

Icknield Walk First School  
Year 4 Long Term Planning - Autumn Term

<i>South America and the Rainforest</i>			
Literacy	<p>Writing Focus - POETRY (To Perform) Harvest/Autumnal Poems for Harvest Assembly</p> <p>Writing Focus - PERSUASIVE writing - based around Rainforest</p> <p>Writing Focus - DISCUSSION - Different sides of an argument</p> <p>Writing Focus - STORY SETTINGS - Contrasting settings based around tribal home, rainforest and deforested area.</p> <p><i>SPAG - Use of paragraphs to organise ideas around a theme</i></p> <p><i>SPAG - Fronted Adverbials e.g. <u>Later that day</u>, the bulldozer was still there</i></p>		
Numeracy	<i>See end of document for overview of mathematics in Year 4</i>		
Science	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Living Things and their Habitats</b></p> <p>Pupils should be taught to:</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>States of Matter</b></p> <p>Pupils should be taught to:</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> </td> </tr> </table>	<p><b>Living Things and their Habitats</b></p> <p>Pupils should be taught to:</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>States of Matter</b></p> <p>Pupils should be taught to:</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
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ICT	<p><b>KEEPING INFORMED</b></p> <p>Children understand the difference between data and information. They use sensing and data logging tools to gather data to support their science investigations. They structure data in branching and flat-file databases and understand how to derive information from these sources</p>		
History	n/a		

Geography	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or <b>South America</b></p> <ul style="list-style-type: none"> <li>• Use of Atlases and Internet to explore locations and <b>physical features</b>.</li> <li>• Detailed look of WHAT a Rainforest is</li> <li>• Human impact on the Rainforest</li> <li>• A study of the River Amazon</li> <li>• A comparison between tribal life and our own</li> </ul>	
Art	<p><b>Painting - Rainforests &amp; Animals</b> Artist - Henri Rousseau Tiger</p> <p><b>Drawing - Animal Focus</b></p>	
D&T	<p><b>TEXTILES - 2D shape to 3D product</b> Design, Make, Evaluate - Technical knowledge and understanding (3D Christmas Decorations eg: Bells, Birds, Holly,Etc)</p>	
PE	<p>Swimming activities and water safety Falcon</p> <p>Invasion games Quick sticks - hockey</p> <p>Gymnastics - Balance, rolls, tucks, pikes, travelling and performing sequences - analysing performance and improving.</p>	<p>Swimming activities and water safety Falcon</p> <p>Creative dance / gymnastics linked with Habitat work on Rivers</p> <p>Invasion games Football</p>
RE	<p>Autumn A - <b>Belonging: Hinduism</b> <b>Teaching about God</b></p>	<p>Autumn B - <b>Christmas</b></p>
PSHE+C	<p><b>SEAL - New Beginnings</b></p> <ul style="list-style-type: none"> <li>- Creating a community</li> <li>- The problem solving process</li> <li>- Our Class charter</li> <li>- Welcoming people to our group</li> <li>- Joining a new group</li> <li>- Calming Down</li> <li>- New beginnings (community)</li> </ul>	<p><b>SEAL - Say no to bullying</b></p> <ul style="list-style-type: none"> <li>- Key qualities in a friend</li> <li>- Understanding anger</li> <li>- Working together</li> </ul>
Music	<p>Play it again - <i>exploring rhythmic patterns</i></p>	<p>Christmas production preparation</p>
French		

Trips	Local walk to look at local habitats	
Role Play	Looking at dilemmas related to deforestation Taking on the role of tribal people living in the rainforest Persuasive writing - writing and presenting adverts	
Events	Year 4 Parents Invited to Harvest Assembly Youth Speaks	Christmas Production

