

Year 4 - Long Term Plan Overview

Subject FOCUS QUESTIONS	Term 1 Why were the Romans so powerful?	Term2 What makes the weather wild?	Term 3 How old is Ancient China?	Term 4 Why are the Norman castles certainly not bouncy?	Term 5 How can I be a true survivor?	Term 6 Why is London such a cool place to live?
Maths	Using problem solving in Place value, multiplying and dividing by 10 100, 1000 Mental strategies +/- Roman numerals, Numbers and the number system	Fractions, place value, calculations, multiply and divide misconceptions Problem solving	Rounding and ordering numbers, Revise calculations, Mental methods, time, symmetry, Problem solving	2D shapes, area, factors, square numbers Misconceptions Problem solving	Time, fractions, calculations, misconceptions problem solving Area perimeter	Translations, angles, triangles, Patterns and sequences, time, fractions, calculations. misconceptions problem solving
English	The sewer demon Traditional tales, myths and quests. Write a Roman myth, write an explanation using impersonal style.	Floodland Recounts, diaries, Poetry, discussion (debate) , story setting	The magic paintbrush Stories from other cultures. Information texts. Play scripts Riddles	Invasion Historical fiction. Informal letters, discussion (debate) Chronological report.	Kensuke's Kingdom Balanced arguments, story setting Poetry – Recite narrative poetry by heart, read and respond.	Lost in London/London Stories Persuasive writing, stories with a theme Autobiographical account. Research a poet, personal responses to poetry.
Reading	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and when there occur in the word.	Predict what might happen from details stated and deduced information. Identify how the writer has used precise word choices for effect to impact on the reader.	Infer meanings and begin to justify them with evidence from the text. Identify how the writer has used precise word choices for effect to impact on the reader. Use dictionaries to check the meaning of unfamiliar words	Know which books to select for specific purposes, especially in relation to science, history and geography learning. Retrieve and record information from non-fiction	Explain the meaning of words in context. Recognise different forms of poetry (e.g. free verse, narrative poetry) Know and recognise some of the literary conventions in text types covered.	Identify some text type organisational features, for example, narrative, explanation, persuasion. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Science	Which wild animals	How would we	Investigation skills –	Why is the sound	What happens to the	How could we cope

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	and plants thrive in our locality?	survive without water?	planning / conclusions	that (One Direction) make enjoyed by so many?	food we eat?	without electricity?
Art and Design	How will our mosaics improve the look of the school?	How can we bring a drawing to life? Watercolour, pastels, collage sketching, landscapes JM Turner John Constable	Would people send our greetings cards? printing	How will we make our museum exhibits? Clay		What famous artists lived near here? painting
Design and Technology			Cooking – Chinese New Year Cookies	Bayeux Tapestry – join fabrics,	Shelters – create a shell or frame, developing and planning	Cross curricular – Science incorporate a circuit with a bulb or buzzer into a model.
PSHE+C	Importance of rules Setting goals	Bullying – Anti bullying week Friendships	Fulfilling our potential Review our goals New year resolutions	Celebrating ourselves Look at personal achievements	Relationships Building/maintaining friendships	Changes. Babies to old people Puberty – changes to our bodies. Naming body parts
Computing	Communication and blogs	Podcasts Dataloggers	Coding	web research	Control motors Scratch	Databases
Languages - French	<u>Catherine Cheater: Reinforcement and consolidation of learning from Year 3</u> (simple classroom instructions, Greetings, register, days of the week French alphabet, Numbers 0 to 31, introducing themselves name and age). <u>Tout le Monde Level 2 Module 5</u> <u>Linguafun:</u> Les Pays, Les Transports	<u>Catherine Cheater: Months of the Year</u> <u>Ce mois-ci, c'est...</u> Le mois dernier, c'était... Le mois prochain, ce sera... <u>My Birthday</u> <u>Animals</u> (singular and plurals of nouns) Verb (avoir in positive and negative) <u>Weather – weather forecasts</u> <u>GRAMMAR CONTENT</u> Masculine and	<u>Catherine Cheater: Questions, answers and sentence building e.g.</u> Qui est-ce? C'est + name Ce n'est pas + name Dans le sac, il y a...et... <u>Further Colours</u> Blanc, brun, noir, orange, rose <u>Adjectives that precede the noun e.g.</u> Petit, grand <u>Describing animals</u> <u>Phrases of Celebration</u> Bonnes vacances ! Joyeux anniversaire ! Bon anniversaire ! <u>GRAMMAR CONTENT</u>	<u>Catherine Cheater: Vocabulary for a game</u> <u>Sentence Starters e.g.</u> Chez moi Dans ma chambre Dans mon placard <u>My Family</u> <u>Responding to further classroom instructions e.g.</u> croisez les bras, levez le doigt, baisser le doigt, ouvrez/fermer la porte. <u>GRAMMAR CONTENT</u> <u>Possessives</u>	<u>Catherine Cheater: Numbers 32 to 60.</u> <u>Towns in France</u> <u>Vocabulary from songs</u> <u>Things I can do- verbs e.g. danser, sauter, voler, nager</u> <u>GRAMMAR CONTENT</u> <u>Prepositions:</u> dans, sur, devant, derrière, en face de, à côté de. <u>Asking and answering questions about myself or others e.g. asking for name and age</u> <u>GRAMMAR CONTENT</u> <u>Verbs:</u> 1 st , 2 nd , 3 rd person with avoir and	<u>Catherine Cheater Questions and answers e.g.</u> Combien de cochons y a-t-il? Il y a cinq cochons Quelle est la date aujourd'hui? C'est le + date <u>Punctuation e.g.</u> Point d'exclamation Point d'interrogation <u>Likes and Dislikes</u> (aimer in positive and negative) <u>GRAMMAR CONTENT</u> <u>Negatives:</u> 'ne...pas'.

