



St Mary's Catholic Primary School and Nursery

Long Term Plan 2023 - 2024

Year 4

	Europe	Raiders and Traders	I Love London	The Empire Rush	African Adventures	
	<i>AUTUMN TERM 1</i>	<i>AUTUMN TERM 2</i>	<i>SPRING TERM 1</i>	<i>SPRING TERM 2</i>	<i>SUMMER TERM 1</i>	<i>SUMMER TERM 2</i>
English	<p>Key Text: Varjak Paw</p> <p>Writing focus: Newspaper reports; creating tensions; planning and writing own adventure story based on what they have read.</p>	<p>Key Text: How to Train your Dragon</p> <p>Writing focus: Instruction writing, writing in role of characters, Using fronted adverbials to build tensions; poetry – using rhyming couplets to create a food poem.</p>	<p>Key Text: The Miraculous Journey of Edward Tulane</p> <p>Writing focus: Adventure narratives; diaries and letters; writing in role.</p>	<p>Key Text: Windrush Child</p> <p>Writing focus: Thought bubble, informal letter, poem, diary entry, advice, informal letter Main outcome: Persuasive pitch to the local council</p>	<p>Key Text: The Village that Vanished</p> <p>Writing focus: Report writing, fact file based on research; speech to persuade; personal writing about home;</p>	<p>Key Text: Fly, Eagle, Fly</p> <p>Writing focus: Descriptive poetry, letter writing, writing role</p>
RE	<p>Domestic Church - People Where do I come from?</p> <p>Baptism /Confirmation - Called What does it mean to be called and chosen?</p> <p>Other religions Judaism</p> <p>Advent / Christmas - Gifts What is so special about gifts?</p>		<p>Local Church/Community - Community What makes a community?</p> <p>Eucharist/Relating - Giving and Receiving What's more important giving or receiving?</p> <p>Other religions Islam</p> <p>Lent/Easter/Giving - Self-Discipline Is self-discipline important in life?</p>		<p>Pentecost/serving – new life What's so important about new life?</p> <p>Reconciliation/inter-relating - Building Bridges Why are bridge-builders important in life?</p> <p>Universal Church - God's people Why do some people do extraordinary things</p>	

Maths

Number: Place value

Small steps include: Represent numbers to 1,000; Partition numbers to 1,000; Number line to 1,000; Thousands; Represent numbers to 10,000; Partition numbers to 10,000; Flexible partitioning of numbers to 10,000; Find 1, 10, 100, 1,000 more or less; Number line to 10,000; Estimate on a number line to 10,000; Compare numbers to 10,000; Order numbers to 10,000; Roman numerals; Round to the nearest 10; Round to the nearest 100; Round to the nearest 1,000; Round to the nearest 10, 100 or 1,000

Decimals: Number Addition and subtraction

Small steps include: Add and subtract 1s, 10s, 100s and 1,000s; Add up to two 4-digit numbers – no exchange; Add two 4-digit numbers – one exchange; Add two 4-digit numbers – more than one exchange; Subtract two 4-digit numbers – no exchange; Subtract two 4-digit numbers – one exchange; Subtract two 4-digit numbers – more than one exchange; Efficient subtraction; Estimate answers; Checking strategies

Measurement: Area

Small steps include: What is area; Count squares; Make shapes; Compare areas

Number: Multiplication and division

Small steps include: Multiples of 3; Multiply and divide by 6; 6 times-table and division facts; Multiply and divide by 9; 9 times-table and division facts; The 3, 6 and 9 times-tables; Multiply and divide by 7; 7 times-table and division facts; 11 times-table and division facts; 12 times-table and division facts; Multiply by 1 and 0; Divide a number by 1 and itself; Multiply three numbers

Number: Multiplication and division

Small steps include: Factor pairs; Use factor pairs; Multiply by 10; Multiply by 100; Divide by 10; Divide by 100; Related facts – multiplication and division; Informal written methods for multiplication; Multiply a 2-digit number by a 1-digit number; Multiply a 3-digit number by a 1-digit number; Divide a 2-digit number by a 1-digit number (1); Divide a 2-digit number by a 1-digit number (2); Divide a 3-digit number by a 1-digit number; Correspondence problems; Efficient multiplication

Measurement: Length and perimeter

Small steps include: Measure in kilometres and metres; Equivalent lengths (kilometres and metres); Perimeter on a grid; Perimeter of a rectangle; Perimeter of rectilinear shapes; Find missing lengths in rectilinear shapes; Calculate perimeter of rectilinear shapes; Perimeter of regular polygons; Perimeter of polygons

