
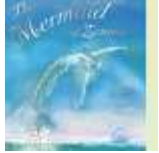










**Long Term Plan Year 4 2022-2023**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English - Book</b>	<p align="center"><b>Tar Beach by Faith Ringgold</b></p>  <p align="center"><b>Narrative retelling as a play script</b> Poetry, setting descriptions, formal letters, dialogue (as a script)</p> <p align="center"><b>The Mermaid of Zennor by Charles Causley</b></p>  <p align="center"><b>Own version legends</b> Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue</p>	<p align="center"><b>Farther by Grahame Baker Smith</b></p>  <p>Sequel stories Retellings, recounts (postcards), setting descriptions, diary entries, instructions</p> <p align="center"><b>The Iron Man By Ted Hughes</b></p>  <p>Mystery narratives Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries</p>	<p align="center"><i>Winter's Child</i></p>  <p align="center"><b>Fantasy Story Sequels</b> Descriptive poems, postcards, dialogue, setting descriptions as letters, retelings.</p> <p align="center"><i>The Selfish Giant</i></p>  <p align="center"><b>Own version narratives</b> Letters, first person recounts, dairies, letters, posters, reports.</p>	<p align="center"><i>The Baker by the Sea</i></p>  <p align="center"><b>Tourist brochures</b> Job applications, advertisements, setting descriptions, letters in role.</p> <p align="center"><i>The Matchbox Diary</i></p>  <p align="center"><b>Biography</b> Dialogue, diary entry, retelling (oral dictation) mini-autobiography, fact file.</p>	<p align="center"><b>Weslandia by Paul Fleischman</b></p>  <p>Non-chronological reports Retellings, character descriptions, book reviews.</p> <p align="center"><b>Shackleton's Journey By William Grill</b></p>  <p>Newspaper reports Packing lists (justifications), letters (formal and informal), interviews, diaries</p>	<p align="center"><b>The Lion, Witch and the Wardrobe by C S Lewis</b></p>  <p>Own version narratives (set in other worlds) Poems, eyewitness reports, imaginary conversations, writing in role.</p> <p align="center"><b>Jabberwocky by Lewis Carroll</b></p>  <p>Nonsense poems Performance poetry, explanatory descriptions</p>
<b>Maths Mastery</b>	<p><b>Knowledge/Learning:</b> -Reasoning with large numbers -Addition and subtraction -Multiplication and Division.</p> <p><b>Skills:</b> -4-digit place value. Read, write, represent, order and compare -Find 10, 100 or 1000 more or less -Round numbers to the nearest 10, 100 or 1000 -Select appropriate strategies to add and subtract</p>	<p><b>Knowledge/Learning:</b> Discrete and continuous data Securing Multiplication Facts</p> <p><b>Skills:</b> Read, interpret and construct pictograms, bar charts and time graphs -Compare tables, pictograms and bar charts •Identify and explore patterns in multiplication tables including 7 and 9</p> <p><b>Vocabulary:</b> Tally, pictogram, bar chart,</p>	<p><b>Knowledge/Learning:</b> Fractions Time</p> <p><b>Skills:</b> Explore different interpretations and representations of fractions -Equivalent fractions - Represent fractions greater than one as mixed number and improper fractions -Add and subtract fractions with the same denominator including fractions greater than one</p>	<p><b>Knowledge/Learning:</b> Decimals Area and Perimeter</p> <p><b>Skills:</b> •Decimal equivalents to tenths, quarters and halves -Compare and order numbers with same number of decimal places -Multiply and divide by 10 and 100 including decimals -Perimeter of rectangles and rectilinear shapes -Area of rectangles and rectilinear shapes</p>	<p><b>Knowledge/Learning:</b> Solving measures and money problems. Shape and symmetry</p> <p><b>Skills:</b> Convert units of measure -Select appropriate units to measure -Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically -Classify, compare and order angles -Compare and classify 2-D</p>	<p><b>Knowledge/Learning:</b> Position and direction Reasoning with patterns and sequences 3D shapes</p> <p><b>Skills:</b> •Describe and plot using coordinates -Describe translations •Roman numerals up to 100 -Place value of other number systems •Number sequences and patterns -Use understanding of 3-D shapes -Identify 3-D shapes from 2-D representations</p>

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	<p>-Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping.</p> <p>-Distributive property including multiplying three 1-digit numbers -Mental multiplication and division strategies using place value and known and derived facts</p> <p>-Short multiplication and division</p> <p><b>Vocabulary:</b> Add, subtract, column, place value, multiply, divide, difference, bar model, bus stop, share.</p> <p><b>Resources:</b> My Mastery lesson resources, Dienes, Place value charts, multiplication grids, dice, place value counters.</p>	<p>frequency table, line graph, data, time graph, compare, same, difference.</p> <p><b>Resources:</b> My Mastery lesson resources, multiplication grids</p>	<p>•Analogue to digital, 12-hour and 24-hour</p> <p>-Convert between units of time</p> <p><b>Vocabulary:</b> Denominator, numerator., vinculum, mixed, improper, proper, equivalent, compare, greater, less than, o'clock, quarter past, quarter to, half past, minute, hour, clock.</p> <p><b>Resources:</b> My Mastery lesson resources, clocks, fraction wall.