Icknield Walk First School  
Year 4 Long Term Planning - Spring Term

TOPIC	<i>VIKING RAIDERS</i>
Literacy	<p>Writing Focus - POETRY - Viking Saga            Writing Focus: A STORY WITH A THEME - A Viking seaborne adventure from point of view of one of the Vikings            Writing Focus - REPORT - Write a report about Viking life  <i>SPAG - Apostrophes to mark plural possession - the girl's name; the girls' names</i>  <i>SPAG - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas - Thor shouted, "Give me back my hammer!"</i></p>
Numeracy	<i>See end of document for overview of mathematics in Year 4</i>
Science	<p><b>Animals, including humans</b>            Pupils should be taught to:            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.            Know that animals have different diets.</p>
ICT	<p><b>PROGRAMING &amp; GAMES</b>            Children explore simulations, explaining how these are structured and some of the programming needed. They decompose tasks and create and debug algorithms to solve them, understanding how algorithms support the programming process. They write programs to achieve specific objectives, understanding and using sequence, selection and repetition. They test, debug and refine their programs.</p>
History	<p style="text-align: center;">The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p style="text-align: center;">Viking raids and invasion            resistance by Alfred the Great and Athelstan, first king of England            further Viking invasions and Danegeld            Where the Vikings came from            HOW the Vikings came to England and WHY            How the Vikings lived            Viking Myths and Legends</p>

<p>Geography</p>	<p><i>Use of atlases and Internet based maps to look at locations within Europe as well as travel</i></p> <p><i>Viking Trade and Economic links within Europe</i></p>	
<p>Art</p>	<p><b>SCULPTURE (Clay) - Viking ship figureheads</b>  <b>Collage - Viking ship at sea</b></p> <p><b>Drawing - Viking Myths/Legends</b></p>	
<p>D&amp;T</p>	<p><b>FOOD - Celebrating culture and seasonality</b>          (Link to RE)</p> <p>understand and apply the principles of a healthy and varied diet          prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques          understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><i>Viking oatcakes, seasonal fruit topping and meade</i></p> <p><b>Woodwork and Crafts</b></p> <p>Design a 2D collage picture of a Viking longboat involving sawing wood, cutting using templates and measuring and cutting a variety of materials.</p> <p>Make a Viking shield from sturdy cardboard involving using a template, using a hacksaw and then the design and painting of a suitable pattern.</p>	
<p>PE</p>	<p>Swimming activities and water safety Falcon</p> <p>Gymnastics- Over and under work, building on variation of level, continue to progress balancing skills.</p> <p>Invasion games          Tag rugby</p>	<p>Swimming activities and water safety Eagle</p> <p>Dance - Creative - Based around rivers</p> <p>Dance - Viking dance and manoeuvres</p> <p>Invasion Games          High fives (netball)</p>
<p>RE</p>	<p><b>Belonging: Sikhism</b></p> <p><b>Sharing Food as Part of Religious Worship</b></p>	

PSHE+C	SEAL - Going for goals Knowing myself; Feelings and Learning; Barriers to reaching learning goals; Evaluation and Review; Perseverance; Planning to meet a goal	SEAL - Good to be me Feeling good about myself; Hopeful and Disappointed; Hiding Feelings; Being assertive; Fight or Flight
Music	<i>Singing - Preparation for Youth Makes Music Concert</i>	<i>Painting with sound - exploring sound colours</i>
French		
Trips	Grafham Water Residential Visit to Gurdwara (Sikhism)	
Role Play	Acting out Viking Sagas Day to Day life of Vikings	
Events	Grafham Water Residential Viking Day	

