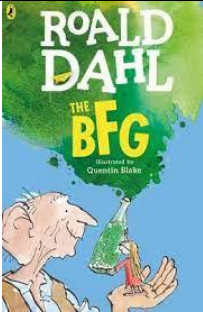
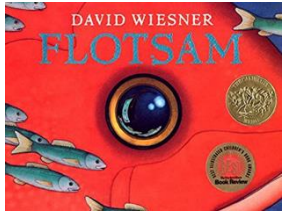
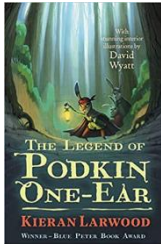
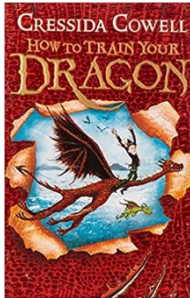
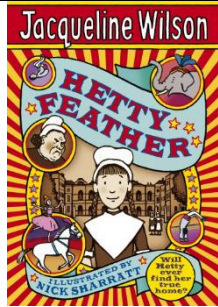
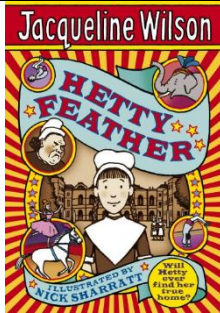




Mansbridge Primary School Long Term Curriculum Plan – Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme						
Reading	- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader’s interest and imagination					
	•drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •identifying how language, structure, and presentation contribute to meaning •predicting what might happen from details •identifying themes and conventions in a wide range of books •recognising some different forms of poetry •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	•recognising some different forms of poetry •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action •predicting what might happen from details •drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction	•recognising some different forms of poetry •drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction	•identifying themes and conventions in a wide range of books •drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •predicting what might happen from details stated and implied •identifying main ideas drawn from more than 1 paragraph and summarising these •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction	•drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •predicting what might happen from details stated and implied •identifying main ideas drawn from more than 1 paragraph and summarising these •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction	•drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •predicting what might happen from details stated and implied •identifying main ideas drawn from more than 1 paragraph and summarising these •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action •recognising some different forms of poetry [for example, free verse, narrative poetry]

Key Texts	 The BFG Roald Dahl	 Flotsam David Wiesner	 The Legend of Podkin One-Ear Kieran Larwood	 How to Train your Dragon Cressida Cowell	 Hetty Feather Jacqueline Wilson	 Hetty Feather Jacqueline Wilson
Additional Texts	Poetry: The Kings Breakfast by A.A. Milne	Poetry: 'I asked the river' Valerie Bloom (pg 84 Hot Like Fire)  Explanation Texts – Water Cycle	Science non-fiction books about electricity	Diary Entries	Biography of a historical figure - Thomas Barnardo	Poetry: In an Aeroplane Non-chronological reports on Victorian Britain
Writing Outcomes	<u>Narrative writing – own scene based on a heroic character defeating a monstrous beast</u> Audience: KS2 children Purpose: to entertain <u>Newspaper Report - Sutton Hoo</u> Audience: adults Purpose: to inform	<u>1st Person narrative for 'Flotsam'</u> Audience: year 3 Purpose: to entertain <u>Water Cycle Explanation Text</u> Audience: Visitors to science museum Purpose: To inform	<u>Diary writing – in role as character from Podkin One-Ear</u> Audience: the writer Purpose: to inform <u>Narrative writing – additional scene for Podkin One Ear</u> Purpose: To entertain readers Audience: Year 4	<u>Fact File - dragons</u> Audience: Viking Children Purpose: To entertain <u>Persuasive letter between characters in How to Train your Dragon</u> Audience: The chief/father Purpose: To persuade	<u>Biography – Dr Barnardo</u> Audience: KS2 readers Purpose: to inform <u>Leaflet about Victorian jobs/life</u> Audience: next year's year 4 Purpose: to inform	<u>Informal Letters between foundlings and family members</u> Audience: families Purpose: To persuade <u>Additional scene for Hetty Feather (circus)</u> Audience: peers Purpose: To entertain