</p>	<p>- Investigate area and perimeter</p> <p><b>Vocabulary:</b> Decimal point, place value, shape, length, width, height, multiply, add, tenths, hundredths.</p> <p><b>Resources:</b> My Mastery lesson resources, Dienes, Place value charts, multiplication grids, dice, place value counter, shapes.</p>	<p>shapes</p> <p>-Identify lines of symmetry</p> <p><b>Vocabulary:</b> Length, ruler, cm, metres, pound, pence, km, ml, litres, g, kg, add, subtract. Difference, 2d shapes, symmetrical, mirror.</p> <p><b>Resources:</b> My Mastery lesson resources, Dienes, Place value charts, multiplication grids, dice, place value counter, shapes, money.</p>	<p><b>Vocabulary:</b> 3D shapes, 2D shapes, left, right, up, down, roman numerals, sequences, co-ordinates.</p> <p><b>Resources:</b> My Mastery lesson resources, Place value charts, place value counter, 3D and 2D shapes.</p>
<p><b>Science KS2 (Rising Stars).</b></p>	<p><b>Knowledge/Learning:</b> Solids, liquids and gasses</p> <p><b>Skills:</b> Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</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</p>	<p><b>Knowledge/Learning</b> Electricity</p> <p><b>Skills:</b> 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>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on</p>	<p><b>Knowledge/Learning</b> Sound</p> <p><b>Skills:</b> how sounds are made / pitch (Switched on Science – What's that sound?) 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>Recognise that sounds get fainter as the distance from the sound source increases</p> <p>Find patterns between the</p>	<p><b>Knowledge/Learning</b> Animals including humans</p> <p><b>Skills:</b> Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b>Vocabulary:</b> animals, humans, food chains, body parts, producers, prey, herbivore, omnivore,</p>	<p><b>Knowledge/Learning:</b> Living things and their habitats</p> <p><b>Skills:</b> 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>Vocabulary:</b> Classify, Key,</p>	<p><b>Knowledge/Learning –</b> Brilliant bubbles (working scientifically)</p> <p><b>Skills:</b> Working scientifically, predicting, creating hypothesis, analysing and recording results, creating and using tables/graphs</p> <p><b>Vocabulary:</b> bubbles, mixture, texture, solids, liquids, gasses.</p> <p><b>Curriculum Links:</b> maths, English, art, DT.</p> <p><b>Resources:</b> bubble mixture, bubble wands, a range of bubble filled chocolate, glycerine/glycerol, sherbet</p>

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	<p>degrees Celsius (°C).</p> <p><b>Vocabulary:</b> solids, liquids, gasses, states, changes, temperature, boiling, melting.</p> <p><b>Curriculum Links:</b> Geography, English</p> <p><b>Resources:</b> Ice, chocolate, grapes. Ice cream experiment resources</p>	<p>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><b>Vocabulary:</b> Circuit, wires, crocodile clips, bulbs, batteries, switch, lamp</p> <p><b>Curriculum Links:</b> DT, English</p> <p><b>Resources:</b> Circuit, wires, crocodile clips, bulbs, batteries, switch, lamp</p>	<p>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><b>Vocabulary:</b> Sound, vibrations, pitch, tone, patterns, volume, ear vocab e.g. parts of the ear</p> <p><b>Curriculum Links:</b> English, music</p> <p><b>Resources:</b> Instruments, metre stick</p>	<p>carnivore, consumer, etc.</p> <p><b>Curriculum Links:</b> English, PSHE, DT, PE</p> <p><b>Resources:</b> Digestive system experiment resources.</p> <p><b>Science week</b></p> <p>Based on polar region explorers – Links to English T4W text.</p> <p><b>Curriculum links:</b> Geography, English</p> <p><b>Resources:</b> Experiments linking to Polar Regions.</p>	<p>Organism, Habitat, Invertebrate, Insect, Millipede, Centipede, Mammal, Bird, Amphibian, Reptile, Fish, Flowering plant</p> <p><b>Curriculum Links:</b> Links to polar regions topic.</p> <p><b>Resources:</b> Bug classification key, magnifying glasses.</p>	<p>fizz, straws, popping candy, citric acid, small ice cream spoons, bicarb.</p>
<p><b>History (Rising Stars – Voyagers)</b></p>		<p><b>Knowledge/learning:</b> Egyptians</p> <p><b>Skills:</b> ordering events in chronological order, comparing different eras of life, comparing different lifestyles.</p> <p><b>Vocabulary:</b> Amulet Book of the Dead Hieroglyphics Mummy/mummification Papyrus Pharaoh Pyramids Sarcophagus – Scarabs</p> <p><b>Prior Learning:</b> Stone age, iron age, bronze age</p> <p><b>Curriculum Links:</b> English, science.</p> <p><b>Resources:</b></p>		<p><b>Knowledge/learning:</b> Romans</p> <p><b>Skills:</b> ordering events in chronological order, comparing different eras of life, looking at significant figures (Boudicca), and comparing different lifestyles.</p> <p><b>Vocabulary:</b> formations, villa, battle, sword, dagger, Julius Ceaser, Claudius, timeline, Celts, Boudicca, conquer.</p> <p><b>Prior Learning:</b> Iron age and bronze age.</p> <p><b>Curriculum Links:</b> English, maths, R.E, P.E (Dance)</p> <p><b>Resources:</b></p>		<p><b>Knowledge/learning:</b> Crime and punishment</p> <p><b>Skills:</b> • develop a chronologically secure knowledge and understanding of British history • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p><b>Vocabulary:</b> Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation,</p>