Icknield Walk First School  
Year 4 Long Term Planning - Summer Term

TOPIC	<i>Ancient Greece &amp; SCIENCE Fiction</i>	
Literacy	<p>Writing Focus - EXPLANATORY - based around Science topics</p> <p>Writing Focus - TRADITIONAL TALES - Myths (quests)</p> <p>Writing Focus - WRITING AND PERFORMING A PLAY - a Greek play</p> <p><i>SPAG - Noun phrases expanded by the addition of <b>modifying adjectives, nouns and preposition phrases</b> (e.g. <b>the skeleton expanded to the fearsome skeleton with sharp teeth</b>)</i></p> <p><i>SPAG - Appropriate choice of <b>pronoun or noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition (e.g. <b>Jason stepped off the ship and he marched purposefully up the beech.</b>)</i></p>	
Numeracy	<i>See end of document for overview of mathematics in Year 4</i>	
Science	<p><b>Sound</b></p> <p>Pupils should be taught to:</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Electricity</b></p> <p>Pupils should be taught to:</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>
ICT	<p><b>AUTHORING - An outcome based around Ancient Greece</b></p> <p>Children use a variety of different software to create digital content, understanding some of the differences between them. They select and use software to create non-linear content for specific audiences and objectives.</p>	
History	<p><b>Ancient Greece</b></p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>The fundamentals of Democracy</p>	

	<p>Greek Culture</p> <p>Greek Myths and Legends</p>	
Geography	<p><i>Opportunities linked to Ancient Greece</i></p>	
Art	<p><b>Sculpture - Greek Pots - Charcoal - Design Clay (follow up to Museums visit)</b></p>	
D&T	<p style="text-align: center;"><b>Electrical Systems - Simple circuits and switches</b></p> <p style="text-align: center;">understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p style="text-align: center;">Children to design and develop their own electrical object.</p> <p style="text-align: center;">+</p> <p style="text-align: center;">Look at the work of Alexander Graham Bell - his development of the telephone (linked to Science - Sound)</p> <p style="text-align: center;">+</p> <p style="text-align: center;">Savoury Food - A variety of Greek Meze (humus, tzatziki, etc)</p>	
PE	<p>Swimming activities and water safety Eagle</p> <p>(Tennis- Sports partnership - professional coach)</p> <p>Outdoor games Striking / Fielding; Bat and ball skills and games; Net / Wall games;</p>	<p>Swimming activities and water safety Eagle</p> <p>Athletics Running, throwing and jumping</p> <p>Hockey (Quickstiks)</p>
RE	<p><b>Sacred Writings and Stories</b></p>	
PSHE+C	<p>SEAL - Relationships Special People; Loss; Let's not forget SEAL - Changes Imposed or unwelcome change; Our responses to change;</p>	
Music	<p>Salt, pepper, vinegar, mustard - <i>exploring singing games</i></p>	<p>Leavers Production preparation</p>
French		
Trips	<p>Visit to Fitzwilliam and Museum of Classical Archaeology in Cambridge</p>	



Role Play	Acting out scenes from <i>Greek Life</i> Creating short plays based on <i>Greek Mythology</i>
Events	Knex Challenge YEAR 4 LEAVERS CONCERT - DRAMA

## Spelling, Punctuation and Grammar (SPAG)

Where this will be incorporated as part of a literacy unit it is indicated in the termly plans above.

In addition, this year we will cover in specific grammar lessons the following:

- The grammatical difference between **plural** and **possessive -s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
- Use of commas after **fronted adverbials**
- Terminology the children will learn: **determiner, pronoun, possessive pronoun, adverbial**

### **Working mathematically**

By the end of year 4, children will apply their understanding of maths to solve a wide variety of problems with more than one step and be expected to prove their thinking through pictures, jottings and conversations. They will continue to make connections between different areas of maths and ask their own questions, working in an organised way to find solutions which help them identify common patterns or any errors more easily.

### **Number**

- **Counting and understanding numbers**

Children will be very familiar with numbers that have up to 4 digits and will be able to order and compare by showing them in different ways such as on a tape measure or using hands-on resources. Using their understanding of place value (how the value of each digit changes depending on its position in the number), children will be able to partition (break and make) numbers in different ways e.g.  $2345 = 2000$  and 300 and 40 and 5 but could also represent this as 1000 and 1000 and 200 and 100 and 40 and 5 or 2000 and 200 and 145. They will work with numbers securely up to 10,000 and may begin to count beyond in 1s, 10s, 100s and 1000s. They will use this to help them find 10, 100 or 1000 more or less than any given number. They will multiply and divide whole numbers by 10 and 100 and understand that this changes the value of each digit rather than 'just adding a 0'. They will develop their understanding to decimal hundredths, comparing and ordering these using contexts such as money. Children will also learn about the pattern to find any Roman numeral to 100.

