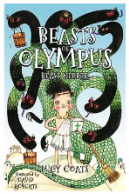
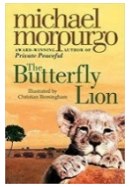
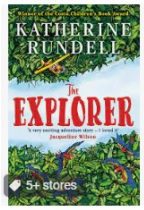
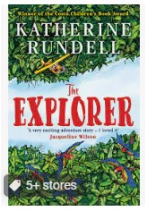
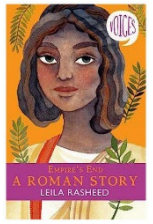
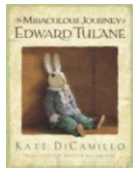
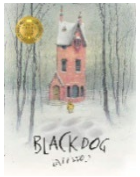
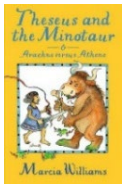
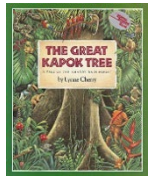
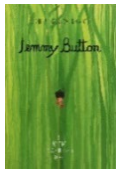
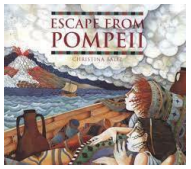
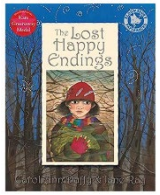
Emersons Green Primary School

Long Term Plan – Year 4 2023 - 2024

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Phonics/ Spelling	Words ending /ʒə/ is always spelt –sure Words with the /ʃ/ sound spelt ch Words with the /eɪ/ sound spelt ei, eigh, or ey The /ʌ/ sound spelt ou Homophones	Prefixes - 'in', 'im', 'il-',' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', en', '-er' '-ed')	The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Homophones Possessive apostrophe for plurals	Prefixes – 'anti', 'inter' Endings that sound like /ʃən/ spelt '-cian' and sion	Endings that sound like /ʃən/ spelt '-tion' and ssion Words with the /s/ sound spelt 'sc' Suffix '-ous'	Revise suffix 'ly' when there is an exception Adding 'ation' to change a verb to a noun Revise word etymology Revision of previous rules
	Reading	Beast of Olympus  Use dictionaries to check the meaning of words they have read. Predict what might happen from details stated and implied. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	The Butterfly Lion  Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these.	The Explorer  Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. Recognise some different forms of poetry (e.g. free verse, narrative poetry).	The Explorer  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	A Roman Story  Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action.	The Miraculous Journey of Edward Tulane  Identify themes and conventions in a wide range of books.

	Writing	<u>The Black Dog</u>  <u>Theseus and the Minotaur</u>  Spell further homophones. Spell words which are often misspelt. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Organise paragraphs around a theme. In narratives, create settings, characters and plots. Use fronted adverbials for manner, place and time. Use commas to mark fronted adverbials.	<u>Wolves in the Walls</u> Use further prefixes (in-, im-, il-, ir-) and suffixes (-ed, -er, -ing, -en). Increase the legibility, consistency and quality of their handwriting. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use a wider range of conjunctions, adverbs and prepositions to express time, place and cause. Use and punctuate direct speech with inverted commas and other punctuation (e.g. comma after reported clause).	<u>The Great Kapok Tree</u>  Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Compose and rehearse sentences orally, including dialogue. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Extend the range of sentences with more than one clause by beginning to use a wider range of conjunctions, including when, if, because, although, in different places within a sentence – positioning the subordinate clause at the start and at the end. Indicate possession by using the possessive apostrophe with plural nouns. Learn the grammatical difference between plural and possessive –s.	<u>Jemmy Button</u>  Use further prefixes (anti-, inter-). Use the first three letters of a word to check its spelling in a dictionary. Use noun phrases expanded by the addition of modifying determiners, adjectives, nouns and prepositional phrases. Use the present perfect form of verbs in contrast to the past tense. '4A' sentences (Alan Peat)	<u>Escape from Pompeii</u>  Use further suffixes (-ous). Spell most words from the Y3/4 spelling list correctly. Use headings and sub-headings appropriately in non-fiction writing. Assess the effectiveness of their own and others' writing and suggest improvements. Accurately manage tense changes where needed. '3 –ed' sentences (Alan Peat)	<u>The Lost Happy Endings</u>  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 'Short' sentences (Alan Peat)

