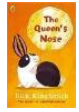

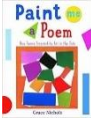




**Brierley Primary School
Year 4 Long Term Plan**

Year 4 reading Spine

| Narrative | Classics | Drop-and-read | Poems and rhymes | Additional texts |
|---|--|---|---|--|
|  <p>The Girl Who Stole an Elephant by Nizrana Farook</p>  <p>When the Giant Stirred by Celia Godkin</p>  <p>Escape from Pompeii by Christina Balit</p> |  <p>Street Child by Berlie Doherty</p>  <p>The Queen's Nose by Dick King Smith</p> |  <p>How to Train Your Dragon by Cressida Cowell</p>  <p>The Railway Children by E. Nesbit</p>  <p>Beetle Boy by MG Leonard</p> | <p>Poems by Michael Rosen</p> <p>Monologue poems</p>  <p>Paint me a Poem</p> |  <p>The Whale by Ethan and Vita Murrow</p>  <p>Voices in the Park by Anthony Browne</p>  <p>Leon and the Place Between by Grahame Baker-Smith</p> |

| | Block 1 | Block 2 | Block 3 |
|----------------|--|---|--|
| English | <p>1. Place value unit</p> <p>2. Non-fiction: non-chronological report about a topic from last year (the Egyptians)</p> <p>3. Non-fiction: non-chronological report about a topic from this year (the Saxons)</p> <p>4. Narrative: retell of part of a familiar story (based on drop-and-read text 'How to Train Your Dragon') (2 pieces)</p> <p>Week 12 poetry focus: monologue poems</p> | <p>1. Non-fiction: persuasive letter 1 (linked to trip)</p> <p>2. Non-fiction: persuasive letter 2 (different focus)</p> <p>Poetry focus: 'Paint me a Poem'</p> <p>3. Non-fiction: recount based on a school trip or experience</p> <p>4. Narrative: third person narrative to include dialogue based on the drop-and-read text 'The Railway Children' (2 pieces one text)</p> <p>5. Non-fiction: explanation 1: children to write an explanation of how a sling shot works</p> | <p>1. Non-fiction: explanation 2: children to write an explanation of how a volcano erupts</p> <p>2. Non-fiction: diary 1: linked to 'Escape from Pompeii'</p> <p>3. Non-fiction: diary 2: linked to 'Escape from Pompeii'</p> <p>4. Narrative: third person retell of part of a familiar story based on the drop-and-read text 'Beetle Boy' (2 pieces one text)</p> <p>Week 12 poetry focus: poems to perform</p> |

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| Reading | Set texts: Examples of different non-chronological reports Information texts about the Egyptians and the Saxons 'How to Train Your Dragon' by Cressida Cowell Additional texts about dragons to support the narrative writing Poetry: poem type: monologue poems (e.g. No Breathing in the Classroom by Michael Rosen) (new skills: repetition and rhyme) | | Set texts: Examples of persuasive texts and letters Examples of recounts 'The Railway Children' 'Paint me a Poem' Examples of explanation texts | | Set texts: Examples of explanation texts Examples of diaries 'Escape from Pompeii' Non-fiction texts about volcanoes Beetle Boy by M G Leonard | |
| Spelling | Sounds of the week: oo, f, m, ee, e, a-e, o-e, i-e, er, ew, o Prefix/Suffix: -ed, -ing, ly, -est, -ness, -less, -ment, - drop the y and add -ies, -er, est, -tian, -cian, un- | | Sounds of the week: i, u-e, ar, j, k, ul, r, ch, sh/shul/shun, ow, oy, u Prefix/Suffix: -ment, -less, -ness, -er, -est, -ant/-ance/-ancy/-ency, -able/-ably, -ible/ibly, -tion, -cian, -ous, -sion/ssion, -tial, -tious/-cious | | Sounds of the week: ure, i, z, kw, ear, aw, s, air, u-e, g, n, t, zh Prefix/Suffix: -cient, -cial, -ment, -less, -ness, -ture, un-, in-, dis-, re-, mis-, il-, ir, sub-, inter-, auto-, anti- | |
| Maths | Number – Place Value (2 weeks) Number – addition and subtraction (3 weeks) Measurement – perimeter (1 week) Number – multiplication & division (3 weeks) Revisit week – place value, addition, subtraction, multiplication and division. | | Measurement – area (1 week) Geometry – properties of shape (3 weeks) Number – fractions (4 weeks) Number – decimals (2 weeks) Measurement – money (2 weeks) Revisit week – shape, fractions, perimeter, area | | Geometry – position and direction (1 week) Measurement – time (1 week) Statistics – 2 (weeks) Revisit week – position and direction, time, statistics | |
| Science | States of matter | | Sound | Animals including humans | Living things in their habitats | Electricity |
| RE | Judaism | Islam | Christianity | | Humanism | Hindu Dharma |
| Geography | Map work, Locality and Fieldwork | | Scotland | | Italy & Europe | |
| History | Anglo-Saxons | | The Vikings | | Ancient Greeks | |
| Art | Sketching - Frida Kahlo – Self portrait | | Painting – Landscapes – Georgia O'Keefe | | Sculpture – Zaha Hadid – city architecture | |
| DT | Cooking & Nutrition Biscuits | | Textiles - Book sleeve | Mechanisms – Sling Shot Cars | Structures: Greek Architecture | |