Writing Skills	- plan their writing by discussing similar writing and discussing and recording ideas -draft and write by composing and rehearsing sentences orally building a varied and rich vocabulary and an increasing range of sentence structures -evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements and proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors -read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Spellings -use further prefixes and suffixes and understand how to add them -spell further homophones -spell words that are often misspelt -use the first 2 or 3 letters of a word to check its spelling in a dictionary -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Handwriting -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined -increase the legibility, consistency and quality of their handwriting					
	-using the present perfect form of verbs in contrast to the past tense -Use fronted adverbials -using simple organisational devices [for example, headings and sub-headings] -	-Use fronted adverbials -Using and punctuating direct speech -using simple organisational devices [for example, headings and sub-headings] -using the present perfect form of verbs in contrast to the past tense -creating settings, characters and plot	-using conjunctions, adverbs and prepositions to express time and cause - use a/an accurately -organising paragraphs around a theme -creating settings, characters and plot - Prepositional phrases	-using and punctuating direct speech -Use fronted adverbials -using commas after fronted adverbials -organising paragraphs around a theme -use plural possessive apostrophe accurately -creating settings, characters and plot -using simple organisational devices [for example, headings and sub-headings]	-organising paragraphs around a theme -using simple organisational devices [for example, headings and sub-headings] -using conjunctions, adverbs and prepositions to express time and cause -use a/an accurately	-Use fronted adverbials -using commas after fronted adverbials --organising paragraphs around a theme - use plural possessive apostrophe accurately -using conjunctions, adverbs and prepositions to express time and cause

Maths	<u>Place Value</u> Numbers to 1,000. Rounding to nearest 10 and 100. Counting in 1000s. Representing 4-digit numbers. Number lines to 10,000. Roman numerals to 100. Finding 1000 more and less. Comparing and ordering numbers to 10,000. Rounding to the nearest 1000. Solving problems using rounding. Counting in 25s. Negative numbers. <u>Adding and Subtracting</u> Adding and subtracting 1s,10s,100s and 1000s. Adding and subtracting 4-digit numbers. Equivalent different. Estimating answers to additions and subtractions.	<u>Adding and Subtracting</u> Checking strategies. Problem solving – addition and subtraction <u>Perimeter</u> Kilometres. Perimeter of a rectangle. Perimeter of a rectilinear shape. <u>Multiplication and Division</u> Multiplying and dividing by multiples of 10 and 100. Multiplying by 0 and 1. Dividing by 1. Multiplying and dividing by 6, 9, 7, 11 and 12.	<u>Multiplication and Division</u> Problem solving – addition and multiplication. Problem solving - mixed numbers. Using written methods to multiply. Multiplying a 2-dgit number by a 1-digit number. Multiplying a 3-digit number by a 1-digit number. Problem solving. Multiplying more than two numbers. Problem solving – mixed correspondence problems. Dividing a 2-digit number by a 1-digit number. Division with remainders. Dividing a 2-digit number by a 1-digit number. Dividing a 3 digit number by a 1-dgit number. Problem solving – division. <u>Area</u> What is area? Counting squares. Making shapes. Comparing area.	<u>Fractions</u> Tenths and hundredths. Equivalent fractions. Simplifying fractions. Fractions greater than 1. <u>Fractions</u> Adding fractions. Subtracting fractions. Problem solving – adding and subtracting fractions. Calculating fractions of a quantity. Problem solving – fractions of a quantity. <u>Decimals</u> Tenths. Dividing by 10. Hundredths. Dividing by 100. Dividing by 10 and 100.	<u>Decimals</u> Making a whole. Writing decimals. Comparing decimals. Ordering decimals. Rounding decimals. Halves and quarters. Problem solving – decimals. <u>Money</u> Pounds and pence. Pounds, tenths and hundredths. Ordering amounts of money. Rounding money. Using rounding to estimate money. Problem solving – pounds and pence. Problem solving – multiplication and division. Solving 2 step problems. <u>Time</u> Units of time. Converting times. Problem solving – units of time.	<u>Statistics</u> Charts and tables. Line graphs. Problem solving using graphs. <u>Geometry – angles and 2D shapes.</u> Identifying angles. Comparing and ordering angles. Identifying regular and irregular shapes. Classifying triangles. Classifying and comparing quadrilaterals. Deducing facts about shapes. Lines of symmetry inside and outside a shape. Completing a symmetric figure and a symmetric shape. <u>Geometry – position and direction</u> Describing position. Drawing on a grid. Reasoning on a grid. Moving on grid. Describing a movement on a grid.
Science	<u>Living Things and their habitats</u> recognise that living	<u>States of Matter</u> Compare and group materials together	<u>Electricity</u> Identify appliances that run on electricity,	<u>Animals including Humans</u>	<u>Sound</u> Identifying how sounds are made,	N/A

