Year 4- Long Term Planning. National Curriculum Planning 2023-24
St. Cuthbert's Catholic Primary School- Educate; Create; Witness: Christ at the Centre

English

Reading

- Read a range of fiction, non-fiction; myths, legends, traditional stories, archaic texts, poetry and plays.
- Learn a wider range of poetry by heart; prepare poems / plays to perform; explore meaning of words; justify with evidence; make predictions; summarise main ideas.
- Class reading books include but are not restricted to Cloud Busting, Charlottes Web, War Horse, Artemis Fowl, The Boy at The Back of The Class, Harry Potter and the Philosopher's Stone.
- Demonstrate understanding and comprehension by applying the VIPERS domains to texts regularly.

Grammar

- To structure sentences correctly, using the correct punctuation.
- To understand nouns, adjectives, verbs and adverbs and be able to use the within our writing.
- Use and recognise determiners correctly.
- Use expanded noun phrases.
- Use fronted adverbials.
- Use commas, speech marks and possessive apostrophes correctly.
- Use relative and subordinate clauses to add detail to a main clause.
- To understand the difference between past, present and future tense and know which is the correct one to use in a piece of writing.
- Use a range of conjunctions to expand our writing.
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Writing

- Write a version of a familiar story in own words.
- Write a non- chronological report focusing on comparative language (Geography link).
- Write a narrative with clear stages (Introduction, build up, climax or conflict and conclusion).
- Write a recount in the style of a Newspaper (History link).
- Write a narrative with clear organisational devices (paragraphs).
- Write a leaflet focusing on persuasive devices (History and class reader link).

Maths

Number and Place Value

- To represent, partition and understand number lines to 1000.
- Thousands.
- To represent, partition and understand number lines to 10,000.
- To find 1, 10, 100, 1000 more or less.
- To estimate numbers on a number line to 10,000.
- To compare and order numbers to 10,000.
- Roman numerals.
- To round to the nearest 10, 100, 1000.

Addition & Subtraction

- To add and subtract 1s, 10s, 100s and 1000s.
- Add up to two 4-digit numbers (no exchange, 1 exchange, more than 1 exchange).
- Subtract up to two 4-digit numbers (no exchange, 1 exchange, more than 1 exchange).
- Efficient subtraction.
- Estimate answers.
- Checking strategies.

Area

- What is area?
- To count squares.
- To make shapes.
- To compare areas.

Multiplication & Division

- Recall multiplication and division facts for tables up to 12 x 12.
- Multiply 2- & 3-digit numbers by a 1 digit number using a formal written method.
- Multiplying and dividing by 1 & 0.

Fractions, Decimals & Percentages

- Understand the whole
- Count beyond 1
- Partition mixed numbers
- Number lines with mixed number
- Compare and order mixed numbers
- Understand and convert mixed numbers into improper fractions

- write an extended narrative to invoke atmosphere and mood.
- Write an explanation text (Science link) focussing on the food chain.
- Write a first person narrative as a specific character (Class reader link).
- Write a first person recount (History link). A day in the life of a Roman soldier.
- Write a narrative with a strong central character, linking other forms of writing within. (1st person, magical story based on class reader Harry Potter and the Philosopher's stone).
- Write a non-chronological report (Biography of JK Rowling)- class reader link.

Speaking & Listening

- Engage in longer and sustained discussions about a range of topics.
- To be able to ask and answer questions.
- To take part in short dramatic scenes to encourage the use of expression and intonation.
- To discuss and debate opinions, showing respect for opposing views and ideas.

- Equivalent fractions on a number line
- Add and subtract fractions (proper and mixed)
- Tenths as fractions, decimals, on a number line and place value chart.
- Divide a 1 and 2 digit number by 10
- Hundreds as fractions, decimals and on a place value chart.
- Divide 1 and 2 digit numbers by 100.

Measurement

- Convert between different units of measurement e.g. km to m to cm
- Measure and calculate the perimeter of rectilinear shapes.
- Find the area of rectilinear shapes by counting squares.

Money

- Write money using decimals
- Convert between pounds and pence.
- Compare and estimate money
- Calculate and solve problems with money

Time

- Years, months, weeks and days.
- Hours minutes and seconds
- Convert between analogue and digital
- 24 hour clock
- 12 hour clock

Geometry

- Compare and classify shapes and identify lines of symmetry.
- Describe positions on a grid, explain movements/translations of a given point on a grid and plot coordinates on a grid to create a polygon.

Statistics

- Present data in a bar chart or line graph.
- Solve comparison, sum and differences using various data including pictograms.

To apply reasoning, problem solving and investigation to all of the above.

P.E.

- Develop running, jumping, throwing and catching; play competitive games-[rugby, football]
- To understand the importance of team work and working together in competitive games.

PSHE

- Following the programme from the Diocese of Hexham and Newcastle we will look at the following topics: Moral, Spiritual, Physical, Emotional and Social. This will equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

ICT

Computer science

- Use input to control different events
- Investigate two different types of programming loops
- Use a range of loops to animate
- Decompose and plan a game using loops

MFL

- Children will be taught Spanish.
- Children will be able to listen to spoken language, join in and respond.
- They will explore patterns and sounds of the language through song and rhyme, while linking spellings, sounds and meanings.