Maths Autumn		Number – Place Value		Number – Addition and Subtraction		Measurement - Area	Number - Multiplication and Division
Maths Spring		Number - Multiplication and Division		Measurement – Length and Perimeter		Number - Fractions	Number – Decimals
Maths Summer		Number – Decimals	Measurement - Money	Measurement - Time	Geometry - Shape	Statistics	Geometry – Position and Direction
Science		Animals including humans Describe how food is digested using key vocabulary: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine. Identify different types of teeth e.g. molar, canines, pre-molars, incisors and describe their different purposes. Explain what damages teeth and how to look after them. Plan a fair test to investigate what happens to egg shells (representing tooth enamel) when placed in different sugary liquids. Explain and construct food chains which include producers (plants) , prey	Electricity Understand what electricity is and how it is made and identify common appliances that run on electricity. Understand how to be safe with electricity and its dangers. Identify and name the parts of a simple series electrical circuit. Name cells, wires, bulbs, switches and buzzers. Construct a simple series circuit using components. Explain whether 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. Explain how a switch works and its purpose in a circuit.	States of matter All materials can exist as a solid, liquid or gas. Solids have molecules which are tightly packed together, liquids have molecules which are connected but further apart (allowing them to take the shape of their container); in gases molecules are far apart and can move freely. Heating or cooling causes materials to change state. Water freezes at 0C and evaporates at 100C. When water changes from a liquid to a gas this is called evaporation. Explain that evaporation can be speeded up through wind/ blowing or stirring. When water changes from a gas to a liquid this is called condensation. Describe the water cycle in terms of evaporation and condensation. Accurately read temperatures on a thermometer. Plan a fair test: Does the temperature of the air affect the time it takes for water to evaporate off a paper towel.		Sound Understand that sound is a form of energy and sounds are made when objects vibrate. Understand how vibrations from sounds travel through air to the ear. Understand pitch and volume by exploring instruments and the different sounds they make. Understand that sounds get fainter as the distance from the sound source increases. Plan a fair test to measure sounds through different insulation materials. **Key Scientists: Alexander Graham Bell (inventor of the telephone)**	Living things and their habitats Understand what is meant by a vertebrate and invertebrate and group animals according. Group animals according to species: reptile, amphibians, fish, birds, mammals, insects. Create classification keys which divide types of animals using Yes/ No questions. Classify animals according to features e.g. cold/ warm blooded, exo and endo skeletons, etc. Describe how habitats can change and be damaged over time (Locally & African Savannah).

	(worm) and predators (bird) for a variety of habitats. **Key Scientist; William Colgate (toothpaste)**	Understand what conductors and insulators are. Make controlled circuits as part of a DT project and associate metals with being good conductors **Key Scientists: Thomas Edison (inventor of the lightbulb)**	**Key Scientists: Anders Celsius (temperature scale); Daniel Fahrenheit (temperature scale); Lord Kelvin (temperature scale)**			Explain the impact of environmental change on animals. **Key Scientists: Gerard Durrell (conservationist)**
PE						
PSHE	<u>Being Me in My World</u> <u>My Identity/Place Learning Charters</u> **Being part of a class team** I know my attitudes and actions make a difference to the class team **Being a school citizen** I understand who is in my school community, the roles they play and how I fit in **Rights, responsibilities and democracy** I understand how democracy works through the School Council	<u>Judging by Appearances</u> I understand that, sometimes, we make assumptions based on what people look like **Understanding Influences** I understand what influences me to make assumptions based on how people look **Understanding bullying** I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	<u>Hopes and dreams</u> I can tell you about some of my hopes and dreams **Broken Dreams** I understand that sometimes hopes and dreams do not come true and that this can hurt **Overcoming disappointment** I know that reflecting on positive and happy experiences can help me to counteract disappointment	<u>Healthy Me</u> <u>Being Healthy</u> **Healthier friendships** I recognise how different friendship groups are formed, how I fit into them and the friends I value the most **Group dynamics** I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations **Smoking** I understand the facts about smoking and its effects on health, and also some of the	<u>Relationships</u> <u>Friendships</u> <u>Family relationships</u> **Jealousy** I can recognise situations which can cause jealousy in relationships **Love and loss** I can identify someone I love and can express why they are special to me **Memories of loved ones** I can tell you about someone I know that I no longer see **Getting on and falling out** I can recognise how friendships change, know how to make new friends	<u>Changing me</u> **Being unique** I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm **Having a baby** I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby **Girls and puberty**