Number: Fractions

Small steps include: Understand the whole; Count beyond 1; Partition a mixed number; Number lines with mixed numbers; Compare and order mixed numbers; Understand improper fractions; Convert mixed numbers to improper fractions; Convert improper fractions to mixed numbers; Equivalent fractions on a number line; Equivalent fraction families; Add two or more fractions; Add fractions and mixed numbers; Subtract two fractions; Subtract from whole amounts; Subtract from mixed numbers

Number: Decimals

Tenths as fractions; Tenths as decimals; Tenths on a place value chart; Tenths on a number line;

Number Decimals

Small steps include: Make a whole with tenths; Make a whole with hundredths; Partition decimals; Flexibly partition decimals; Compare decimals Step 6 Order decimals; Round to the nearest whole number; Halves and quarters as decimals

Measurement Money

Small steps include: Write money using decimals; Convert between pounds and pence; Compare amounts of money; Estimate with money; Calculate with money; Solve problems with money

Measurement Time

Small steps include: Years, months, weeks and days; Hours, minutes and seconds; Convert between analogue and digital times; Convert to the 24-hour clock; Convert from the 24-hour clock

Consolidation

Geometry Shape

Small steps include: Understand angles as turns; Identify angles; Compare and order angles; Triangles; Quadrilaterals; Polygons; Lines of symmetry; Complete a symmetric figure

Statistics

Small steps include: Interpret charts; Comparison, sum and difference; Interpret line graphs; Draw line graphs

Geometry Position and direction

Small steps include: Describe position using coordinates; Plot coordinates; Draw 2-D shapes

	Consolidation		Divide a 1-digit number by 10; Divide a 2-digit number by 10; Hundredths as fractions; Hundredths as decimals; Hundredths on a place value chart; Divide a 1- or 2-digit number by 100		on a grid; Translate on a grid; Describe translation on a grid	
Science	Group and Classify Living Things Group animals Vertebrates and invertebrates Classification keys (animals) Group plants Classification keys (plants) Data Collection Collect data Analyse data States of Matter Explore solids, liquids and gases Think differently – solids, liquids and gases Change states Use equipment Plan & investigate – melting experiment The water cycle Plan, investigate and evaluate – evaporation experiment Consolidation		Sound Vibrations The ear Investigate sounds Explore Volume Explore pitch Plan, investigate and present findings – Volume experiment Data Collection Collect data Analyse data Electricity Common appliances that use electricity Build and draw series circuits What has gone wrong? Conductors and insulators Conductivity within a circuit Energy (sustainability) What is energy? How can we reduce our energy usage? Consolidation		Data Collection Data Collection Analyse data Make conclusions Habitats Living things and their habitats Classification keys (animals) Classification keys (Plants) Human impact on habitats Deforestation (sustainability) what is deforestation? What are the impacts in the UK and the rest of the world? The Digestive System Teeth – carnivores, herbivores and omnivores Human teeth Layers of the teeth Plan – tooth decay experiment The digestive system – mouth and oesophagus The digestive system – stomach and small intestine The digestive system – large intestine and rectum The Digestive system Findings – tooth decay experiment Food Chains What is a food chain? Interpret food chains Draw food chains What would happen if?	
History		Vikings		Windrush		Benin

		<p>Children will discover where the Vikings came from, where they invaded and settled and why they left Scandinavia.</p> <p>They will work on time lines, maps, , and creative writing exercises to begin to appreciate why the Vikings were successful and to empathise with the people of Britain who experienced invasion.</p> <p>There will also be opportunities to look at Viking culture and beliefs.</p>		<p>children will find out about the now historic journey the HMT Empire Windrush made in 1948, who its passengers were, and why they decided to buy a ticket for that journey as well as understanding who the Windrush generation are.</p> <p>They will explore where the Windrush generation are today and the impact that the Windrush generation has had on Britain.</p> <p>Finishing with an exploration of how Windrush is celebrated.</p>		<p>Study Benin culture in the period 900 to 1300, and contrast features of this West African society with contemporary developments in British history.</p> <p>Learn about the rise of the Benin Kingdom.</p> <p>Consider what brought the Edo people to the rainforests of Benin and how their empire grew.</p> <p>Study the Edo rulers, everyday life, religion and worship, trading currencies and routes and music and art.</p> <p>Find out how the Kingdom of Benin came to an end.</p>
Geography	<p>European Countries</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		<p>London</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use</p>		<p>Africa</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links,</p>	