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					<p>flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.</p> <p><b>Prior Learning:</b></p> <p><b>Curriculum Links:</b> Art, English, Maths, PSHE</p> <p><b>Resources:</b></p>
<p><b>Geography</b> (Rising Stars – Voyagers)</p>	<p><b>Topic:</b> The water cycle</p> <p><b>Knowledge/learning:</b></p> <ul style="list-style-type: none"> <li>- solids, liquids and gasses in weather form</li> <li>- Understanding the water cycle</li> </ul> <p><b>Vocabulary:</b> transpiration, precipitation, transportation, condensation, evaporation, ground water, water cycle</p> <p><b>Prior Learning:</b> Basic knowledge of water cycle</p> <p><b>Curriculum Links:</b> Science – solids, liquids and gasses, English – writing.</p> <p><b>Resources:</b></p>		<p><b>Topic:</b> North and South America</p> <p><b>Knowledge/learning:</b></p> <ul style="list-style-type: none"> <li>- Continents of north and south America</li> <li>- States and cities in America</li> <li>- Locate them in an atlas</li> <li>- Compare the physical and manmade features</li> </ul> <p><b>Vocabulary:</b> America, continent, state, city, physical, manmade</p> <p><b>Prior Learning:</b> Know how to use an atlas</p> <p><b>Curriculum Links:</b> Science – environments, art – collaging, ICT – fact finding.</p> <p><b>Resources:</b> atlases, art resources for the big finish.</p>		<p><b>Topic:</b> Extreme Earth (Twinkl)</p> <p><b>Knowledge/learning:</b> Understand: -Layers of the earth -Key parts of volcanoes -Where volcanoes are found -Describe a tsunami/earthquake/tornado</p> <p><b>Vocabulary:</b> volcanos, tsunami, mantle, crust, inner core, outer core, ring of fire, earthquake, epicentre, soil, tectonic plates</p> <p><b>Prior Learning:</b> Information about the world/continents, etc, physical geography.</p> <p><b>Curriculum Links:</b> Science – environments, polar regions – extreme environments, art – sculpture.</p> <p><b>Resources:</b> Modelling clay (1<sup>st</sup> lesson)</p>
<p><b>Art</b> (Kapow)</p>		<p><b>Knowledge/learning:</b> Painting and mixed media: light and dark.</p>		<p><b>Knowledge/learning:</b> Drawing: Power Prints</p>	<p><b>Knowledge/learning:</b> Sculpture and 3D: Mega materials</p>

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		<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Generating ideas</li> <li>- Using sketchbooks</li> <li>- Making skills</li> <li>- Knowledge of artists</li> <li>- Evaluating and analysing</li> </ul> <p><b>Vocabulary:</b> abstract, formal, dabbing, technique, pointillism, tint, stippling, figurative, contrasting, composition</p> <p><b>Prior Learning:</b> Designing and thinking about ideas, analysing, know how to record observations.</p> <p><b>Curriculum Links:</b> Maths, DT</p> <p><b>Resources:</b> paint, watercolour, sponges, spatulas, cotton buds, rice, sand, lentils, A3 paper/card,</p>		<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Generating ideas</li> <li>- Using sketchbooks</li> <li>- Making skills</li> <li>- Knowledge of artists</li> <li>- Evaluating and analysing</li> </ul> <p><b>Vocabulary:</b> collaboratively, figurative, precision, shading, gradient, contrast, collage, mixed media, hatching, cross hatching, symmetry, proportion, monopint.</p> <p><b>Prior Learning:</b> Analysis skills</p> <p><b>Curriculum Links:</b> Maths,</p> <p><b>Resources:</b> Drawing pencils, charcoal, pastels, chalk, ink, ribbon, objects, crayons, liquid soap, polystyrene sheets, acetate sheets, fabric/card.</p>		<p><b>Skills:</b></p> <p>Generating ideas</p> <ul style="list-style-type: none"> <li>- Using sketchbooks</li> <li>- Making skills</li> <li>- Knowledge of artists</li> <li>- Evaluating and analysing</li> </ul> <p><b>Vocabulary:</b> abstract, figurative, carving, ceramics, form, hollow, sculpture, secure, quarry, typography, welding, weaving, visualisation, 2d</p> <p><b>Prior Learning:</b> Analysis skills abstract shape and space</p> <p><b>Curriculum Links:</b> PSHE, geography</p> <p><b>Resources:</b> Chalk, A2 sugar paper, bar of soap, carving tools, 1mm thick plastic coated wire, pliers, cardboard packaging, ribbon, paint, string, staplers/hole punch, pva glue.</p>
<p><b>DT</b></p>	<p><b>Knowledge and Learning</b> Electrical systems (Lamps)</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To wire a circuit</li> <li>- To adapt a circuit for use in a lamp</li> <li>- To design a lamp fit for purpose</li> <li>- To create and follow a design criteria</li> <li>- To evaluate their lamp and suggest improvements</li> </ul> <p><b>Vocabulary:</b> Lamp, circuit, wire, battery, crocodile clip, switch, bulb.</p> <p><b>Prior Learning:</b> Create a design criteria, researching.</p> <p><b>Curriculum Links:</b> Science, art, maths</p>		<p><b>Knowledge and Learning</b> Mechanical Posters</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To create a working linkage and lever system</li> <li>- To follow a specific design criteria (Recycling)</li> </ul> <p><b>Vocabulary:</b> Recycling, levers, linkages, split pins.</p> <p><b>Prior Learning:</b> Create a design criteria, researching methods of recycling.</p> <p><b>Curriculum Links:</b> PSHE, science, art, maths, geography</p> <p><b>Resources:</b> Recycled materials, split pins, lift the flap books.</p>		<p><b>Knowledge and Learning</b> Lovely Lunch</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To understand the eatwell plate</li> <li>- To know what constitutes a healthy balanced diet</li> <li>- Food preparation and cooking skills</li> <li>- To evaluate their dishes.</li> </ul> <p><b>Vocabulary:</b> eatwell plate, healthy balanced diet, food, preparation, hungry, clean, calories, safety.</p> <p><b>Prior Learning:</b> Basic healthy lifestyle knowledge.</p> <p><b>Curriculum Links:</b> PSHE, P.E, science, English.</p> <p><b>Resources:</b> Various food</p>	

