: none"> A range of poems The Little Island <ul style="list-style-type: none"> Letter to the Mayor
Reading	We will be exploring a range of texts through a strategy called VIPERS. VIPERS stands for the reading skills: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise. These are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.					
Maths	Review of column addition and subtraction – 3 weeks Numbers up to 100 – 5 weeks	Numbers up to 100 (continued) – 5 weeks Perimeter – 1 week 3, 6 and 9 Times Table – 3 weeks	3, 6 and 9 Times Table (continued) – 3 weeks 7 Times table and patterns – 2 weeks Understanding and manipulating manipulatives – 5 weeks	Understanding and manipulating manipulatives (continued) – 5 weeks Co-ordinates – 2 weeks Review of fractions – 1 week	Fractions greater than 1 – 5 weeks Symmetry – 2 weeks	Symmetry (continued) – 2 weeks Time – 1 week Division with remainders – 2 weeks
Science	Solids, Liquids and Gases Does water always melt at the same speed? Chn to observe and record as ice melts in different conditions (e.g. outside vs radiator, wrapped in insulation vs not)		Sound How do instruments make different sounds? Chn to make a basic guitar or flute with different notes possible to show how different vibrations make notes of different pitch.	Animals Including Humans Teeth and digestive system	Electricity Does electricity flow easily through all objects? Chn to create a small circuit to test whether objects are conductors or insulators (e.g. circuit with bulb which	Living Things and Their Habitats Are some animals more alike than others? Children to use pictures to put animals into groups in different ways (e.g. where they live, what they eat, how they move, how many legs,

	Aut 2 - Water Cycle – recap rivers and add on to previous learning			lights when a gap in the circuit is bridged.)	etc) moving on to using keys to differentiate between closely related animals.
History	<p>Local Study – Migration of Bradford- How and why have people moved to Bradford?</p> <p>End points To understand when, how and why people moved to Bradford and how that effects their lives today using different sources. To recognise how Bradford has changed in the last century and how this may impact on their identity and experiences Recognise and understand the consequences of migration and how that has changed and shaped Bradford -People of Significance -NC Coverage A local study- a study over time tracing how several aspects of national history are reflected in the locality</p>	<p>Roman Empire and its impact on Britain- What was the Roman Empire and how did it impact Britain and the wider world?</p> <p>End points Recognise how Romans changed the way of life in Britain and their legacy and its significance for future generations (introduction of Christianity, Latin, law, forming of governments and architecture and engineering). Children are able to answer their own questions about the Romans. They can identify the resources they need, the sources of evidence to use and able to evaluate their reliability -People of Significance Boudicca NC Coverage Impact of the Roman Empire on Britain</p>	<p>Anglo Saxons- Vikings and Norman Conquest- Who were the Anglo-Saxons, Vikings and Normans and how did they change Britain?</p> <p>End points Be able to use a range of sources and evidence to understand who the Anglo Saxons were, Vikings, Norman conquest, and talk/ write about waves of invasion and settlement as they affected Britain, and how they affected life for adults and children Understand the role of Williams’ army at the Battle of Hastings in 1066 and the consequences -People of Significance -NC Coverage Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor</p>		
Geography (Subject to changes)	<p>My local area Rural vs urban – Bradford How the landscape has changed over time Fieldwork Where our families came from – recap on maps Using symbols and a key Water cycle – link to rivers from Y3</p>	<p>Natural Disasters Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Natural disasters – volcanoes and earthquakes</p>	<p>Waterways</p> <ul style="list-style-type: none"> • The different types of coastline. • The seas around the UK (recap Oceans of the World). • The basic facts about a river – flow downhill towards the sea. • How to sketch a map of a river and identify the features – source, mouth, etc. • The major rivers in the UK – including the Severn, Thames, Trent, and Aire. • Canals are man-made waterways that were important for trade (Saltaire). 		

					<ul style="list-style-type: none">The Lake District is dominated and named after it's Lakes and is a very important tourist area.	
Art	<p>Portraits</p> <p>End points:</p> <ul style="list-style-type: none">To begin to show facial expressions and body language in their sketches.To identify and draw simple objects, and use marks and lines to produce texture.To organise lines, tones, shapes and colours to represent figures and forms in movement.To show reflections.To explain why they have chosen specific materials to draw with. <p>Possible topics/artists:</p> <p>Vincent Van Gogh</p> <p>Y4 Sketchbooks:</p> <p>To use sketchbooks to express feelings about a subject and to describe their likes and dislikes.</p> <p>To use sketchbooks to adapt and improve their original ideas.</p> <p>To keep notes about the purpose of their work.</p>	<p>Painting and Collage</p> <p>By the end of the unit the children's work will show they can independently:</p> <ul style="list-style-type: none">Create moods in their paintings.Use mosaic to produce a pattern.Explain art linked to a topic.Use sketchbooks purposefully to improve understanding, inform ideas and plan for outcome.Reflect upon their work, and use comparisons with the work of others (pupils and artists) to identify where to improve. <p>By the end of the unit children will:</p> <ul style="list-style-type: none">Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.Know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety <p>Possible topics/artists:</p> <p>Dvard Munch</p> <p>Jean Metzinger</p>	<p>Printing and Textiles</p> <p>By the end of the unit the children's work will show they can independently:</p> <ul style="list-style-type: none">Select and use relevant resources and references to develop their ideas.Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.Investigate the nature and qualities of different materials and processes systematically.Apply the technical skills that they are learning to improve the quality of their work.Regularly reflect upon their work, and use comparisons with the work of others (pupils and artists) to identify how to improve. <p>By the end of the unit the children will:</p> <ul style="list-style-type: none">Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.Know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety. <p>Possible topics/artists:</p> <p>Henry Moore</p> <p>Yorkshire Sculpture Park</p>			
DT			Making Pizzas		Making Storybooks	
PSHE	Scarf Me and My Relationships	Scarf Valuing Differences	Scarf Keeping Safe	Scarf Rights and Respect	Scarf Being my Best	Scarf Growing and Changing

RE	How are important events remembered?	What faiths are shared in our country?	How do the Five Pillars guide Muslims?		How do the Five Pillars guide Muslims?	
<ul style="list-style-type: none"> • Visits • Experiences • Visitors 	Barge visit including woodland walk (field work skills) urban vs rural Nell Bank			Royal Armouries – Romans in Britain		St. George's Hall – Halle Orchestra