Year 4- Long Term Planning. National Curriculum Planning 2024-25
St. Patrick's Catholic Primary School

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 version of a familiar story in own words.
- Write a persuasive letter.
- Write a piece of informational text – cross curricular (Linked to History).
- Write a story with clear stages: Introduction, build-up, conflict/climax and resolution
- Write an explanation text – cross curricular (Linked to Science)
- Write a story focussed on organisational devices. E.g. times of the day.
- Plan and write a longer story using figurative language to invoke mood.
- Write in the role of a character from a story.
- Plan and write a story with a strong central character.
- Write a recount in the first person with a specific audience.
- Write a recount in the form of a newspaper report, using direct quotes.
- Write a formal explanation for a specific audience.

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.
- Add and subtract fractions.

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Write a non-chronological report for a clear audience.
Write a comparative report, using own notes taken from several sources.
Plan, compose and edit a balanced discussion

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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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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<u>P.E.</u>

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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<u>PSHE / RSE</u>

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.
Unit 1 Religious Understanding: Get up! The Sacraments
Unit 2 Me, My Body, My Health: We don’t have to be the same / Respecting our bodies / Male/female discussion groups
Unit 3 Emotional Well-Being: What am I feeling? What am I looking at? I am thankful
Unit 4 Life Cycles: Life cycles / A time for everything / Big changes, little changes
Unit 1 Religious Understanding: Jesus, my friend

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<u>ICT</u>

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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<u>MFL</u>

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.
Topics include:

Myself and others
Food and Drink
Body

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- Unit 2 Personal Relationships: Family, friends and others… When things feel bad

Module 2:

- Unit 3 Life Online: Sharing online / Chatting online
- Unit 4 Keeping Safe: Safe in my body / Drugs, alcohol and tobacco / First aid heroes / Rights and responsibilities
- Unit 1 Religious Understanding: A community of love / What is the church?
- Unit 2 Living in the Wider World: How do I love others? Working together Money matters

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R.E.

Christianity

- **PEOPLE -** The family of God in Scripture
- Torah
- Sacramental Preparation Class **Celebrating Reconciliation** - What do Catholics Believe and Do?
- **GIFT -** God's gift of love and friendship in Jesus
- **COMMUNITY -** Life in the local Christian community and ministries in the parish
- The Torah
- Sacramental Preparation Class **Celebrating The Mass** - What do Catholics Believe and Do?
- **SELF DISCIPLINE -** Celebrating growth to new life
- **NEW LIFE -** To hear and live the Easter message
- Qur'an
- Sacramental Preparation Class (instead of Reconciliation topic) - **CALLED** - Confirmation: a call
- **GOD'S PEOPLE -** Different saints show people what God is like

Other Religions

Sikhism, Judaism, Islam

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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

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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.

Animals including humans.

- Digestive system. (Simplified terms.)

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History

- To communicate History.
- Chronology
- Investigate the past.
- To think like a historian.
- To make links to the wider curriculum –

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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

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• Teeth. (Structure and function.) • Construct food chains. (producers, consumers, predators and prey.) **Living things and habitats.** • Recognise living things can be grouped in different ways. • Explore and use keys to identify and name a variety of living things in the environment. • Recognise that environments change and pose dangers to living things. **States of matter.** • Groups as solids, liquids and gases. • Explain changes in state with heating and cooling. (In degrees Celsius.) • The role of evaporation and condensation in the water cycle. **Electricity** • Identify common appliances. • Construct a simple circuit. • Series circuit and switches. • Common conductors (metals) and insulators. **Sound** • Identify how sounds are made • How sounds travel through medium to ear (vibration.) • Explain how sound travels away from a source and becomes fainter. • Patterns in pitch and object. • Patterns in volume and vibration.	PHSE, British Values, Virtues. • Ancient Greece: What have the Ancient Greeks achieved? • Romans – *What was the impact of the Roman Empire on Britain?*	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.
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.	**Geography** My place in the world – Where is my place in the world? Volcanoes and earthquakes – Why do earthquakes happen? Why do volcanoes erupt?	**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.

• Painting and sealing.		