

## YEAR 4 LONG-TERM PLAN

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spoken language</b> (across all subjects)	<ul style="list-style-type: none"> <li>Infer meanings, reasons and make predictions</li> <li>Be aware of when they can't remember and ask for an explanation</li> <li>Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding</li> <li>Able to use a series of questions to keep a conversation flowing</li> </ul>		<ul style="list-style-type: none"> <li>Use complex grammar and sentences effectively to clarify, summarise, explain choices &amp; plan</li> <li>Tell a story with a good structure &amp; a distinct plot, including an exciting event with clear resolution &amp; end point</li> <li>Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased</li> <li>Able to sustain a conversation by giving reasons and explaining choices and views</li> </ul>		<ul style="list-style-type: none"> <li>Produce speech that is consistently clear and easy to understand</li> <li>Use formal language when appropriate in some familiar situations</li> <li>Able to take on group roles to discuss with peers</li> <li>Use intonation to give added emphasis</li> </ul>	
<b>English</b>	<b>Description</b> Basic punctuation sentence structure  <b>Recount</b> First person, tense, sentences	<b>Narrative</b> Past tense  <b>Recount</b> Present progressive	<b>Narrative</b> expanded noun phrases  <b>Discussion</b> Fronted adverbials	<b>Description</b> apostrophes  <b>Report</b> Nouns and pronouns	<b>In-role Poem</b> Present perfect tense  <b>Explanation</b> Organisational devices	<b>Story</b> dialogue  <b>Persuasion</b> application of skills
<b>Maths</b>	Place Value  Addition and Subtraction	Area  Multiplication and Division	Multiplication and Division  Length and Perimeter	Fractions and Decimals	Decimals  Money  Time	Shape Statistics Position & direction
<b>Art</b>	<u>Drawing</u> Scientific & technical drawing <i>Lucy Arnold,</i> <i>Charles Darwin</i>		<u>Clay</u> Coil Pots <i>Grayson Perry</i> <i>Magdalene</i> <i>Odundo</i>		<u>Painting</u> Rivers <i>Renoir</i> <i>Leonid Afremov</i>	
<b>Computing</b>	Computing systems & networks – The Internet	Creating media – photo editing	Programming A - Repetition in shapes	Data and Information – Data logging	Programming B – Repetition in games	Creating Media – Audio Editing
<b>DT</b>		<u>Electric Systems</u> Simple circuits and switches		<u>Pneumatics</u> Pop up display for a museum	<u>Food</u> Pasta Salad	<u>Shell Structures</u> Packaging
<b>French</b>	J'apprends le français	Les animaux	Petit Chaperon Rouge	Les fruits	Les Legumes	Je peux
<b>Geography</b>	How is a river formed?			What are the main features of cities? York		Why do so many British people go to the Mediterranean for their holidays?
<b>History</b>	Britain's settlement by Anglo-Saxons and Scots <i>and</i> The Viking and Anglo-Saxon struggle for the Kingdom of England				Ancient Egypt	
<b>Music</b>		Recorder Skills	Hoe Down – Aaron Copeland	Ride of the Valkyries <i>Richard Wagner</i>		KS2 Performance
<b>PE</b>	Swimming		Ball skills	Hockey	Cricket	Athletics
	Fundamentals	Gymnastics	Yoga	Golf	Tennis	Fitness
<b>PSHE - Relationships and health education</b>	<u>Relationships</u> Families & friendships Safe relationships Respecting ourselves & others		<u>Living in the wider world</u> Belonging to a community Media literacy & digital resilience Money & work		<u>Health &amp; wellbeing</u> Physical health & mental wellbeing Growing & changing Keeping safe	
<b>RE</b>	Why is Jesus inspiring to some people?	Christmas	What does it mean to be a Hindu today?	Easter	Why do some people think that life is a journey and what significant experiences mark this?	What can we learn from religions about deciding what is right and wrong?
<b>Science</b>	Living Things and their habitats	Electricity		Animals including humans	Changes of State	Sound