

Year 4 Long Term Planning 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Robots	The United Kingdom	Magic	Farm To Fork	Romans	Water
Literacy inc grammar focus	<ul style="list-style-type: none"> Narrative The Iron Man Grammar focus apostrophes Explanation Texts Wallace & Gromit Cracking Contraptions Grammar focus Time & Causal Connectives 	<ul style="list-style-type: none"> Poetry Haikus and cinquains Focus: Fronted Adverbials Newspaper Reports Focus 	<ul style="list-style-type: none"> Narrative: Harry Potter & The Philosopher's Stone. <ul style="list-style-type: none"> Fronted Adverbials Biography of JK Rowling <ul style="list-style-type: none"> Focus: Apostrophes 	<ul style="list-style-type: none"> Recipes Grammar focus: with fronted adverbials Instruction Writing 	Image Poems Grammar focus: Possessive pronouns Creating imagery with adjectives and adverbs Chronological Reports	Persuasive Writing Narrative: Kensuke's Kingdom
NC Objectives		•	•	•	•	•
Mathematics	Number – Place Value Addition & Subtraction	Measurement – Perimeter Number-Multiplication & Division	Number Multiplication & Division Measurement – Area Fractions	<ul style="list-style-type: none"> Fractions Decimals 	Decimals Measurement – Money Time Statistics	Geometry Properties of shape Geometry Position and Direction
NC Objectives	<u>Place Value</u> <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare 	<u>Addition & Subtraction</u> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where 	<u>Multiplication & Division</u> <ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12×12. Use place value, known and derived facts to multiply and divide 	<u>Fractions</u> <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that 	<u>Decimals</u> <ul style="list-style-type: none"> Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest 	<u>Statistics</u> <ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve

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	<p>numbers beyond 1000</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<p>appropriate.</p> <ul style="list-style-type: none"> Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. <p><u>Measurement</u> <u>Length and Perimeter</u></p> <ul style="list-style-type: none"> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure [for example, kilometre to metre] 	<p>mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <ul style="list-style-type: none"> Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p><u>Measurement – Area</u></p>	<p>hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <ul style="list-style-type: none"> Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator <p><u>Decimals</u></p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect 	<p>whole number.</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents to 1/4, 1/2 and 3/4 Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths <p><u>Measurement</u> <u>Money</u></p> <ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and 	<p>comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><u>Geometry: Properties of Shape</u></p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in
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		<p><u>Multiplication & Division</u></p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12×12. Count in multiples of 6, 7, 9, 25 and 1000 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer 	<ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares. 	<p>of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <ul style="list-style-type: none"> Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometre to metre] 	<p>decimals to two decimal places.</p> <p><u>Measurement – Time</u></p> <ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>different orientations.</p> <ul style="list-style-type: none"> Complete a simple symmetric figure with respect to a specific line of symmetry. <p><u>Geometry – Position & Direction</u></p> <ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.
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		scaling problems and harder correspondence problems such as n objects are connected to m objects.				
Science	Electricity	All Living Things	Animals Including Humans	Sound	States of Matter	
NC Objectives	<ul style="list-style-type: none"> Work scientifically to construct a simple series electrical circuits and investigate the effect of adding and removing components Draw the circuit as a pictorial representation Name common conductors and insulators, and associate metals with being good conductors. Use the circuit to create simple devices <p>Understand the safety implications of working with electricity.</p> <p>DT: Technical Knowledge</p> <ul style="list-style-type: none"> Understand and use electrical systems in their products [for example, 	<p>Living things and their habitat</p> <ul style="list-style-type: none"> Group, identify and name a variety of living things in their local and wider environment Raise and answer questions that identify and study plants and animals in their habitat. Identify how the habitat changes throughout the year. Grouping a wide selection of living things that include animals (vertebrates and invertebrates) and flowering plants and non-flowering plants. Identify human impact (both positive and negative) on environments <p>Pupils might work scientifically by: using</p>	<ul style="list-style-type: none"> Identify, understand and describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions and basic essential hygiene Compare the teeth of carnivores and herbivores, and suggesting reasons for differences <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<ul style="list-style-type: none"> Explore and identify the way sound is made through vibration in a range of different musical instruments and objects Identify patterns and relationships between the pitch of a sound and features of the object that produced it and how this can be influenced Identify patterns and relationships between the volume of a sound and the strength of the vibrations that produced it and how this can be influenced <p>Work scientifically to investigate and describe how sounds can be changed</p>	<p>States of matter</p> <ul style="list-style-type: none"> Compare, group and describe everyday materials, according to whether they are solids, liquids or gases Observe and understand that some materials change state when they are heated or cooled Work scientifically to research the temperature at which materials change states in degrees Celsius (°C) Understand the water cycle and the role played by evaporation and condensation <p>Work scientifically to explore the effect of temperature on a variety of materials.</p>	