	Rewards and consequences I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them **Learning Charter**	**Problem-solving** I can tell you why witnesses sometimes join in with bullying and sometimes don't tell **Identifying how special and unique everyone is** I can identify what is special about me and value the ways in which I am unique **First impressions** I can tell you a time when my first impression of someone changed when I got to know them	**Creating new, realistic dreams** I know how to make a new plan and set new goals even if I have been disappointed **Achieving goals** I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group **Working in a group, resilience** **Positive attitudes** I can identify the contributions made by myself and others to the group's achievement	reasons some people start to smoke **Alcohol** I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol **Assertiveness** I can recognise when people are putting me under pressure and can explain ways to resist this when I want **Healthy Friendships** I know myself well enough to have a clear picture of what I believe is right and wrong **Celebrating inner strength** I know myself well enough to have a clear picture of what I believe is right and wrong	and how to manage when I fall out with my friends **Girlfriends and boyfriends** I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older **Showing appreciation to people and animals** I know how to show love and appreciation to the people and animals who are special to me	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this **Confidence in change** I know how the circle of change works and can apply it to changes I want to make in my life **Accepting change** I can identify changes that have been and may continue to be outside of my control that I learnt to accept **Looking ahead** I can identify what I am looking forward to when I move to a new class
Computing	<u>Computing systems and networks – The Internet</u> To describe how networks physically connect to other networks. To recognise how networked devices make up the internet. To outline how websites can be shared via the WWW.	<u>Creating media – audio editing</u> To identify that sound can be digitally recorded To use a digital device to record sound. To explain that a digital recording is stored as a file.	<u>Programming A: Repetition in shapes</u> To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome.	<u>Data and information – data logging</u> To explain that data gathered over time can be used to answer questions. To use digital device to collect data automatically. To explain that a data logger collects 'data points from sensors over time	<u>Creating media – Photo editing</u> To explain that digital images can be changed. To change the composition of an image. To describe how images can be changed for different uses.	<u>Programming B: Repetition in games</u> To develop the use of count-controlled loops in a different programming environment. To explain that in programming there are infinite loops and count controlled loops