Children will develop their expertise when counting forwards and backwards from 0 to include multiples of 6, 7, 9 and 25; decimals with up to 2 places and fractions. They will be able to fluently count in tenths, hundredths and simple fractions. They will develop their understanding of negative numbers through counting backwards through 0. Children will be able to recognise and describe number patterns and

relationships including multiples (e.g. 3, 6, 9, 12 are multiples of 3) and factor pairs (e.g. 1 and 12, 2 and 6, 3 and 4 are all factor pairs for 12) for known times tables.

- **Calculating**

Children will develop various strategies for solving +, -, x, ÷ calculations mentally, using jottings when appropriate and for checking that their answers are sensible. Children will be encouraged to share their methods with others to help them see which work best, are quickest and most accurate. Over the course of the year, children will become fluent in all multiplication and division facts up to  $12 \times 12$  and apply these facts to other problems e.g.  $232 \times 7 = (200 \times 7) + (30 \times 7) + (2 \times 7)$ . Children will use the = sign to demonstrate equal value e.g.  $3 \times 8 = 48 \div 2$  and solve missing number problems e.g.  $3 \times ? = 48 \div 2$ . They will explore patterns and rules for the times tables they learn and use pictures and objects to support their understanding.

Children will be required to solve problems accurately using the column addition and subtraction methods for numbers with up to 4-digits and explain how the methods work. They will use apparatus to secure their understanding of these. This will include addition and subtraction calculations with different numbers of digits (such as  $1286 + 357$ ); and numbers containing 0s (such as  $8009 - 3231$ ). They will use formal written methods of short multiplication and short division for two and three digit numbers by a single digit. Children who become very adept at these types of calculations will be stretched through problems such as those containing missing numbers so that they know when, if and why they need to use the methods.

- **Fractions including decimals**

Children will develop their understanding of fractions by comparing to, or finding a part of, the whole. Through hands-on resources, pictures or jottings, such as a number line, children will add and subtract two fractions with the same denominator (e.g.  $\frac{2}{3} + \frac{2}{3}$ ). Children will solve problems involving fractions such as 'find  $\frac{3}{4}$  of 20 litres' using their knowledge of multiplication and division and through practical equipment. Children secure their understanding that fractions and decimals are different ways of expressing numbers and proportions.

## **Measurement**

Children secure their understanding of place value and decimals to record measurements accurately. They use their understanding of multiplying and dividing by 10, 100 and 1000 to convert between different units of measure of length (km, m, cm, mm), weight (kg, g) and money (£ and p). Children will link their understanding of area to multiplication and describe how to find the perimeter of a rectangle quickly. Children will read and write the time accurately using analogue and digital clocks, including clocks with Roman numerals. They will convert between units of time (hours, minutes and seconds). Children estimate, compare, calculate and solve a variety of problems involving all units of measurement.

## **Geometry**

Children will extend their knowledge of shape to include more unusual quadrilaterals (four-sided shapes) and triangles. They will use increasingly more specific vocabulary such as parallelogram, rhombus and trapezium; scalene and isosceles. They refine their understanding of symmetry and solve problems where the shape is not displayed in its usual way (e.g. it might be on its side). Children find and name different angles and use this information to decide if a shape is regular or irregular. Children describe position and movement on a grid as co-ordinates and will plot points to draw 2-D shapes.

## **Statistics**

Children will complete, read and interpret information on bar charts; they will solve problems that involve finding information in charts, tables and graphs; including time graphs.