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	<p><b>Resources:</b> recycled cardboard/boxes/materials from home, sellotape, cellophane, glue, paint, circuit stuff</p>				<p>ingredients, chopping boards and safety knives.</p>	
<p><b>Computing (Purple Mash)</b></p>	<p><b>Knowledge and Learning</b> Effective Searching Hardware Investigators</p> <p><b>Skills:</b> To locate information on the search results page. To use search effectively to find out information.</p> <p>To understand the different parts that make up a desktop computer</p> <p><b>Vocabulary</b> Easter egg, internet, browser, search engine, spoof website</p> <p>Motherboard, CPU, RAM, monitor, graphics card.</p> <p><b>Curriculum Links</b> English</p> <p><b>Resources:</b> Computers, Purple Mash resources</p>	<p><b>Knowledge and Learning</b> Online Safety Writing for different audiences</p> <p><b>Skills:</b> To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To produce a news report</p> <p><b>Vocabulary</b> Computer virus, cookies, copyright, digital footprint, email, identify theft, spam</p> <p>Font, bold, italic, underline.</p> <p><b>Curriculum Links</b> English, PSHE</p> <p><b>Resources:</b> Computers, Purple Mash resources</p>	<p><b>Knowledge and Learning</b> Spreadsheets Programs – 2Calculate</p> <p><b>Skills:</b> To explore how the numbers entered into cells can be set to either currency, decimal or fraction. • To explore the use of the display of decimal places. • To find out how to add formulae to a cell.</p> <p><b>Vocabulary</b> Copy and paste, average, formula, spreadsheet, columns, cells, chart, rows.</p> <p><b>Curriculum Links</b> Maths</p> <p><b>Resources:</b> Computers, Purple Mash resources, Excel</p>	<p><b>Knowledge and Learning</b> Logo</p> <p><b>Skills:</b> To learn the structure of the language of 2Logo. • To input simple instructions in 2Logo</p> <p><b>Vocabulary</b> Logo, BK, FD, Repeat, RT, LT, PU, PD.</p> <p><b>Curriculum Links</b> Maths, Art</p> <p><b>Resources:</b> Computers, Purple Mash resources</p>	<p><b>Knowledge and Learning:</b> Animation</p> <p><b>Skills:</b> To discuss what makes a good animated film, to use onion skinning in animation, to add backgrounds in animation, to be introduced to stop-motion animation.</p> <p><b>Vocabulary:</b> animation, animate, onion skin, stop motion, moving pictures.</p> <p><b>Curriculum Links:</b> Could base the animation on a subject in class.</p> <p><b>Resources:</b> sticky notes, computers, 2animate</p>	<p><b>Knowledge and Learning</b> Coding</p> <p><b>Skills:</b> To review coding vocabulary and knowledge. To create a simple computer program.</p> <p><b>Vocabulary</b> Action, debug, programming, execute, command, co-ordinates, variable, selection, prompt, repeat.</p> <p><b>Curriculum Links</b> Maths</p> <p><b>Resources:</b> Computers, Purple Mash resources</p>
<p>PE</p>	<p><b>Knowledge and Learning:</b> <b>Dodgeball</b></p> <p><b>Skills:</b> Throwing, catching, dodging, blocking, communication, collaboration, respect, honesty, perseverance, decision making, selecting and applying skills.</p> <p><b>Vocabulary:</b> Communicate, chipping, protect, opponent, swing, align</p> <p><b>Curriculum Links:</b> English, Maths and Science</p>	<p><b>Knowledge and Learning:</b> <b>Fitness</b></p> <p><b>Skills:</b> Strength, speed, power, agility, coordination, balance, stamina, support, safe working, perseverance, determination, identifying strengths and development.</p> <p><b>Vocabulary:</b> Progress, technique, muscle, co-ordination, stamina, healthy</p> <p><b>Curriculum Links:</b> English, Maths and Science</p> <p>Knowledge and Learning:</p>	<p><b>Knowledge and Learning:</b> <b>Football</b></p> <p><b>Skills:</b> Dribbling, passing, ball control, tracking, jockeying, turning, receiving, communication, collaboration, cooperation, honesty, perseverance, tactics, decision making.</p> <p><b>Vocabulary:</b> Communicate, chipping, protect, opponent, swing, align</p> <p><b>Curriculum Links:</b> English, Maths</p>	<p><b>Knowledge and Learning:</b> <b>Basketball</b></p> <p><b>Skills:</b> Throwing and catching, dribbling, intercepting, shooting, working safely, communication, collaboration, honesty and fair play, perseverance, strategies and tactics, observing, feedback</p> <p><b>Vocabulary:</b> Outwit, pivot, opposition, court, field, opponent, pitch, contact</p> <p><b>Curriculum Links:</b> English, Maths</p>	<p><b>Knowledge and Learning:</b> <b>Netball</b></p> <p><b>Skills:</b> Passing, catching footwork, intercepting, shooting, working safely, communication, collaboration, honesty and fair play, perseverance, strategies and techniques, observing and providing feedback</p> <p><b>Vocabulary:</b> Outwit, pivot, opposition, court, field, opponent, pitch, contact</p> <p><b>Curriculum Links:</b> English, Maths</p>	<p><b>Knowledge and Learning:</b> <b>Athletics</b></p> <p><b>Skills:</b> Pacing, sprinting technique, jumping for distance, throwing for distance, working collaboratively, working safely, perseverance, determination, exploring ideas, observing and providing feedback</p> <p><b>Vocabulary:</b> Power, determination, stamina, officiate, accuracy, perseverance, personal best</p> <p><b>Curriculum Links:</b> English, Maths and Science</p>



