

# Long Term Plan Year 4

	1	2	3	4	5	6
Title	Where are we?	Leeds-settlements	Roman Britain / Romans at home	Roman Britain / Vesuvius erupts!	Before/when the Vikings arrive in Britain.	Britain
<b>English</b> <i>Poetry</i> <i>Fiction</i> <i>Non-fiction</i>	<ul style="list-style-type: none"> <li><i>Poetry:Acrostic /Riddles/Free verse</i></li> <li><i>The Hodgeheg</i> by Dick King-Smith</li> </ul>	<ul style="list-style-type: none"> <li><i>Christophe's Story, By Nicki Cornwell.</i></li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>Haiku / Kennings</li> </ul>	<p><u>The Colosseum / Roman Gladiators</u> NF</p> <p>Discerning between facts and opinions of visitors (<i>Trip Advisor</i>)</p> <p>Researching / note-taking.</p> <p>Presenting facts and information.</p> <p>Report on the Colosseum.</p>	<p><i>Beowulf</i> Retold by Michael Morpurgo &amp;BBC animated film.</p>	<p><u>Dragons</u></p> <ul style="list-style-type: none"> <li><i>Dragon Slayer</i> (animation)</li> <li><i>Report about a dragon</i> (NF features within fictional content)</li> <li><i>Dragonbirth</i> by Judith Nicholls / <i>Dragon's Breath</i> by Irene Rawnsley.</li> </ul>	<p><i>The Wolves in the Walls</i>, By Neil Gaiman</p>
Texts	<p><i>The Hodgeheg</i>, By Dick King-Smith.</p> <p><u>Y4 Autumn GR texts:</u></p> <ul style="list-style-type: none"> <li><i>Mary Anning: The Girl Who Cracked Open the World.</i></li> <li><i>Death of the Dinosaurs.</i></li> </ul>	<p><i>Christophe's Story</i>, By Nicki Cornwell.</p> <p>A selection of poetry by: Christina Rossetti, Gervaise Phinn, Robert Hull &amp; Steve Turner</p> <p><u>Y4 Autumn GR texts:</u></p> <ul style="list-style-type: none"> <li><i>The Song of Sky and Sand.</i> (A book in five chapters)</li> </ul>	<p><i>The White Fox</i> – Jackie Morris</p> <p>Various NF texts on The Roman Colosseum.</p> <p><u>Y4 Spring GR texts:</u></p> <p><u>Daring Deeds:</u></p> <ul style="list-style-type: none"> <li><i>Hummingbird</i></li> <li><i>Leaving Home</i></li> <li><i>Mystery of the Red Moon</i></li> <li><i>Race for the Pole</i></li> </ul>	<p><i>The White Fox</i> continued.</p> <p><i>Boewulf</i> - Retold by Michael Morpurgo.</p> <p><u>Y4 Spring GR texts:</u></p> <p><u>Daring Deeds:</u></p> <ul style="list-style-type: none"> <li><i>Nanuck's Tale</i></li> <li><i>Pigeons rule the Roost</i></li> <li><i>The Secret in the Attic</i></li> </ul>	<p><i>The Last Viking</i> – Terry Deary.</p> <p><u>Y4 Summer GR texts:</u></p> <ul style="list-style-type: none"> <li><i>Seán and the Sea-Maiden</i> in the <i>Myths of the Sea</i> anthology.</li> <li><i>Odysseus and the Monster</i> in the <i>Myths of the Sea</i> anthology.</li> </ul>	<p><i>The Wolves in the Walls</i>, By Neil Gaiman</p> <p><u>Y4 Summer GR texts:</u></p> <ul style="list-style-type: none"> <li><i>Real Sea Monsters</i> in the <i>Myths of the Sea</i> anthology.</li> <li><i>A Tale of Two Poggles.</i></li> </ul>
Oracy	Empathy and opinion	How we treat others	Presenting what I know	Linking fact with fiction.	Using a variety of words to describe something.	Prediction about what could happen

