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Long Term Planning 2020/21

Year Group 4

	Autumn 2020	Spring 2021	Summer 2021
Exploration	Reconnecting & Mindful Me	One World	Olympians
Personal, Social, Health and Economic (PSHE)	<ul style="list-style-type: none"> Transitioning back to school (All year groups). Understanding behaviour for learning expectations (All year groups). Learning to self-regulate and how to deal with uncertainty (All year groups). Learning about who can help me in and out of school (All year groups). Importance of good hygiene Loss and separation (grief) Talk about and debate topical issues 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Understanding personal awareness and its purpose in safety* My role in my family (responsibilities) How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) Know that their actions affect themselves and others Learn about the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ Be able to recognise some persuasive media tactics e.g. on television adverts <p>* Subject to consultation</p>	<p><u>Health and Wellbeing</u></p> <p>RSE</p> <ul style="list-style-type: none"> Understand and recognise the emotional and physical changes they may experience during puberty* Safe use of media and how to manage requests for media Understand that there are a variety of relationships Learn about the effects of smoking and how to make safe decisions Recognise that their increasing independence brings increased responsibility to keep themselves and others safe Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals <p>*Subject to consultation</p>
Reading/Phonics Focus	<ul style="list-style-type: none"> Recap on root words, prefixes & suffixes, homophones and near homophones. Use a dictionary to look up unfamiliar words Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Discuss vocabulary used to capture readers’ interest and imagination. Draw inferences from characters’ feelings, thoughts and motives that justifies their actions, 	<ul style="list-style-type: none"> Spelling focus place: the possessive apostrophe accurately in words with regular plurals Identify main ideas drawn from more than one paragraph and summarise these. Justify predictions from details stated and implied. Use all the organisational devices available within a non- fiction text to retrieve, record and discuss information. 	<ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning Discuss vocabulary used to capture readers’ interest and imagination. To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.



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	<p>supporting their views with evidence from the text.</p> <ul style="list-style-type: none"> • Spellings focus: -ing, -ed, -er, and –est. 		<ul style="list-style-type: none"> • Spelling focus to read all Y3/Y4 common exception words • Refer to authorial style, word choice and organisation features used
English Language/Grammar	<ul style="list-style-type: none"> • Write a recount based on using inference and empathy of characters thoughts. • Write a playscript, exploring character emotions, empathy and dealing with conflict • Narrative writing children to write own version of story, creating settings, characters and plot • Learn how to propose changes to grammar and vocabulary to improve consistency - accurately use pronouns and conjunctions in sentences; use adverbs and prepositions to express time and cause; use commas after fronted adverbials. • Plan writing by discussing and recording ideas. 	<ul style="list-style-type: none"> • Using and punctuating direct speech in narratives • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Compose and rehears sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Use fronted adverbials followed by commas. • In non-narrative material, using simple organisational devices • Use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • Use the present perfect form of verbs in contrast to the past tense • Proof-read for spelling and punctuation errors • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Assess the effectiveness of their own and others' writing and suggesting improvements
Writing Genre	<ul style="list-style-type: none"> • Diary entry • Mindfulness poems • Playscript • Narrative - description of characters and setting. 	<ul style="list-style-type: none"> • Narrative – develop plot within a story and extend the range of sentences used. • Non-chronological report • Instructions • Poetry 	<ul style="list-style-type: none"> • Narrative – discussing words or phrases which capture the readers interest and imagination. • Olympic poems • Persuasive letter • Recount - Diary entry
Maths	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction • Measurement: Length and Perimeter • Number: Multiplication and Division 	<ul style="list-style-type: none"> • Number: Multiplication and Division • Measurement: Area • Number: Fractions • Number: Decimals 	<ul style="list-style-type: none"> • Number: Decimals • Measurement: Money • Measurement: Time • Statistics • Geometry: Properties of Shape • Geometry: Position and Direction