• Develop flexibility, strength control, balance, perform dances [gymnastics, dance] • Swim a distance of at least 25 metres		• Create a game using different loops. **Information technology** • Create a multiple slide presentation • Add animations to objects on slides • Edit slide transitions • Copy and paste text and images using shortcuts • Use presenter notes. **Computer networks** • Explore how networks connect devices • Understand what the internet is made of • Recognise how to share information • Learn what a website is • Investigate who owns the web • Identify how to know what is true or false on the web. **Media creation** • Change digital images • Change images for different uses • Explain that some images can be combined • Create an image linked to 'magibeast' theme • Evaluate a project	• They will be able to engage in conversation, speak in sentences and develop accurate pronunciation and intonation.
R.E. **Christianity** • People – The family of Jesus • Sikhism – Other Faiths • Sacramental Preparation – Reconciliation		**SMSC- British Values** • Respect – linked with RE • Tolerance – linked with RE • British Laws – linked with History • Individual Liberty – linked with History	

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- Gifts – Advent and Christmas, the gift of Jesus.
- Called – Those who are called to do Jesus work.
- Sacramental Preparation – The Holy Eucharist.
- Self-Sacrifice – Lent and Easter, what sacrifices we make.
- New life – Pentecost
- Community – Jesus and his apostles.
- God's People – World Church.

Other Religions
Sikhism, Judaism, Islam
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- Democracy – linked with History
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Science

Working scientifically

- Asking relevant questions, using scientific evidence, make careful observations, take accurate measurements, set up simple enquiries and carry out fair tests, use simple results to draw conclusions, present data and record and report findings.

Living things and their habitats and Animals, including humans

- The digestive system, teeth and their function and food chains.
- Recognise that living things can be grouped in a variety of ways, explore classification keys, identify living things in the local and wider environment.
- Recognise that environments can change.

States of Matter

- Compare and group materials into solids, liquids and gases.
- Observe that some materials change when heated and chilled and observe temperature in degrees C.
- Identify the parts played by evaporation and condensation in the water cycle.

Sound

- Identifying how sounds are made, recognising that vibrations travel to the ear.
- Find patterns between pitch and features of an object.
- Find patterns between volume and the strength of vibration.
- Recognise that sound gets fainter the further away it is.

Electricity

- Identify common appliances that use electricity.
- Construct a simple electrical circuit and recognise the uses of a battery and switch.
- Recognise common conductors and insulators.
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History

- To communicate History.
- Chronology
- Investigate the past.
- To think like a historian.
- To make links to the wider curriculum – PHSE, British Values, Virtues.

- **Ancient Egyptians** – *what were their lives like? The River Nile; the importance of Pharaohs; What happened to Pharaohs when they died; Egyptian Gods/Goddesses; Ancient Egyptian major achievements.*

- **Romans** – *where they came from; Roman Empire and its army; Romans invaded Britain; British resistance.*
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Music

- Following the Charanga programme we will look at the following pieces of music: Mama Mia, Glockenspiel 2, Stop!, Lean on me and Blackbird
- Children will develop an understanding of musical notation, the history of music and great composers and musicians.
- They will be able to play and perform, using voice and instruments, with increasing accuracy, fluency, control and expression.
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<td>**Art & Design**</td>
<td>**Geography**</td>
<td>**Design Technology**</td>
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Celtic Letters • To explore and familiarise with Celtic letters and images from illuminated manuscripts. • To focus on line and pattern with in relation to zentangles. • Analyse and apply shape, line, colour and form. • Creating an illuminated letter. • To explore the work of Klimt. • Create relief patterns in the style of Klimt. • Working together to create large scale artwork in groups. • Pattern/relief sections to form background. • Combining art together to make a final piece. **Clay tiles** • To explore the work of Nancy Mcroskey and leaf rubbing. • Mark making to develop skills used to create patterns and textures. • Adding printed texture. • Explore techniques used to join clay. • Creating specific designs and cutting them out of the clay. • Combining sperate pieces of clay work together to make one piece. • Painting and sealing.	**Rivers** • To identify and describe river characteristics and processes. • To gain an understanding of the three stages of the river and how they differ. • To name, locate and identify key rivers on a global, national and local scale; particularly focusing on the Tyne, Wear and Tees. • To interpret a range of sources of geographical information, including maps, diagrams and arial photographs. • Communicate information in a variety of ways, including through maps and writing at length. • Ask and answer questions using a range of methods to describe features studied. • To identify land use and economic activity along the river and the relationship and changes between human activity over time. **Coasts** • To name, locate and identify oceans and seas on a global, national and local scale; particularly focusing on the Sunderland and Tyneside coastline. • To use geographical terms and vocabulary, demonstrate geographical skills, including maps and graphical methods. • To identify and describe coastal characteristics and processes. • To understand the processes of erosion, weathering and transportation along the coastline. • To identify land use, and human activity along a river, the impacts of coastal erosion and sea level rise and management techniques to respond to this.	• Through the following: Structures – Pavilions; Textiles – fastenings; Electrical systems – torches and Mechanical systems – slingshot cars Children will be able to design, make, evaluate and build up a good level of technical knowledge. • Through Food – adapting a recipe, children will gain a basic understanding of cooking and nutrition. They will be able to experiment with flavours and textures and develop their own ideas.