	things can be grouped in a variety of ways, explore and use classification keys and recognise that environments can change and that can be dangerous to living things.	according to solids, liquids or gases, observe that materials change state and identify the part played by evaporation and condensation in the water cycle.	construct series circuits, identify whether a lamp will light, recognise conductors and insulators and the use of a switch.	Describing the simple functions of the digestive system, identifying the different types of teeth and construction and interpreting food chains.	recognise that vibrations travel through a medium to the ear, find patterns of pitch and volume.	
Computing	<u>Online Safety</u> How to be respectful online and recognise healthy/unhealthy behaviours. Others online may be pretending and why. Describe ways bullying can happen through a range of media. Analyse information for its accuracy and make my own decisions about content. Identify times/situations to limit the amount of time they use technology and suggest strategies.	<u>Online Safety (continued)</u> <u>ICT</u> To know what the World Wide Web is and how it came into existence (Tim Berners-Lee) To describe how networks connect to other networks To recognise that the World Wide Web is part of the internet To evaluate the reliability of content and the consequences of unreliable content	<u>Coding 1</u> <u>Logo – Image</u> To use a count-controlled loop to produce a given outcome (<u>Repetition</u>) e.g. do something a fixed amount of times e.g. draw a line and turn four times in a row to create a square To use an indefinite loop to produce a given outcome (<u>Repetition</u>) e.g. keep do something until the program finishes; e.g. in pong, the ball always bounces off the edges To justify when to use a loop and when not to.	<u>Digital Literacy 1</u> <u>Digital Publishing</u> - Recognise that different software/devices have a given purpose - linked to unit - Textbox - Borders - Page orientation - Hyperlinks - Rotate/flip/cut/paste images - Adjust colours and filters - Add text or element e.g. borders to an image - Evaluate outcomes, referring to the skills they have used and where they need to develop	<u>Coding 2</u> <u>Scratch game e.g. pong</u> To use a count-controlled loop to produce a given outcome (<u>Repetition</u>) e.g. do something a fixed amount of times e.g. draw a line and turn four times in a row to create a square To use an indefinite loop to produce a given outcome (<u>Repetition</u>) e.g. keep do something until the program finishes; e.g. in pong, the ball always bounces off the edges To justify when to use a loop and when not to.	<u>Digital Literacy 2</u> <u>Animation</u> - Recognise that different software/devices have a given purpose - linked to unit - Set up a work area - Capture an image - Review sequence of frames - Plan animation - Move a subject between captures - Evaluate outcomes - Remove frames to improve animation - Add media to enhance

	Rule of Law					
PSHE	<u>Health and Wellbeing</u> Understand what positively and negatively affects their physical, mental and emotional health (including self-respect, dental hygiene, sleep, substances/drugs, time outside, exercise) How to make informed choices and to begin to understand the concept of a 'balanced lifestyle' Individual Liberty How to recognise early signs of physical illness, such as weight loss or unexplained changes in the body. Bacteria and viruses can affect health and that following simple routines can reduce their spread.	<u>Health and Wellbeing</u> Recognise achievements and set goals. Individual Liberty Growing and changing – introduce changes that may begin to happen as we grow including menstruation in girls. Strategies for staying safe in the local environment and getting help. How to make a clear and efficient call to emergency services and first aid for head injuries or asthma.	<u>Relationships</u> Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this Democracy Learn to recognise and manage 'dares' Judge what kind of physical contact is acceptable or unacceptable and how to respond	<u>Relationships</u> Friendship and strategies to solve disputes Valuing difference, listen and respond respectfully to a range of people. Mutual Respect & Tolerance	<u>Living in the Wider World</u> Rights and responsibilities - appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Consider the lives of people living in other places, and people with different values and customs Mutual Respect & Tolerance	<u>Living in the Wider World</u> Environment – how our actions affect people in different countries and how to be good global citizens. Rule of Law Money – The role money plays in their own and others' lives, How to manage money (budgeting and saving) Sun safety

