Year 4- Long Term Planning. National Curriculum Planning 2023-24
St. Patrick's Catholic Primary School- Christ is the centre of our school where we live, love and learn together.

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 Charlotte's Web, Artemis Fowl, War Horse, The Boy at the Back of the Class and Harry Potter and the Philosophers Stone, Billionaire Boy.
- 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 expanded noun phrases.
- Use fronted adverbials.
- Use commas, speech marks and possessive apostrophes correctly.
- Use relative 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.

Writing

- Write a story with a clear narrative voice using dialogue to build character and move the action
- Write in role as a character from a story
- Plan and write their own version of a familiar story
- Plan and retell a familiar story from the point of view of another character
- Write a story with a strong central character using 'show not tell' techniques
- Write a story demonstrating awareness of audience
- Write a report with a clear audience and form
- Write a persuasive text
- Write an explanation text

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

- Recognise and show equivalent fractions.
- Recognise and decimal equivalents of 10ths, 100ths, ¼, ½, and ¾ .
- Find the effect of divising a number by 10 and 100.
- Count up and down in 100ths.

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- Write a narrative recount (diary)
- Plan, compose an edit a balanced discussion
- Write a linear procedural text

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.

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- Add and subtract fractions.
- Compare numbers with the same numbers to two decimal places.

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.
- Estimate, calculate and compare both pounds and pence.
- Read, write and convert timr between analogue and digital and 12 & 24hr clocks, solve problems converting hours to minutes and minutes to seconds.

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.

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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.
- Develop flexibility, strength control, balance, perform dances [gymnastics, dance]
- Swim a distance of at least 25 metres

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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.

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ICT

- Computing systems and networks *(Teamwork; sharing a document; slide presentations; Google forms; shared spread sheets).*
- Programming – Further coding with scratch *(Scratch reminder; identifying what code does; variables; times tables project).*
- Website Design *(Site skills; creating a web page; Planning and creating a website).*
- HTML *(Remixing; changing HTML and CSS; Complex components; replacing images).*
- Computational thinking *(Decomposition; abstract and pattern recognition; algorithm design).*
- Data handling *(Investigating weather).*
- Online Safety.

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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.
- They will be able to engage in conversation, speak in sentences and develop accurate pronunciation and intonation.

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R.E.

Christianity

- Ourselves
- Sikhism – Other Faiths
- Sacramental Preparation – Reconciliation
- Hope
- Mission
- Sacramental Preparation – The Holy Eucharist.
- Sacrifice
- Transformation
- Freedom and responsibility
- Stewardship

Other Religions

Sikhism, Judaism, Islam

SMSC- British Values

- Respect – linked with RE
- Tolerance – linked with RE
- British Laws – linked with History
- Individual Liberty – linked with History
- Democracy – linked with History

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.

History

The Romans

Children to understand:

- The Romans and where they came from
- The Roman Empire and its army
- The Romans invaded Britain
- British resistance – Boudicca
- Onwards and upwards!
- 'Romanisation' of Britain – how it changed

Chronology

Show their increasing knowledge and understanding of the past by:

- Using specialist dates and terms, and by placing the Romans and events studied into different periods (century, decade, Roman, BC, AD, BCE, CE…).
- Making some links between and across periods from Iron Age to Roman invasion and settlement, including aspects such as the differences between clothes, food, buildings or

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.

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.	transport. ● Identifying where the Roman period fits into a chronological framework by noting connections, trends and contrasts over time. Communicating history *(Including tier 2 vocabulary and tier 3 vocabulary)* • Ask and answer questions using appropriate historical language and specialist terms. • Construct responses that are formed from relevant historical facts and sources. • Demonstrate a knowledge of how things change over time using relevant historical data and terms, including dates and terminology. Investigating the past Interpretation of evidence and enquiry (source tasks) ● Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ● Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Thinking like a historian **Change and continuity** - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods/societies? How was this change brought about? **Cause and consequence** - what were the causes of events in the past and their effects? Identify and give reasons for and results of historical events, situations and changes. **Significance** - what is the significance of certain	

	people/events? How does our understanding of the past help us to make sense of the present? **Anglo Saxons and Vikings** Children to understand: • Arrival of the Anglo Saxons • Life in an Anglo Saxon settlement • The arrival of Christianity • Lindisfarne Priory • Monks of Lindisfarne • The arrival of the Vikings • How did life change for the Anglo Saxons in the North of England? Chronology • Pupils place the Anglo Saxons in time, discussing their chronology on a timeline in relation to other time periods. • Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology. • Pupils identify the influence the Anglo Saxons had on England during their time. Communicating history • Use historical terms and vocabulary *(including tier 2 vocabulary and tier 3 vocabulary).* • Ask and answer questions. • Construct arguments and reach conclusions. Investigating the past • Interpretation of evidence through analysis of historical sources from the time. • Making inferences from sources about what they tell us about the past. • Conduct historical enquiry about the reliability of sources. Thinking like a historian	

	• **Change and continuity** - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods? How was this change brought about? • **Cause and consequence** - what were the causes of events in the past and their effects? • **Significance** - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?	
Art & Design **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.	**Geography** **Volcanoes and Earthquakes** Children to understand: • Structure of the earth and location of famous volcanoes • Structure and features of a volcano • Effects of a volcanic eruption • Effects of an earthquake • Reducing the effects of tectonic hazards • Reasons for living in a tectonic area Location and place knowledge: • Global distribution of volcanoes and earthquakes. • Location of famous volcanoes of the world • Investigating why Haiti and Japan had different impacts from an earthquake. • Investigating how places predict, prepare and prevent tectonic hazards Geographical techniques: *(Including tier 2 vocabulary and tier 3 vocabulary)*	**Design Technology** • 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.

	• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial 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. Physical features and processes: ● Physical features of earthquakes and volcanoes ● Identify past and present physical features. ● Differences between settlements. Human interaction with the environment: • Effects of volcanoes on people and the environment. • Effects of earthquakes on people, the environment and the economy. **<u>Natural resources</u>** Children to understand: • Identifying natural resources and their uses • Comparing renewable and non-renewable resources • Identifying factors contributing to uneven resource distribution • Describing food insecurity and recognising the factors that affect it • Recognising where water comes from and factors water scarcity • Understanding non-renewable energy and how it is harmful to the environment • Understanding renewable energy and how it benefits the environment Location and place knowledge:	

	• Understand geographical similarities and differences through the studying of human and physical geography. • Investigate consumption patterns globally and understand why there are variations. Geographical techniques (Including tier 2 vocabulary and tier 3 vocabulary) • Interpret a range of sources of geographical information, including maps, diagrams, globes. • Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length • Ask and answer questions using a range of methods to describe features studied. Physical features and processes • The formation of resources. • How location can determine access to resources. • Identify the physical reasons for why we have a world of 'haves' and 'have nots'. Human interaction and the environment • Uses of resources • Access to resources • The impacts of using resources.	