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<b>Spelling</b>	<b>Homophones</b>  <b>gue/que- spelling pattern</b>  <b>/k/ sound with a 'ch'</b>	<b>sion- spelling pattern</b>  <b>prefixes- dis/mis and re/im</b>	<b>Suffixes- ing/er</b>  <b>Plurals</b>	<b>al- spelling pattern</b>  <b>Suffixes- ful/ous</b>	Year 3/4 statutory spellings accident, address, answer, business, calendar, century, disappear, enough, important, knowledge  recent, remember, separate, special, strength, suppose, though, thought, various, women	<b>Soft or hard g-</b> Year 3/4 statutory Revision
<b>Maths</b>	<b>Short pick-up on Y3 Number and place value:</b> Autumn 1 as needed. <b>Maths No Problem Text A</b> Numbers to 10 000 Addition and Subtraction within 10 000 Multiplication and Division Graphs Fractions Time  <b>Early Bird:</b> 3 x per week, practising our number skills &/OR <b>Number Intervention work.</b> <b>TTRS:</b> Practising online / Homework tasks set each week.			<b>Maths No Problem Text B</b> Decimals Money Mass, Volume and Length Area of Figures Geometry Position and Movement Roman Numerals  <b>Early Bird:</b> 3 x per week, practising our number skills &/OR <b>Number Intervention work.</b> <b>TTRS:</b> Practising online / Homework tasks set each week.		
<b>Science</b>	<b>Living things and their habitats: <i>How do we identify living things?</i></b> <i>Skelton Grange</i>	<b>Electricity:</b> <i>What is an electrical circuit?</i>	<b>States of Matter:</b> <i>Is this solid, liquid or gas?</i>		<b>Animals including humans:</b> <i>What happens when we eat?</i>	<b>Sound:</b> <i>What is sound?</i>
<b>Computing</b>	<b>Computer networks and systems:</b> Collaborative learning <b>Online safety lesson 1</b>	<b>Programming 1:</b> Coding with Scratch <b>Online safety lesson 2</b>	<b>Creating media:</b> Web design <b>Online safety lesson 3</b>	<b>Skills:</b> HTML  <b>Online safety lesson 4</b>	<b>Programming 2:</b> Computational thinking <b>Online safety lesson 5</b>	<b>Data Handling:</b> Investigating weather <b>Online safety lesson 6</b>
<b>Geography/History</b>	<b>Leeds-</b> <i>Our school in Crossgates, Crossgates and Leeds Centre. Using plans, photos, maps and sketch maps: locate, give directions, describe land use and locate waterways.</i>	<b>Village settlers –</b> <i>Early settlers and settlements, discovering old settlements from their names, mapping symbols (OS), comparing towns and cities, road links.</i>	<b>The impact of the Romans on Britain / Britain when the Romans left</b>		<b>The Vikings and the Anglo-Saxons struggle for power in Britain.</b>	
					<b>Mapping Britain</b> <i>Counties – Leeds and Yorkshire. Where was Danelaw? Rivers of the UK. Positional and directional language / grid references.</i>	

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PE	Swimming Ball Skills	Swimming Skipping/ Agility, Balance and Coordination	Swimming Skipping / ABC (with apparatus in the hall)	Swimming Dance	Swimming Gymnastics	Swimming Outdoor games /ball skills
PSHE /RSE	Identity, society and equality: Democracy	Drug, alcohol and tobacco education: Making choices	Physical health and wellbeing: What's important to me?	Keeping safe and managing risk: Playing safe	Mental health and emotional wellbeing: Strengths and challenges	Sex and relationship education: Growing up and changing
Art / DT	<b>Autumn 1:</b> <b>Leodis</b> , Photographs of Leeds, past and present. The work of <b>John Atkinson Grimshaw</b> (1836 – 1893) Working in: pencil, pen, paint, pastel. Using cameras and sketches to record our environment. <b>Autumn 2:</b> <b>2d into 3d (Kapow Y3/Y4 units)</b> <b>Christmas art: cards and calendars</b> <b>DT</b> Structures: . Pavilions		<b>Art</b> The work of <b>Antoni Gaudi</b> (1852-1926) Mosaic based work – drawing inspiration from Gaudi or Ancient Rome (sketch, collage, material/stitching and gluing)  <b>DT</b> Cooking/nutrition: Carrot and courgette muffins		<b>Summer 1:</b> <b>2d</b> Dragon eyes. Watercolour, pastel. <b>3d</b> Mythical creatures – paint and collage / wire Papier Mache. <b>Summer 2:</b> <b>2d into 3d:</b> a re-visit <b>DT</b> Using air to power a model.	
Music	<i>Descant recorder – musical notation.</i>	<i>Singing connected to Christmas.</i>	<i>External Ukulele</i>	<i>External Ukulele</i>	<ul style="list-style-type: none"> <li><i>Listening to/ response to varied musical genres.</i></li> <li><i>Linking some work with Science: Percussion/creating pictorial scores</i></li> </ul>	
MFL	French	French	French	French	French	French

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RE Leeds SOW	1. Important Events    2. Words of Wisdom    3. Creation Stories    4. Faiths and Communities					
	1. Important Events		2. Words of Wisdom		3. Creation Stories	
Visits	Skelton Grange workshop (Science)				Bike sense	TBC
British Values	Tolerance/respect, democracy, Rule of law		Individual liberty			Tolerance/respect, democracy
Whole School Events	Black History Month The Big Draw		Safer Internet Week		World Book Day Fairtrade Fortnight Easter Egg Design (RE/DT) Sports Relief	Science Week Sports day