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| PSHE/SMSC opportunities Inc. British Values | Managing feelings and behaviour Safety: Railway safety General keeping safe | Family and relationships Safety: Halloween / Bonfire | Health and Well being | Citizenship | Safety in changing bodies Online Safety (Computing/Assembly) | Economic well being |
| Music | <u>Listening & Theory and Performance</u> Listen with attention to detail and recall sounds with increasing aural memory. (Covered by Junior Jam) Appreciate and understand a wide range of high-quality live and recorded music (Covered by Junior Jam) (Covered in assemblies TR) Develop an understanding of the history of music. (Covered in assemblies, TR) Singing – sea shanties and other musical genres. | | <u>Performance</u> Use and understand staff and other musical notations (Covered by PPA Jam) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Covered by PPA Jam) Listening and history: classical and 20 th century music. | | <u>Composition</u> Use and understand staff and other musical notations. (Covered by PPA Jam) Listening and history: jazz and 90's indie music. | |
| MFL | Year 4: All About Me (Describing myself and my family/appearance) Year 5: All About Me (Subjects/Times in my school) | | Year 4: My Life (Hobbies) Year 5: My Life (Jobs) | | Year 4: Lifestyle (The world and weather) Year 5: Lifestyle (Media) | |
| COMPUTING | <u>Exploring and using Microsoft Teams – understanding its features.</u> LC: Can I understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration? LC: Can I use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a | <u>Programming 1 – Further coding with Scratch</u> PPA JAM LC: Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts? LC: Can I use logical reasoning to explain how some simple algorithms work and to detect and | <u>Creating Media – Website Design</u> PPA JAM LC: Can I understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration? LC: Can I use technology safely, respectfully and responsibly; recognise acceptable/unaccepta | <u>Programming 2 – Computational thinking</u> LC: Can I use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs? LC: Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts? | <u>Creating Media- Stop Motion Animation</u> PPA JAM LC; Can I use sequence, selection, and repetition in programs; work with variables and various forms of input and output? LC: Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts? | <u>Data Handling Investigating the Weather</u> LC: Can I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content? LC: Can I select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, |

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| | <p>range of ways to report concerns about content and contact?</p> <p>Online Safety</p> <p>LC: Can I use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact?</p> | <p>correct errors in algorithms and programs?</p> <p>LC: Can I use sequence, selection, and repetition in programs; work with variables and various forms of input and output?</p> | <p>able behaviour; identify a range of ways to report concerns about content and contact?</p> | | <p>LC: Can I select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information?</p> | <p>evaluating and presenting data?</p> <p>LC: Can I use sequence, selection, and repetition in programs; work with variables and various forms of input and output?</p> <p>LC: Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts?</p> |
| <p>PE</p> | <p>Tag Rugby Football Forest Schools / Swimming</p> | <p>Hockey Forest Schools / Swimming</p> | <p>Netball Forest Schools / Swimming</p> | <p>Gymnastics Basketball</p> | <p>Rounders Athletics</p> | <p>Cricket Dance</p> |