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	<p><b>Knowledge and Learning:</b> <b>Gymnastics</b></p> <p><b>Skills:</b> Balances, jumps, rolls, bridge, shoulder stand, responsibility, collaboration, communication, respect, confidence, observing and producing feedback, evaluate and improve</p> <p><b>Vocabulary:</b> Technique, quality, apparatus, perform, extension, inverted</p> <p><b>Curriculum Links:</b> English, Maths</p>	<p><b>Yoga</b></p> <p><b>Skills:</b> Breathing, balance, flexibility, strength, coordination, working safely, sharing ideas, leadership, calmness, focus, confidence, selection actions, poses and flow, feedback.</p> <p><b>Vocabulary:</b> Grounded, relax, mindful, stable, down dog, control</p> <p><b>Curriculum Links:</b> English</p>	<p><b>Knowledge and Learning:</b> <b>Tennis</b></p> <p><b>Skills:</b> Underarm throwing, catching, forehand, backhand, ready position, collaboration, respect, supporting others, honesty, perseverance, decision making, understanding rules, skills and tactics.</p> <p><b>Vocabulary:</b> Outwit receiver, court, backhand, forehand</p> <p><b>Curriculum Links:</b> English, Maths</p>	<p><b>Knowledge and Learning:</b> <b>Dance</b></p> <p><b>Skills:</b> Dance actions, performing, balance, control, technique, collaboration, consideration, inclusion, respect, empathy, confidence, observing feedback, applying skills.</p> <p><b>Vocabulary:</b> Represent, reaction, dynamics, unison, control</p> <p><b>Curriculum Links:</b> English, Maths, Music and Science</p>	<p><b>Knowledge and Learning:</b> <b>Cricket</b></p> <p><b>Skills:</b> Underarm throwing, catching, overarm and underarm bowling, batting communication, collaboration, respect, perseverance, observing and providing feedback, applying strategies.</p> <p><b>Vocabulary:</b> Stance, two handed pick up, retrieve, technique, opposition, stumped, short barrier</p> <p><b>Curriculum Links:</b> English, Maths and Science</p>	
<p><b>RE</b> <b>(Discovery RE)</b></p>	<p><b>Knowledge and Learning:</b> Buddhism – The live of Buddha.</p> <p><b>Skills:</b> - show an understanding of why people think it is difficult to be happy all the time. - Say some of the things Siddhattha did to try to be Happy. - show an understanding of what being happy means to Buddhists.</p> <p><b>Vocabulary:</b> Buddha, Bodhi, 8-fold path, Prince, Siddhattha, Gautama, Yasodhara</p> <p><b>Curriculum Links:</b> English, PSHE</p> <p><b>Resources:</b> Happy Song – Pharrell Williams.</p>	<p><b>Knowledge and Learning:</b> Christianity – Christmas</p> <p><b>Skills:</b> - design a symbolic object to show the significance of Christmas or the Christmas holiday to me. - describe one thing a Christian might learn about Jesus from a Christmas symbol. - ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p><b>Vocabulary:</b> Frankincense, Myrrh, Christingle</p> <p><b>Curriculum Links:</b> English, Art, PSHE</p> <p><b>Resources:</b> n/a</p>	<p><b>Knowledge and Learning:</b> Buddhism – Buddhist teachings.</p> <p><b>Skills:</b> - suggest why there may be problems in the world and how people could help solve them. - recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. - give an examples of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p> <p><b>Vocabulary:</b> Buddha, Bodhi, 8-fold path,</p> <p><b>Curriculum Links:</b> English, PSHE</p> <p><b>Resources:</b> Buddhist audio visual resources, Earth song by Michael Jackson, Wonderful World song by Louis Armstrong.</p>	<p><b>Knowledge and Learning:</b> Christianity - Easter</p> <p><b>Skills:</b> - talk about what sort of help I might need to show forgiveness. - describe what a Christian might learn about forgiveness from a Biblical text. - show an understanding of how Christians believe God can help them show forgiveness.</p> <p><b>Vocabulary:</b> The Lords Prayer, The Last Supper, Peter</p> <p><b>Curriculum Links:</b> English, Art, PSHE</p> <p><b>Resources:</b> BBC, RE Quest</p>	<p><b>Knowledge and Learning:</b> Buddhism – How to lead a good life.</p> <p><b>Skills:</b> - describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. - describe how aspects of the 8-fold path would help Buddhists know how to live good lives. - start to tell you why some aspects of the 8--fold path might be hard for some Buddhists to stick to.</p> <p><b>Vocabulary:</b> Buddha, 8-fold path</p> <p><b>Curriculum Links:</b> English, PSHE</p> <p><b>Resources:</b> Buddhist stories selection.</p>	<p><b>Knowledge and Learning:</b> Christianity – Prayer and worship.</p> <p><b>Skills:.</b> - explain some of the feelings my special place gives me and suggest why that is. - describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. - understand the impact a Christian's special place has on him/her.</p> <p><b>Vocabulary:</b> Church, Baptism, John the Baptist, Eucharist/Holy Communion.</p> <p><b>Curriculum Links:</b> English, PSHE</p> <p><b>Resources:</b> BBC website Baptism clips.</p>
