

St Joseph's RC Primary School
Year 4 Long Term Plan
2022-2023

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits	Residential	Benwell Vallum	Segedunum	Life Centre	Anglo-Saxon Visitor	Creperie
English	Narrative- Stories from Imaginary worlds The Dream Giver (Literacy Shed) Work linked to Novel The Iron Man	Narrative Non-Chronological reports – Features of European Landmarks Explanation Texts – Explain the impact of Humans on our planet (link to Science) Poetry: by heart and nonsense	Narrative- Stories with a Historical setting. Diary of a Roman Soldier Roman Diary – the journey of Iliona by Richard Platt	Narrative-Fairy stories Recount- Newspaper reports (Three little pigs) The Usborne Book of Fairy tales by Stephen Cartwright and Heather Amery. The True Story of the Three Little Pigs by Jon Scieszka	Narrative- Myths and Legends Instructional texts- How to play an Anglo-Saxon game	Syllabic Poetry – Haiku and Tanka Persuasive Texts- persuade a person to visit a holiday destination.
Class Reader	The Firework Maker's Daughter	Charlie and the Chocolate Factory		Peter Pan	The Iron Man	To be voted for by class from a collection of their favourite authors: Michael Morpurgo, Roald Dahl, Jacqueline Wilson and David Walliams
Spellings	Revision of work from Year 3 Homophones and Near Homophones Pay special attention to the rules for adding suffixes Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer,	The suffix –ation information, adoration, sensation, preparation, admiration The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically	dis-, mis-: disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate	Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure Endings which sound like /ʒən/ division, invasion, confusion, decision, collision, television The suffix –ous poisonous, dangerous,	Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population) Homophones or near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break,

	<p>preferred, gardening, gardener, limiting, limited, limitation</p>	<p>The /ɪ/ sound spelt y elsewhere than at the end of words myth, gym, Egypt, pyramid, mystery The /ʌ/ sound spelt ou young, touch, double, trouble, country</p>	<p>sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antisocial auto-: autobiography, autograph</p> <p>Homophones and near homophones. Nouns ending in the suffix -ation. Adding the prefix super and sub. Plural possessive with apostrophes plural words.</p>	<p>mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous</p> <p>Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician</p> <p>Words spelt with sc, ce, ci, common words and statutory spellings.</p>	<p>league, tongue, antique, unique</p> <p>Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey</p> <p>Adding prefix inter, anti, auto, ex, non, words ending in ar, er.</p>	<p>fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>Adding the suffix ous, adverbials of frequency, possibility and manner.</p>
<p>Spelling, Grammar and Punctuation</p>	<p>NN from Years 1-3 Words groups Nouns Verbs Adverbs Apostrophe types and uses The grammatical difference between plural and possessive -s Standard English forms for verb</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad</p>	<p>Indicating possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive -s Apostrophes to mark plural possession [for</p>	<p>Using and punctuating direct speech Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor</p>	<p>Standard English forms for verb inflections Paragraphs- organise ideas around a theme</p>	<p>Spell using the suffix -ation Spell using the suffix -ly Spell using the suffix -ous Spell words with endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian</p>

	<p>inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Determiners</p> <p>Conjunctions</p> <p>Adverbs</p> <p>Direct speech</p> <p>Present Perfect tense</p> <p>Paragraphs</p>	<p>news.]</p> <p>Pronouns for clarity and cohesion</p> <p>Possessive Pronouns</p> <p>Fronted adverbials</p> <p>Commas after a fronted adverbial</p>	<p>example, the girl's name, the girls' names]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>shouted, 'Sit down!</p>		
Maths	<p>As below but with focus upon 3-digit numbers</p> <p>Number: place value of ones, tens, hundreds and thousands</p> <p>ordering and comparing 4-digit numbers</p> <p>adding and subtracting with numbers up to four digits</p>	<p>Number: multiplication and division facts up to 12 x12</p> <p>Measurement: area of rectilinear shapes by counting squares</p>	<p>Number: common equivalent fractions, add and subtract fractions with the same denominator</p> <p>Measurement: convert between different units of measures e.g. hour to minutes</p> <p>read, write and convert time between analogue and digital 12 and 24 hour clocks.</p>	<p>Number: decimal equivalents of any number of tenths and hundredths and of common fractions</p> <p>divide numbers by 10 or 100 and identify the value of the digits</p> <p>round decimals</p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>Measurement: solve simple measure and money problems involving fractions and decimals, estimate, compare and calculate money to pound and pence.</p>	<p>Number: fluency, reasoning and problem-solving with decimals</p> <p>Measurement - money and time</p> <p>Geometry: properties of shape, position and direction</p>	<p>Measurement: measure and convert between common standard units of measure including money and time.</p> <p>Statistics: data sets as bar charts or time graphs, interpret and interrogate results.</p> <p>Geometry: name and classify angles and triangles and quadrilaterals with special properties identify and use line symmetry plot points in the first quadrant of co-ordinate grids describe translations</p>