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	series circuits incorporating switches, bulbs, buzzers and motors]	and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.				
Computing	Introduction to algorithms	Use Of Variables	Repetition and Loops	Repetition and Loops	Using a network and word processing/ other office programs	E Safety
NC Objectives						
PSHE/RSE	<ul style="list-style-type: none"> Citizenship 	<ul style="list-style-type: none"> Staying Safe Democracy British rule of law. 	<ul style="list-style-type: none"> Financial Education 	<ul style="list-style-type: none"> Relationships, sex education how do our bodies change and how do we look after them? Keeping Healthy 	<ul style="list-style-type: none"> Feelings and Emotions 	<ul style="list-style-type: none"> Moving On
NC Objectives	<ul style="list-style-type: none"> Follow Year 4 Plan and objectives. Separate document 					
Art / DT	Eric Joyner Creating a robot	British artists. Gainsborough landscapes. Designing a new crest/ flag for the UK using the Welsh flag.	Magical art. Using potions and creating 3D art.	Cooking & Nutrition	Creating roman mosaics and roman artifacts Design and make a roman chariot	Water colours creating art from water.

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NC Objectives	<u>Create & Communicate</u>	<u>Appreciate Artists who inspire us</u>	<u>Using techniques to create effect</u>	<u>Food & Nutrition</u>	<u>Design</u>	<u>Using techniques to create effect</u>
	<ul style="list-style-type: none"> • Select and record from first hand observation and from a range of resources (using internet, books, pictures, photographs, sketches etc) • Collect visual and other information in a sketchbook to help develop ideas. • Compare and comment on ideas, methods and approaches in their own and others work and relate these to the context of the work. • Present work to another 	<ul style="list-style-type: none"> • Analyse the work of artists etc describing observations, similarities and differences • Use the work of artists to inspire own artwork • Look at the similarities and differences in a range of pieces of artists' work including craftspeople and designers from different times and cultures 	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, • Use a variety of methods and approaches in drawing, painting, textiles, three dimensional work, ICT including digital cameras, video recorder, ceramics and printing to communicate observations ideas and feelings 	<ul style="list-style-type: none"> • 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. • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> • 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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, • Use a variety of methods and approaches in drawing, painting, textiles, three dimensional work, ICT including digital cameras, video recorder, ceramics and printing to communicate observations ideas and feelings

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	<p>class</p> <p>Appreciate Artists who inspire us</p> <ul style="list-style-type: none"> Analyse the work of artists etc describing observations, similarities and differences Use the work of artists to inspire own artwork Look at the similarities and differences in a range of pieces of artists' work including craftspeople and designers from different times and cultures 					
Geography/History	<p>History of robots. How is life different now compared to then?</p>	<p>Our local area. Where places are within the United Kingdom? What are the major reasons of the UK, What makes up the UK?</p>	<ul style="list-style-type: none"> History of Magic: Legend of King Arthur and Merlin, Magical Castles 	<p>Where does our food come from? History of food? Making recipes from years ago? How has what we've eaten changed</p>	<p>History of the romans. How are the romans different to us?</p>	<p>Rivers, seas and oceans</p>

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<p>NC Objectives</p>	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the local area English Civil War Construct informed responses that involve thoughtful selection and organisation of relevant historical information British Historical timeline Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid 	<ul style="list-style-type: none"> A theme in British history eg; monarchs, legends 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p><u>British History</u></p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
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		<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> • 				
Music	<p>Robotic music creating robotic/computerised sounds</p>	<p>British music and how it influences us/ How has it changed?</p>	<p>Creating our own sorting hat song</p>	<p>Musical Food.</p>	<p>Singing (Trinity)</p>	<p>Singing(Trinity)</p>
NC Objectives	<ul style="list-style-type: none"> • Improvise to create music for a range of purposes Explore, choose, combine and organise to compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> • Listen with attention to detail to analyse and compare sounds Recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions 	<ul style="list-style-type: none"> • Improvise to create music for a range of purposes Explore, choose, combine and organise to compose music for a range of purposes using the inter-related dimensions of music • Play and perform in solo and ensemble contexts, • Use voices with increasing accuracy, fluency, control and 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, • Use voices with increasing accuracy, fluency, control and expression • Play musical instruments with increasing accuracy, fluency, control and expression 		

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		<p>and from great composers and musicians</p> <ul style="list-style-type: none"> • Compare music from different times or traditions <p>Identify and express opinions about different types of music</p>	<p>expression</p> <ul style="list-style-type: none"> • Play musical instruments with increasing accuracy, fluency, control and expression <p>Practice and rehearse to perform</p>	Practice and rehearse to perform		
RE	Religious Rules	Celebrations	Religious Symbols	Religious Food	Events in the Life of Jesus	Creation Stories
MFL		French	French			
NC Objectives		Listening, Exploring and speaking	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>Engage in conversations</p>			

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			<ul style="list-style-type: none"> • Ask and answer questions • Express opinions • Respond to opinions of others • Ask for help • Speak in sentences, using familiar vocabulary, phrases and basic language structures 			
		Understanding and communication	<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, 			

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			<p>poems and rhymes in the language</p> <ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 			
		Applying and developing fluency	<ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of 			

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			high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			
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