<p><b>Music</b> <b>(Charanga)</b></p>	<p><b>Knowledge and Learning:</b> Hoedown</p>	<p><b>Knowledge and Learning:</b> Go Tell It On The Mountain</p>	<p><b>Knowledge and Learning:</b> I'm always there</p>	<p><b>Knowledge and Learning:</b> Trick or treat</p>	<p><b>Knowledge and Learning:</b> Martin Luther King</p>	<p><b>Knowledge and Learning:</b> Go Tell It On The Mountain</p>

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	<p><b>Skills:</b> Singing the song from memory, tapping out pulse and rhythm, glockenspiels,</p> <p><b>Vocabulary:</b> tune, rhythm, pulse, tempo, ABBA, tone, music, notes, glockenspiel, instrument.</p> <p><b>Prior Learning:</b> How to play the glockenspiel, reading notes.</p> <p><b>Curriculum Links:</b> PSHE, art.</p> <p><b>Resources:</b> Charanga, glockenspiels</p>	<p><b>Skills:</b>, tapping out pulse and rhythm, glockenspiels,</p> <p><b>Vocabulary:</b> tune, rhythm, pulse, tempo, tone, music, notes, glockenspiel, instrument.</p> <p><b>Prior Learning:</b> How to play the glockenspiel, reading notes.</p> <p><b>Curriculum Links:</b> PSHE, art.</p> <p><b>Resources:</b> Charanga, glockenspiels</p>	<p><b>Skills:</b> Singing the song from memory, tapping out pulse and rhythm, glockenspiels,</p> <p><b>Vocabulary:</b> tune, rhythm, pulse, tempo, rap, tone, music, notes, glockenspiel, instrument.</p> <p><b>Prior Learning:</b> How to play the glockenspiel, reading notes.</p> <p><b>Curriculum Links:</b> PSHE, art.</p> <p><b>Resources:</b> Charanga, glockenspiels</p>	<p><b>Skills:</b> Singing the song from memory, tapping out pulse and rhythm, glockenspiels,</p> <p><b>Vocabulary:</b> tune, rhythm, pulse, tempo, soul, gospel, tone, music, notes, glockenspiel, instrument.</p> <p><b>Prior Learning:</b> How to play the glockenspiel, reading notes.</p> <p><b>Curriculum Links:</b> PSHE, art.</p> <p><b>Resources:</b> Charanga, glockenspiels</p>	<p><b>Skills:</b> Singing the song from memory, tapping out pulse and rhythm, glockenspiels,</p> <p><b>Vocabulary:</b> tune, rhythm, pulse, tempo, The Beatles, tone, music, notes, glockenspiel, instrument.</p> <p><b>Prior Learning:</b> How to play the glockenspiel, reading notes.</p> <p><b>Curriculum Links:</b> PSHE, art.</p> <p><b>Resources:</b> Charanga, glockenspiels</p>	<p><b>Skills:</b> Singing the song from memory, tapping out pulse and rhythm, glockenspiels,</p> <p><b>Vocabulary:</b> tune, rhythm, pulse, tempo, ABBA, The Beatles, rap, soul, gospel, tone, music, notes, glockenspiel, instrument.</p> <p><b>Prior Learning:</b> How to play the glockenspiel, reading notes.</p> <p><b>Curriculum Links:</b> PSHE, art.</p> <p><b>Resources:</b> Charanga, glockenspiels</p>
<b>PSHE (SCARF)</b>	<p>Me and My Relationships</p> <p><b>Skills:</b> Empathy, self-awareness, motivation, social skills</p> <p><b>Vocabulary:</b> teamwork, emotions, feelings, challenges, healthy relationship, assertive</p> <p><b>Prior Learning:</b> relationships, feelings towards others</p> <p><b>Curriculum Links:</b> English, R.E</p> <p><b>Resources:</b> Plasticine, zones of regulation, emotion cards.</p>	<p>Valuing differences</p> <p><b>Skills:</b> Managing feelings, empathy, social skills, self-awareness</p> <p><b>Vocabulary:</b> diversity, aggressive behaviour, feelings, safe, secret, unsafe, dares.</p> <p><b>Prior Learning:</b> Knowing who to turn to in a situation</p> <p><b>Curriculum Links:</b> English, R.E</p> <p><b>Resources:</b> Apology cards</p>	<p>Keeping myself safe</p> <p><b>Skills:</b> Motivation, self-awareness</p> <p><b>Vocabulary:</b> goals, targets, overcoming obstacles, consequences.</p> <p><b>Prior Learning:</b> Understanding and achieving a goal</p> <p><b>Curriculum Links:</b> English and R.E</p> <p><b>Resources:</b> Stories related to lessons.</p>	<p>Rights and responsibilities</p> <p><b>Skills:</b> Self-awareness, managing feelings, empathy</p> <p><b>Vocabulary:</b> healthy, safe, expenses, situation.</p> <p><b>Prior Learning:</b> How to make sensible choices</p> <p><b>Curriculum Links:</b> English</p> <p><b>Resources:</b> Situation cards</p>	<p>Being my best</p> <p><b>Skills:</b> motivation, social skills, managing feelings.</p> <p><b>Vocabulary:</b> first aid, feelings, Adapt, belonging, accepted, rejected</p> <p><b>Prior Learning:</b> Knowing about yourself and others, knowing about your community</p> <p><b>Curriculum Links:</b> R.E, Art</p> <p><b>Resources:</b></p>	<p>RSE</p> <p><b>Skills:</b> Motivation, social skills, managing feelings</p> <p><b>Vocabulary:</b> periods, growing, changes, positive relationships.</p> <p><b>Prior Learning:</b> To know that things change/move on</p> <p><b>Curriculum Links:</b> English, science</p> <p><b>Resources:</b> Pictures.</p>
<b>French (Twinkl)</b>	<p><b><u>All Around Town</u></b></p> <p><b>Knowledge and Learning</b> To listen to and repeat names of some French towns and cities. To compare and contrast French towns with places I know.</p>	<p><b><u>On The Move</u></b></p> <p><b>Knowledge and Learning</b> To say a sequence of movements. To follow instructions about direction and actions. To name different ways of travelling. To identify types</p>	<p><b><u>Gone Shopping</u></b></p> <p><b>Knowledge and Learning</b> To express an opinion in French. To write sentence answers to a question, using quantifiers. To know that: le changes</p>	<p><b><u>Where in the World?</u></b></p> <p><b>Knowledge and Learning</b> To speak in a sentence to answer a question. To write a sentence to answer a question. To distinguish masculine</p>	<p><b><u>What's the Time?</u></b></p> <p><b>Knowledge and Learning</b> To say and write a sentence to tell the time. To say and write at what time I do things. To answer and ask a</p>	<p><b><u>Holidays and Hobbies</u></b></p> <p><b>Knowledge and Learning</b> To write answers to a question, in a sentence To speak a sentence describing the weather To present the weather</p>