Times Tables	Rapid recall of 2,3,4,5 and 10 x Tables Recall multiples of 3,4 and 8 up to 12 x in any order, including missing numbers and related division facts fluently. Fluently count in 6's in order up to 12 x 6, using multiples of 3 to support.	Recall multiples of 6 in any order, including missing numbers and related division facts fluently. Fluently count in 7's in order up to 12 x 7.	Recall multiples of 6 in any order, including missing numbers and related division facts fluently. Recall multiples of 7 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of 7 in any order, including missing numbers and related division facts fluently. Fluently count in 9's in order up to 12x9. Fluently count in 11's in order up to 12x11.	Recall multiples of 9 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by 1 group to find 9x as a strategy) Recall multiples of 11 in any order, including missing numbers and related division facts fluently. Fluently count in 12's in order up to 12x12.	Recall multiples of 9 in any order, including missing numbers and related division facts fluently. Recall multiples of 12 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by adding 2 more groups).
RE	Domestic Church: Sacramental Preparation: Reconciliation/Anointing of the Sick: Other world faiths: Judaism Advent/Christmas:		Local Church: Other world faiths: Islam Eucharist: Lent/Easter: Sacramental Preparation- First Holy Communion		Pentecost: Baptism/Confirmation: Universal Church:	
Science	'Living things and their habitats' explore a variety of ways to identify, sort, group and classify living things. learn how animals are split into 'vertebrates' and 'invertebrates' begin to consider the differences between living things within these classifications.	'Sound' how vibrations cause sounds and how sounds travel, how sounds can change pitch and loudness.	'Animals including Humans' 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 construct and interpret a variety of food chains, identifying producers, predators and prey.	'States of Matter' compare and group materials together, according to whether they are solids, liquids or gases. observe that some materials change state when they are heated or cooled, measure or research the temperature at which this happens in degrees Celsius (°C). identify the part played by evaporation and condensation in the	Electricity learn about electrical circuits and test materials ability to conduct electricity. build their own circuit to create a buzz-wire game understand more about electricity and investigate the dangers it poses.	

				water cycle and associate the rate of evaporation with temperature.		
History/Geography	<p>A local History study: Why did the Romans settle in Benwell?</p> <p>Main focus upon Chronological Understanding and use of Historical Vocabulary</p>	<p>What can we discover about Europe? Places, features and people. Focus: land use, key human and physical features and locations.</p>	<p>The Roman Empire and its impact on Britain: What was daily life like for Romans?</p>	<p>Rivers and Mountains locate the UK's major mountain landscapes on a map. list some different mountain landscape features. list some features found along a river's journey describe some landforms created by a river.</p>	<p>Britain's settlement by the Anglo Saxons and Scots: What happened when the Romans left Britain?</p>	<p>Resources and Trade Categorise different types of resource. Name some places that have/ do not access to these resources. Name some places that have different types of minerals. Name some countries that the UK trades with.</p>
Art and Design Design Technology	<p>Architecture – Iconic structures as built by or inspired by the Romans. Sculpture Visual Element – Line, shape, form</p>	<p>Famous British Artists Painting in watercolours by Mary Anne Rogers Visual Element – Colour Design packaging for a product at Christmas</p>	<p>Famous International Artist *Exhibition Painting; The works of Leonardo da Vinci to link with Geography/DT Visual Element – Colour, Tone</p>	<p>Creative RE - Easter Painting. Charcoal, pencil drawings of The Crucifixion. Visual Element – Shape, form</p>	<p>The work of Mary Anne Rogers Textile and Collage Visual Element – Texture Using their work from Spring 2, the children will create a class textile picture</p>	<p>Textile and Collage Visual Element – Pattern Create a patchwork quilt that tells a story. Collaborative pieces.</p>
FL (French)	Our weather	Europe (cross curricular)	My Face	My clothing	My house	My farm visit
Computing	E-Safety	Green Screen	<p>Presentation Skills Using Word and Power Point</p>	<p>Presentation Skills Drawing and Desktop , Publishing 3D Drawing</p>	Programming using code.org	Programming Code.org

PE	Dribbling, Movement and Teamwork Hockey and Football Accuracy and Rallies Net Games	Passing and Moving: Netball and Basketball Dance:	Outdoor Adventure: Decision Making Dance:	Striking and Fielding Gymnastics: Symmetrical shapes	Net and Wall Games Returning Exploring, Striking and Fielding Strike and Field	Athletics: Record Breaking Gymnastics: Perfecting Sequences
PSHCE	Health and Wellbeing <ul style="list-style-type: none"> • To reflect on and celebrate achievements, identify strengths, areas for improvement, set high aspirations and goals. • To deepen understanding of good and not so good feelings, to extend vocabulary to enable pupils to explain both the range and intensity of their feelings to others. • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. 		Relationships <ul style="list-style-type: none"> •To understand that their actions affect themselves and others •To understand how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). •To recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). •To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as 		Living in a Wider World. <ul style="list-style-type: none"> •To understand what is meant by enterprise and begin to develop enterprise skills. •To know about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer. •To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT). •To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world 	

			<p>themselves</p> <ul style="list-style-type: none"> •To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 			
Music	<p>Newcastle Music Service Programme</p> <p>Children learn to read and compose music and play the pocket trumpet as part of an ensemble.</p>					