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Science	<ul style="list-style-type: none"> Living Things (Protecting and connecting to the natural world) Sound (It's effect on us and how we feel) 	<ul style="list-style-type: none"> States of Matter 	<ul style="list-style-type: none"> Animals inc. Humans Electricity
Computing	<ul style="list-style-type: none"> Internet safety – How to keep safe online Coding – Use 2code in Purple Mash to find bugs in codes and solve them. We are software developers - using their coding skills in Scratch to create their own mini-game (How to use Scratch). Students to understand how to analyse and generate various codes in different programs (Purple Mash & Scratch). 	<ul style="list-style-type: none"> Internet safety – How to keep safe online We are Toy Designers - to design their own toy and create a model and advertisement on the computer. We are Musicians- Create and edit own music using Isle of Tune music. 	<ul style="list-style-type: none"> Internet safety – How to keep safe online We are Co-Authors- Build, edit and share own wiki page website We are HTML editors- Use HTML editing software to write and read HTML code for a wiki page
Geography	<ul style="list-style-type: none"> Recognise the shape of the continent, using topographical and geological features Different qualities of life in different areas of South America. Drawing maps of different geological locations. Make your own rainforest habitat (comparing before and after the destruction of a rainforest habitat).- Couldn't complete due to Covid Display restrictions- pupils created their own Rainforest Artwork inspired by Rousseau. Connecting how the people living within the natural environment have a much closer connection to the earth and this enables them to have more of an open mind and a closer relationship to the world around them (more of a positive mindfulness) 	<ul style="list-style-type: none"> Name and locate countries within the United Kingdom. To talk about geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Ambleside) To record my observations in different ways, such as labelled drawings, digital technologies, sketches, plans, maps or writing Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Counties to cover: Cumbria, Northumberland, Durham, Aberdeenshire and Gwynedd. 	<ul style="list-style-type: none"> To locate Southport, North West of England, Ambleside, China, Russia and India. Using maps to focus on the Lake District and contrasting with the mountains of Nepal, concentrating on their environmental regions, key physical and human characteristics and major cities. To understand how some use of land can change over time (Mountain areas) To describe links between different countries, such as trade links, exports and imports, including physical and human features (linked to Nepal)



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<p>History</p>	<ul style="list-style-type: none"> History of The Inca Empire To know the characteristics features of the Inca Empire. Study the ideas, cultural and religious beliefs and attitudes of The Inca Empire and how this changed over time. General history of South America (Spanish colonisation) Consider the effect that events and people have had in South America and the changes over time. 	<ul style="list-style-type: none"> Roman Settlements in Britain, including the city of Chester (St Albans) To use dates and vocabulary relating to the passing of time. Eg. The Roman Empire and the invasion of Britain. To recall and communicate, select and organise knowledge and understanding, historical information using dates and historical vocabulary to describe the periods studied. 	<ul style="list-style-type: none"> Ancient China – Shang Dynasty- When and where? Ancient China – Achievements An overview of when and where the first civilizations appeared and an in-depth study on the Shang Dynasty. To identify the era in which the Shang Dynasty took place. To use varying research tools to find out more about the social hierarchy during the Shang Dynasty and how social status was important in creating a specific community. Identify key achievements during the Shang Dynasty that influenced the country (as well as their influence today).
<p>Art</p>	<ul style="list-style-type: none"> Create paintings based on our mindfulness and peace poems. Use different painting and brushstroke techniques for effect. Explain why a specific brush has been selected and the effect it can have on a piece of art. Create and mix own colours to show ideas considering tints, tones and textures. Outdoor learning- use natural resources e.g. berries, soil and leaves to create a piece of artwork. 	<ul style="list-style-type: none"> Create their own Roman shield (construction using recycled materials) Able to shape, form, model and construct from observation and/ or imagination. Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques. Join and combine materials and component accurately in temporary and permanent ways. 	<ul style="list-style-type: none"> Create their own piece of artwork from the Shang Dynasty. Practising some of the different artistic trades during the Shang Dynasty. Evaluate and analyse creative works using the language of art, craft and design. Use various materials. To use a variety of skills from different mediums of art
<p>Design and Technology</p>	<ul style="list-style-type: none"> Rainforest displays, creating a recyclable rainforest as a class to create a mindfulness environment (Decorate the classroom together as a big project, creating a community, a safe space where we can share our feelings and find peace of mind) 	<p>Create their own experiment linked to states of matter</p> <ul style="list-style-type: none"> Select and use relevant resources and references to develop their ideas. 	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing projects that are fit for purpose aimed at particular individuals or groups.