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	<p>To ask and answer questions to find out where someone live. To identify typical places in my town. To describe my town. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting in tens and hundreds. To present ideas and information orally to a range of audiences, in the context of giving your address. To identify spellings or sounds I know in new words. To say the tens numbers to 100. To listen to and repeat common French expressions. To construct a simple sentence. To say an address clearly</p> <p><b>Skills</b> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of where people live. To listen carefully and pronounce unfamiliar words with increasing accuracy. To listen attentively to spoken language and show understanding by joining in and responding in the context of describing our town. To use familiar sounds and spellings to help me</p>	<p>of transport using words and gestures. To ask how someone goes to school. To tell someone else how I go to school. To give and respond to simple direction instructions. To read and say words containing the French spelling 'ch', pronounced /sh/. To say a sequence of movements. To follow instructions about direction and actions. To ask for and give directions to places in town. To substitute different familiar vocabulary to vary my sentences. To match subject pronouns with the right form of a verb. To talk about how different people travel to places in town.</p> <p><b>Skills</b> To describe people, places, things and actions orally To present ideas and information orally to a range of audiences in the context of types of transport. To tell other people about types of transport To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of types of transport. To use the verb 'to go' in a simple sentence. To develop accurate pronunciation and intonation so that others</p>	<p>to du; la changes to de la; l' changes to de l' and les changes to des. To write phrases/sentences starting with Je voudrais and choose the correct form of 'some'. To use adjectives to describe nouns. To answer questions in a complete sentence. To answer questions in a complete sentence To ask and answer questions in French. To take part in role play, speaking in French.</p> <p><b>Skills</b> <b>To</b> engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of asking a partner and answering whether you like certain fruit. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of completing an activity sheet. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of choosing the correct French word for some. I can change the French word for 'the' to the French word for 'some'. To understand basic grammar rules appropriate to the language being</p>	<p>and feminine nouns. To use the correct masculine/feminine preposition. To use an English/French dictionary to translate from English to French. To understand that because a continent is always feminine the preposition 'en' is always used for 'in'. To speak in a complete sentence. To use the past tense in a sentence. To write a sentence and adapt it to create a new sentence. To use pronouns.</p> <p><b>Skills</b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of countries and capitals of the United Kingdom To write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of completing an activity sheet about the United Kingdom. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries of the world where French is spoken. To roaden their vocabulary and develop their ability to understand new words that</p>	<p>question about a TV schedule. To say and write a sentence to tell the time. To say and write a sentence to tell the time. To take part in a Maths lesson on counting and time, in French.</p> <p><b>Skills</b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time. To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of saying the times of things across the day To engage in conversations; ask and answer questions in the context of a TV schedule To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time</p> <p>To read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable. To listen attentively to spoken language and show understanding by joining in and responding in the context of a maths lesson on time.</p> <p><b>Vocabulary:</b> See planning <b>Prior Learning:</b> New unit – year 3 vocabulary.</p>	<p>forecast to a range of audiences. To distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition. To speak a sentence about going on holiday. To answer a question about sports, orally and in writing. To answer a question about sports, orally and in writing. To answer a question about hobbies, orally and in writing.</p> <p><b>Skills</b> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of seasons and months. • I can write</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of seasons and months.</p> <p>Present ideas and information orally to a range of audiences, in the context of giving a weather forecast. Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of</p>