Geography		Land Use in the UK To understand the different ways that land is used in the UK To look at how land use has changed over time in a particular area		Rivers and Mountains and the Water Cycle To describe and understand rivers, mountains, hills and the water cycle To understand how rivers have influenced the human and physical characteristics of an area.	
History	<u>Theme- Change and continuity</u> Was life better in Anglo- Saxon Britain or Roman Britain? I am learning to order key historical dates in British history. To be able to discuss Anglo Saxon invasions and kingdoms. I am learning about Anglo Saxon village life. To be able to analyse and describe Anglo- Saxon artefacts and explain what they can teach us about Anglo- Saxon culture. I can explain the work of some people who were influential in converting the Anglo Saxons.		<u>Theme-Consequence</u> Did the Vikings do anything for us or were they really just brutal invaders?		<u>Theme- Significance</u> The lives of Children in Victorian Britain (change and impact of Barnardo) Significance <u>Theme- Consequences</u> How did the actions of key figures change the lives of children from 1839-1901? Rule of Law

RE	Temptation – Linked to Adam and Eve Christianity Concept: Making Choices Mutual Respect & Tolerance	Stewardship Christianity Concept: Creation Mutual Respect & Tolerance	Hindu Mythology Hinduism Concept: Myths Mutual Respect & Tolerance	Easter: The Paschal Candle Christianity Concept: Ritual Mutual Respect & Tolerance	Stones as Symbols Christianity Concept: Symbols Mutual Respect & Tolerance	Hindu Worship Hinduism Concept: Devotion Mutual Respect & Tolerance
PE	Health Related Fitness Football/Hockey Tag Rugby	Tennis Hit consistent forehand returns, serve from the baseline into the opponent's side Football Turn confidently with a ball, make good choices when in possession	Basketball Control a basketball using both hands Health Related Fitness Demonstrate good core strength (Yoga poses)	Dance Develop a motif demonstrating agility, balance, coordination and precision	Strike and fielding Receive a ball, bowl with run up Gymnastics Arching and bridges	Athletics Develop coordination to improve speed Health Related Fitness Start and finish a sprint race with good techniques Refine techniques and improve on PB
Art & Design	Key Art Concept - Painting and Mixed Media Create a printed image using a collagraph. Topic based (Anglo- Saxons)	N/A	Key Art Concept - Drawing Creating a sense of proportion in drawings	N/A	Key Art Concept - Art and design skills Exploring and creating optical illusions and creating small scale Art with soap sculptures	N/A
Design & Technology	N/A	Key D&T Concept - Textiles Explore, design, make and evaluate a Book cover and exploring fastenings	N/A	Key D&T Concept - Electrical systems – Simple Circuits & Switches Explore, design, make and evaluate a torch for a younger sibling or friend	N/A	Key D&T Concept - Cooking and Nutrition Adapting a recipe (biscuit) and making them to a specific budget

Music	Ancient Civilisations Explore Anglo Saxon music. 'Hammer and the Anvil' Singing in rounds, Keeping in time, making notation, ostinatos and call + response	Water World Understanding emotion Storm Interlude from Peter Grimes Creating own composition to represent a given theme	Recorders	Journey of a river Smetena: 'The Maldau River' Yiruma: 'River flows in you' Compositional study	Soundscape composition Creating a composition that depicts the water cycle. Exploration of timbre, rhythm, pitch and dynamics	Victorian music Introduction of more formal notation and reading notes ad rhythms on staves.
MFL	Greetings and salutations	Animals and pets	Calendars and dates	Nationalities	Food and drink	Weather and places