	To describe how content can be added and accessed on the WWW. To recognise how the content of the WWW is created by people. To evaluate the consequences of unreliable content. <u>E-Safety</u> Cyber-bullying Recognise when someone is hurt/upset online Describe ways people can be bullied through media Explain why people need to think about the content they post online and how it affects other	To explain that audio can be changed through editing. To show that different types of audio can be combined and played together. To evaluate editing choices made. <u>E-Safety</u> Privacy and Security Describe strategies to keep personal information private Explain that internet use is never private Describe how some online services may seek consent to store information about me I know the digital age of consent and the impact it has on online services	To decompose a task into small steps. To create a program that uses count-controlled loops to produce a given outcome. plain <u>E-Safety</u> Managing online Understand importance of making my own decisions about content Describe how to search for information within a wide group of technologies Describe methods to encourage people to buy things online Explain that sharing same beliefs does not make them true Explain technology can act like living things Explain what is meant by fake news	To use data collected over a long duration to find information To identify the data needed to answer questions. To use collected data to answer questions. <u>E-Safety</u> Self image and well-being Explain how online identity can be different to offline Describe positive ways for someone to interact with others online Explain that others can pretend to be someone else Explain using technology can be a distraction from other things Identify situations when someone may need to limit the time they spend on technology	To make good choices when selecting different tools. To recognise that not all images are real. To evaluate how changes can improve an image <u>E-Safety</u> Online Relationships Describe strategies for fun and safe experiences online Give examples to be respectful online Explain how content shared may feel unimportant to one but important to another	To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program. To design a project that includes repetition. To create a project that includes repetition. <u>E-Safety</u> Online Reputations Describe how to find out information about others by searching online Explain ways that information on others online could be created
Art	<u>Painting</u> **Artist: Howard Finster** Sketchbooks:		<u>Printing</u> **Artist: Andy Warhol** Sketchbooks: Annotate sketchbooks.			<u>Textiles</u> **Artist: Zipporah Camille Thompson; Victoria Villasana; Claire Wellesley-Smith**

	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works from a range of sources. Make accurate proportional drawings that can be developed into a painting. Use colours to produce tints and shades e.g. adding purple to make a colour darker. Control types of marks made with brushes on a range of scales.		Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them – referring to the elements of art. Experiment with Relief Block Printing (Create printing blocks using the impressed method into polystyrene). Create printing blocks by simplifying an initial sketch book idea Create a print using two colour overlays			Sketchbooks: Adapt their work according to their views and describe how they might develop it further. Cut and shape fabric using scissors/snips. Use running stitch to join fabrics and add decoration. Modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting. Apply decoration using beads, buttons, feathers etc.
DT		<u>Electrical Systems</u> In order to design and make **<u>a light-up card</u>:** • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs		<u>Structures</u> In order to design and make **<u>a Brazilian inspired musical instrument</u>**: • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs	<u>Food and Nutrition</u> In order to design and make **<u>a pizza</u>** • Generate ideas, considering the purposes for which they are designing • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Select appropriate tools and techniques for making their product • Measure and shape a range of materials, using	

		• Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Use simple graphical communication techniques • Evaluate their work both during and at the end of the assignment		• Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Use simple graphical communication techniques • Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests	appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Evaluate their work both during and at the end of the assignment • Evaluate their products carrying out appropriate tests	
Music	<u>Mamma Mia - Pop</u> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	<u>Glockenspiel</u> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. ***Purpose*** - To listen to, understand a wide range of high quality live and recorded music drawn from different traditions,	<u>Samba drumming</u> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Brazil Samba Music) ***Play tuned and un-tuned instruments***- To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To experience leading the playing by making sure everyone plays. ***Perform*** – Develop a deeper understanding of working together through practise, rehearsal and performance. Present a musical performance designed to capture the audience.		<u>Lean on Me – Gospel Unit</u> • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Soul and Gospel) • Develop an understanding of the history of music.	<u>Blackbird – The Beatles</u> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory.

	composers and musicians (Abba) • Develop an understanding of the history of music. ***Singing*** – To confidently sing in unison and two parts, maintaining the correct pitch and using increasing expression. To re-join a song if lost. To demonstrate a good singing posture.	great composers and musicians.	• CC/PD: Learn to play an instrument • CC/PD: Perform their instrument	***Listening*** - To listen to and recall patterns of sounds with increasing accuracy. Begin to use musical words when talking about the musical dimensions that work together Develop increasing knowledge of different instruments and how they contribute to the effect of the music. ***Appraisal*** - Comment on the effectiveness of work, identifying and making improvements based on its intended outcome	• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (The Beatles) Develop an understanding of the history of music. ***Improve and*** **Compose** - To create rhythmical patterns and simple melodic patterns using an increased number of notes. To explore, choose and order sounds using pulse, pitch, rhythm, dynamics, tempo. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. ***Notation*** - To understand and begin to use established and invented musical notations to represent music.
Geography		<u>Region of UK: Welsh Valleys</u> Name and locate cities, counties and regions of the UK. Understand and use keys and symbols to read maps including OS maps to increase local area knowledge. Understand geographical similarities through the	<u>Brazil</u> Identify longitude, latitude, the equator and hemispheres Able to use the eight points of a compass Learn 2 figure grid reference, to build their knowledge of the wider world Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts. Present data from observations and begin to draw conclusions independently.		