	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		and the distribution of natural resources including energy, food, minerals and water	
Art / DT	Art focus: Norse Art Medium: pencils Children will identify and draw the effect of light, scale and proportion including proportion and placement and work on a variety of scales	D&T Focus: Food: Adapting a recipe Work in groups to adapt an existing biscuit recipe, whilst considering the cost of the ingredients and other expenses against a set budget.	Art focus: London Landmarks Medium: Pastels / Chalks Children will colour mixing and matching; tint, tone, shade, observe colours, colour to reflect mood, accurate drawings of whole people	D&T Focus: Structure: Pavilions Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion	Art focus: African masks Medium: Clay Children will plan and develop, experience surface patterns / textures, discuss own work and work of other sculptors, analyse and interpret natural and manmade forms of construction	D&T Focus: Textiles: Fastenings Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.
Computing	Programming 1: Further coding with Scratch Using variables in coding. Options for both Google and Microsoft schools.	Data Handling: Investigating Weather Researching and storing data using spreadsheets; designing a weather station that gathers and records data; learning how weather forecasts are made and using green screen technology to present a weather forecast.	Creating Media: Website Design Children develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.	Programming 2: Computational Thinking Plugged and unplugged activities to develop the four areas of computational thinking	Computing Systems and Networks: Collaborative Learning Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.	Skills Showcase: HTML Editing the HTML and CSS of a web page to change the layout of a website and the text and images

Music	Mama Mia! Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country. As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.	Glockenspiel 2 The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1.	Stop Stop! – a song/rap about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.	Lean on me A Soul/Gospel Song by Bill Withers. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.:	Blackbird All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.!	End With class (Revise all units) This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
PE	Tag Rugby / Netball Throw and catch with control and Choose appropriate tactics to cause problems for the opposition; Follow the rules of the game and play fairly; Maintain possession of ball; (with, e.g. feet, a hockey stick or hands); Pass to team mates at appropriate times; Lead others and act as a respectful team member. Dance Dance to a story showing different styles	Hockey / OAA Arrive properly equipped for outdoor and adventures activity; Understanding the need to show accomplishment in managing risks; Show an ability to both lead and form part of a team; Show resilience when plans do not work and initiative to try new ways of working; Lead others and act as a respectful team member.	Gymnastics / Swimming Plan, perform and repeat sequences; Move in a clear, fluent and expressive manner; create dances and movements that convey a definite idea; Develop physical strength and suppleness by practising moves and stretching. Dance	Rounders / Football / Swimming Throw and catch with control and accuracy; Choose appropriate tactics to cause problems for the opposition; Follow the rules of the game and play fairly; Maintain possession of ball; Pass to team mates at appropriate times;	Cricket / Tennis Throw and catch with control and accuracy; Choose appropriate tactics to cause problems for the opposition; Follow the rules of the game and play fairly; Pass to team mates at appropriate times; Lead others and act as a respectful team member;	Athletics Sprint over a short distances up to 60 meters; Run over a longer distance, conserving energy in order to sustain performance; Use a range of throwing techniques (such as under arm, over arm); Throw with accuracy to hit a target or cover distance;

		<p>I can shoot at a target or a specific area.</p> <p>Dance</p> <p>Style/ theme of dance and choreograph</p>	<p>Direction changes, travel steps and levels</p> <p>Swimming</p> <p>Pupil will be working towards:</p> <p>Swim between 25 and 50 meters unaided;</p> <p>Use than one stroke and coordinate breathing as appropriate for the stroke being used;</p> <p>Swim at the surface and below the water.</p>	<p>Lead others and act as a respectful team member.</p> <p>Dance</p> <p>Create a sequence in partners</p> <p>Swimming</p> <p>continue from Spring One</p>	<p>Throw and catch with control and accuracy;</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Dance</p> <p>Start, middle, end group work</p>	<p>Jump in a number of ways, using a run up where appropriate;</p> <p>Complete with others and aim to improve personal best performances</p> <p>Dance</p> <p>Using dance space to its maxim potential</p>
Spanish	<p>Yo - (All About Me)</p> <p>In this unit the children will be learning to introduce ourselves confidently in Spanish and introduce other people, to listen and respond to short simple questions in Spanish, to construct a basic sentence describing themselves with the use of a language scaffold, to listen and show understanding of short</p>	<p>La Comida (Food)</p> <p>In this unit the children will be learning to be able to name 4 fruits in Spanish, to be able to name 5 vegetables in Spanish, to express our opinions and preferences about food in Spanish, to experience reading a menu in Spanish, to describe mealtimes in Spanish and to learn about Christmas food and drinks in Spain</p>	<p>La Casa (Home)</p> <p>In this unit the children will be learning to be able to name 4 rooms in the house in Spanish, to use adjectives to describe the rooms in my house, to use rooms of a home in sentences, to link family members and numbers to our home topic, to say what hobbies we have in Spanish, to practice giving our opinions on</p>	<p>Los Animales (Animals)</p> <p>In this unit the children will be learning to recap animal vocabulary and masculine and feminine words, to recognise when to use "el" or "la" by looking at a noun they have never seen before, to recognise the difference between nouns and adjectives in written Spanish, to</p>	<p>Mi pueblo (My town)</p> <p>In this unit the children will be learning to build a sentence to describe our homes, to understand letter strings and use a bilingual dictionary to find meanings, to build a positive and negative sentence with single familiar words, to understand the formation of a question in Spanish, to understand the first</p>	<p>El mundo que me rodea (the world around me)</p> <p>In this unit the children will be learning to learn to talk about the weather in the different seasons in Spanish, to re-cap holiday vocabulary and prepare a summer diary in Spanish, to explore different countries and nationalities in Spanish, to show</p>