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	<p>recognise and learn new language. To select and present information to other people. To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting in tens. To use familiar sounds and spellings to help me recognise and learn new language To present ideas and information orally to a range of audiences in the context of giving your address. To select and present information to other people. To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of researching vocabulary in categories. To use a bilingual dictionary to develop my vocabulary around a given topic.</p> <p><b>Vocabulary:</b> See planning</p> <p><b>Prior Learning:</b> New unit – year 3 vocabulary.</p> <p><b>Curriculum Links:</b> English – speaking and listening Geography – towns and places.</p> <p><b>Resources:</b> power points. Bilingual dictionaries (child</p>	<p>understand when they are reading aloud or using familiar words and phrases in the context of directions. To recognise and pronounce a familiar spelling pattern in different words. To describe people, places, things and actions orally and in writing in the context of directions. To use my knowledge of actions and directions to give instructions. To engage in conversations; ask and answer questions in the context of travelling round a town. To combine familiar language to create a new set of sentences. To engage in conversations; ask and answer questions in the context of travelling round a town. To combine familiar language to create a new set of sentences. To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of talking about travel. To give a sentence subject-verb agreement. a new set of sentences.</p> <p><b>Vocabulary:</b> See planning</p> <p><b>Prior Learning:</b> New unit – year 3 vocabulary.</p> <p><b>Curriculum Links:</b> English – speaking and listening Geography – towns and places.</p> <p><b>Resources:</b> power points • Small toy vehicles, planes,</p>	<p>studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of describing the colour of clothes. To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of asking/answering questions in complete sentences about clothing and where you can buy certain items. To engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper.</p> <p><b>Vocabulary:</b> See planning</p> <p><b>Prior Learning:</b> New unit – year 3 vocabulary.</p> <p><b>Curriculum Links:</b> English – speaking and listening Geography – towns and places.</p> <p><b>Resources:</b> power points puppet • Music for stations game (suggested one of the French songs learnt) • White boards/paper Strips of paper for Line Bingo Euro Money Cut Outs Easter Treat Basket Paper Model</p>	<p>are introduced into familiar written material, including through using a dictionary, in the context of using French/English dictionaries and/or online translators. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries and continents. To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of animals in a zoo. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of animals in a zoo. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of animals around the world. To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of saying which continent animals are from.</p> <p><b>Vocabulary:</b> See planning</p>	<p><b>Curriculum Links:</b> Maths</p> <p><b>Resources:</b> power points</p>	<p>temperatures of countries around the world Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of the topic ‘Holidays. Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of answering questions about favourite sports</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of answering questions about favourite sports.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of stating what the weather is like. Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of answering questions about hobbies,</p> <p><b>Vocabulary:</b> See planning</p> <p><b>Prior Learning:</b> New unit – year 3 vocabulary.</p> <p><b>Curriculum Links:</b> English – speaking and listening Geography – towns and places. D.T.</p> <p><b>Resources:</b> power points</p>
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**Long Term Plan Year 4 2022-2023**

	<p>and adult versions)</p>	<p>buses, etc. • puppet Bee-Bot or similar programmable control technology (if available) • Large die • Music of your choice – some lively, some calmer</p>		<p><b>Prior Learning:</b> New unit – year 3 vocabulary.</p> <p><b>Curriculum Links:</b> English – speaking and listening Geography – towns and places.</p> <p><b>Resources:</b> power points Music for stations game (suggested one of the French songs learned) Atlases • French-English dictionaries • Access to the Internet. Strips of paper for Line Bingo</p>		<p>Music for Stations Game (suggested one of the French songs learned)</p> <ul style="list-style-type: none"> <li>• English/French dictionaries (optional)</li> <li>• Access to online translators (optional)</li> <li>• ‘Splatters’ such as fly swatters or rolled up paper for Splat Game</li> </ul>
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