		study of human and physical geography of a region of United Kingdom - ***Wales*** Identify reasons why land is used in particular ways and link this to physical features. Complete fieldwork by record an observation in several ways (eg. maps, sketches, graphs, photos and digital data).	Understand & describe similarities and differences between one European country and one South American country. Describe different types of land use and settlements Understand interactions between physical and human geography. Describe climate zones and vegetation belts. Name and locate at least six countries in South America – Columbia, Peru, Venezuela, Paraguay, Argentina, Uruguay			
History	<u>Ancient Greece</u> Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world Explore the way in which Ancient Greece was governed - looking at rival City states, and in particular at differences between life in Athens & Sparta. Investigate Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.) Research life in Ancient Greece, using artefacts where possible (eg. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?)				<u>The Roman Empire and its impact on Britain</u> Pupils should be taught about: The Roman Empire and its impact on Britain Explore life in Britain before the Roman invasion (recapping learning on Iron Age life). Investigate the Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful? Examine the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? Discuss the impact of the Roman Empire on Britain - road building, new towns & villas, changes in lifestyle, introduction of new technology, changes in religion Identify changes during Roman times - how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of early Christianity etc. Explain how people and events in the past have influenced life today/had an impact on the modern world Position a growing range of eras and events on a timeline (e.g. Ancient Egypt, Iron Age, Great Fire of London, Roman invasion of Britain) using key historical vocabulary.	

	Explore the impact of Ancient Greece on modern world (e.g. the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings) Describe how the events studied have an impact on the modern world. Ask and answer questions about why events/people are significant. Note key changes over a period of time and be able to give reasons for those changes. Use a range of sources to find out about the past and recognising the difference between a primary and secondary source of information				Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources.	
RE						
MFL	**Early Language Unit:** Little Red Riding Hood Name at least three parts of the body in Spanish as seen in the story. Use picture and word cards to recognise and	**Core Vocab Unit:** Numbers (1-20) **Intermediate Language Unit:** Presenting Myself Count to 20 in Spanish.	**Core Vocab Unit:** Numbers (20-100) **Intermediate Language Unit:** The Family	**Intermediate Language Unit:** Do You Have A Pet? Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish.	**Core Vocab Unit:** Days **Core Vocab Unit:** Months Name and remember the months of the year and days of the week	**Intermediate Language Unit:** What is the Date? Name and remember the months of the year and days of the week Say the months of the year in Spanish.

	retain key vocabulary from the story. Sit and listen attentively to a familiar fairy tale in Spanish. *Spell at least three parts of the body in Spanish as seen in the story.*	Say their name and age in Spanish. Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. Tell you where they live in Spanish. Tell you if they are Spanish or English, introducing concept of gender and agreement**.**	Know the nouns in Spanish for members of their family. Say the nouns in Spanish for members of their family. Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mi and mis in Spanish.	Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. *Tell somebody in Spanish the name of their pet.* Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”). Know the nouns in Spanish for different pets.	Say the months of the year in Spanish. Recognise the months of the year in Spanish.	Recognise the months of the year in Spanish. Recognise key dates in the Spanish calendar. Ask when somebody has a birthday and say when they have their birthday. Say the date in Spanish. Create a Spanish calendar.