	phrases through physical response, to be able to pronounce the days of the week in Spanish and be able to say what we are wearing in Spanish		hobbies and to recap and assess what we have learnt during this unit .	construct short Spanish phrases using familiar words, to participate in a conversation about Zoo animals with classmates and discuss their opinions and personal preferences about animals.	person singular of an irregular verb when presenting in a sentence and to give our opinions on our towns	understanding of simple phrases about holidays in Spanish using "ir", to show understanding of simple phrases about Summer holidays in Spanish using "llevar" and "llevar puesto" and to ask and answer questions about what we like and don't like doing during the holidays in Spanish.
PSHE	<p><u>Religious Understanding</u></p> <p>We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God In Baptism God makes us His adopted children and</p>	<p><u>Life Cycles</u></p> <p>That they were handmade by God with the help of their parents How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception How conception and life in the womb fits into the cycle of life That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</p> <p><u>Religious Understanding</u></p> <p>That Jesus loves, embraces, guides, forgives and</p>	<p><u>Keeping Safe</u></p> <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages. How to use technology safely That bad language and bad behaviour are inappropriate</p>	<p><u>Religious Understanding</u></p> <p>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' The human family is to reflect the Holy Trinity in mutual charity and generosity. That the human family is to reflect the Holy Trinity in mutual charity and generosity The Church family comprises of home, school and parish (which is part of the diocese).</p> <p><u>Shared Responsibilities</u></p>	<p><u>Living in the Wider World</u></p> <p>To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.</p> <p><u>Economic Wellbeing</u></p> <p>Spending decisions can affect others and the environment (fair trade etc) Why people make spending decisions based on priorities, needs and wants</p> <p><u>Economic Wellbeing: Aspirations, Work and Career</u></p>	<p><u>Me, My Body and My Health</u></p> <p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc). About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do Learn what the term puberty means Learn when they can expect puberty to take place</p>

<p>'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue; It is important to make a nightly examination of conscience.</p> <p><u>Personal Relationships</u> Ways to maintain and develop good, positive, trusting relationships strategies to use when relationships go wrong That there are different types of relationships including those between acquaintances, friends, relatives and family That good friendship is when both persons enjoy each other's company and also want what is truly best for the other The difference between a group of friends and a 'clique'. Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</p>	<p>reconciles us with him and one another The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness That relationships take time and effort to sustain We reflect God's image in our relationships with others this is intrinsic to who we are and to our happiness.</p>	<p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages. To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume. In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life.</p>	<p>The relationship between rights and responsibilities Stereotypes – strategies for challenging stereotypes Prejudice – how to recognise and ways of responding to it if witnessed of experienced.</p>	<p>What might influence people's decisions about a job or career Stereotypes in the workplace and how aspirations should not be limited to them</p>	<p>Understand that puberty is part of God's plan for our bodies. Learn correct naming of genitalia Learn what changes will happen to boys during puberty Learn what changes will happen to girls during puberty.</p> <p>Journey in Love Diocesan SRE Programme</p>
---	--	---	---	---	---

	<p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p><u>Emotional Well Being</u> That emotions change as they grow up (including hormonal effects) To deepen their understanding of the range and intensity of their feeling that 'feelings' are not good guides for action What emotional well-being means Positive actions help emotional well-being (beauty, art, etc. lift the spirit) Talking to trusted people help emotional well-being (e.g. parents/carer/teacher/parish priest). To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. Some behaviour is wrong, unacceptable, unhealthy and risky;</p>		<p>Children can help in an emergency using their First Aid knowledge.</p> <p><u>Media Literacy and digital resilience</u> How to assess the reliability of sources of information online and how to make safe reliable choices from search results</p> <p>How information is ranked, selected and targeted at specific individuals and that connected devices can share information</p> <p>Internet Safety Week</p>			
--	---	--	---	--	--	--

	Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media					
--	---	--	--	--	--	--