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	<p>Phonics Friends: gn as in <i>Espagne</i> – Introduce Phonic Friend ‘Agnès’ [nyuh] en as in <i>Vincent</i> – Revise Phonic Friend ‘Laurent’ [arn]</p>	<p>Femenine animal nouns Tout le Monde Level 2 Module 2 Linguafun: Les mois et la date, Weather Phonics Friends: ê as in <i>fête</i> Revise Phonic Friend ‘Adèle’[eh]. silent x as in <i>feux</i> Reading; Luc et Sophie storybooks: J’ai un chat. Dimanche c’est mon anniversaire</p>	<p>Introduce adjective agreement and position. Tout le Monde Level 2 Module 4 Linguafun: Ma Maison Phonics Friends: u as in <i>dur</i> – Introduce Phonic Friend ‘Lucie’ [ue] ai/ain as in <i>bain</i> – Revise Phonic Friend ‘Alain’ [ann] Reading; Luc et Sophie storybooks: Quelle est le date de ton anniversaire? Où est ma trousse?</p>	<p>Adjectives: My: mon, ma, mes. Your: ton, ta, tes. His/her: son, sa, ses. Tout le Monde Level 2 Module 3 Linguafun: Bon appétit, bonne santé, Ma famille Phonics Friends: è as in <i>père</i> – Introduce Phonic Friend ‘Adèle’ [eh] ion as in <i>television</i> Reading; Luc et Sophie storybooks: Trente et un invites</p>	<p>être- orally (je, tu, il/elle). Tout le Monde Level 3 Module 1 Linguafun: En ville Les Nombres jusqu’à 60 Phonics Friends: a-j un / une, in / ine, im / ime effect of the ‘magic’ e – Introduce Phonic Friend ‘Monsieur Lebrun’ [urn] gé / gi / j / g - Revise Phonic friend ‘Jacques’ [juh] un, om, in, im, ain, aim, an, am; une, ime nasal sounds Reading; Luc et Sophie storybooks: Luc adore les serpents</p>	<p>Combinations- ‘à + le= au ’(Je vais au cinéma) ‘de + le= du (Je fais du football.) Dictionary work. Tout le Monde Level 3 Module 2 Linguafun: Les Animaux Le musician Phonics Friends: Alphabeta–z silent s as in <i>pas</i> revise silent x / t er / ère effect Reading; Luc et Sophie storybooks: J’ai mal</p>
Geography		<p>Wild weather – locate areas of extreme weather – link to equator and tropics</p>	<p>UK Study What is the difference between village/town/city Why is Canterbury such a good place to visit?</p>	<p>European Union Study</p>	<p>Mapping skills, locating areas on an atlas</p>	<p>Why live in London? Why is the Thames so important in London?</p>
History	<p>The Romans Locate Rome Look at journey to England</p>		<p>Dynasties</p>	<p>The Normans</p>		<p>Why did London become the capital?</p>
Music	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>
P.E.	<p>Swimming Dance, Handball & Tag Rugby</p>	<p>Swimming Dance, Handball & Tag Rugby.</p>	<p>Swimming Dance, Handball & Tag Rugby</p>	<p>Swimming Gymnastics, Rounders, Cricket & Athletics</p>	<p>Swimming Gymnastics, Rounders, Cricket & Athletics Swattenden – Outdoor Adventurous Activities</p>	<p>Swimming Gymnastics & Athletics</p>
R.E.	<p>Christianity, worship pilgrimages, beliefs and questions</p>	<p>Christians + Christmas – Religious celebrations</p>	<p>Islam Teaching and authority Qur’an – comparison with Christianity What can we learn from Islam?</p>	<p>Christianity + Easter Temptations of Jesus Passover Easter</p>	<p>Judaism Worship in the synagogue</p>	<p>Multi-faith societies. Festivals</p>
Educational	<p>Museum of Kent</p>			<p>Norman re-</p>	<p>Swattenden Residential</p>	

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Visits	Life Roman theme day			enactment group Visit to synagogue		
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