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	<ul style="list-style-type: none"> • (Design and Technology in depth) • Plan and design a classroom rainforest theme (as a class). • Using paints to create large plants and animals to put around the school. • Create paper Mache flowers to display around the classroom. 	<ul style="list-style-type: none"> • Investigate the nature and qualities of different materials and processes systematically. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. 	
Religious Education	<ul style="list-style-type: none"> • Judaism- What does it mean to be sorry? How can we tell? • Christianity- What do we mean by peace? Where is it found? 	<ul style="list-style-type: none"> • Sikhism - Does it matter what we wear and why? • Christianity - In what ways is Jesus relevant today and in the future? 	<ul style="list-style-type: none"> • Islam – what roles do places of worship have in the community? • Humanism – How is Humanism the same as and different to a religion?
Physical Education	<ul style="list-style-type: none"> • Indoor P.E. - Handball: Invasion (hands) – Receiving, sending, aiming, attacking and defending • Outdoor P.E. - Basketball- Moving into space, moving after we pass • Indoor P.E. - Gymnastics: Counterbalance counter tension • Outdoor P.E. - Dance- choreograph more complex sequence of moves based on own actions/movement added showing control and confidence in the movement 	<ul style="list-style-type: none"> • Indoor P.E. - Movement skills – Climbing, hanging/pulling and rolling • Outdoor P.E. - Gymnastics – Flight • Indoor P.E. - Panathlon and Officiating • Outdoor P.E. - Tag Rugby: Invasion (feet/chest) – Receiving, sending, aiming, attacking and defending 	<ul style="list-style-type: none"> • Indoor P.E. - Volleyball: Striking, aiming, digging, smashing, movement, attacking, defending and officiating • Outdoor P.E. - Rounders: Striking and fielding – Bowling, receiving and positional play • Indoor P.E. - Striking – Aiming, smashing, serving, movement, attacking, defending and officiating • Outdoor P.E. - Athletics: Running, throwing and working as a team
Music	<ul style="list-style-type: none"> • Music Staff Notation; • How to clap in time to a beat; • How to count in fours; • How to read “noughts and crosses” symbols, progressing onto crotchets and crotchet rests. • How to move in time to a beat. • Body percussion 	<ul style="list-style-type: none"> • Keyboard unit/opera set work: • La Traviata by Italian composer Guiseppie Verde • (composing a waltz/mood music) • Keywords: opera; musical; waltz; brindisi; chords; melody • PROGRESSION: • World Music Unit: • Introduction to African drumming 	<ul style="list-style-type: none"> • Recorder OR Keyboard Unit: • Re-capping previous notes learned Learning the notes C and F# • Set work: • Lean On Me. • Keywords: octave; quaver; half note. • PROGRESSION: • The note High D



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	<ul style="list-style-type: none"> • Understanding strong beats and off-beats; • How to read crotchet and quaver rhythms • Listening tests: writing down what they hear 	<ul style="list-style-type: none"> • Keywords: Djembe; dumbek; closed stroke; open stroke; master drummer; call and response; improvisation. 	
<p>Modern Foreign Languages - Spanish</p>	<ul style="list-style-type: none"> • All about myself: introduction • Our nature park (animals) • Spanish Week 	<ul style="list-style-type: none"> • Lola minichief (Lola little chef) • Cross-Curriculum: Spanish / Hispanic & British Cuisine (Differences) - The use of plastic • Carnival in Spain • Vamos a la granja (Let's go to the farm) • Easter in Spain 	<ul style="list-style-type: none"> • Sports in Spring! Me gusta la fruta (I like fruit) • Olympic games in Spain --> Barcelona 1992 • Summer holidays --> Means of transport. • End of the year task --> Final catch up