



Mandale Mill Primary Long Term Planning

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	<u>(I am Warrior/Traders and Raiders)</u> 1066 Day 1 of Autumn Term will be Engage activities.		Potions Day 1 of Spring Term will be Engage activities.		Bottoms, Bile and Burps Day 1 of Summer Term will be Engage activities.	
English	Key Performance Indicators					
	Reading <ul style="list-style-type: none"> Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub- inter-, super- anti-, auto-, -ation, -ous as listed in English Appendix 1. (Word Reading) Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word - linked to spelling English Appendix 1. (Word Reading) Maintain positive attitudes to reading and understanding of what he/she has read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Word Reading) Maintain positive attitudes to reading and understanding of what he/she has read by using dictionaries to check the meaning of words that he/she has read. (Comprehension) Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context. (Comprehension) Understand what he/she reads independently by drawing inferences such as inferring characters 'feelings, thoughts and motives from their actions and justifying inferences with evidence taken from the text. (Comprehension) Understand what he/she reads independently by predicting what might happen from details stated and implied. (Comprehension) Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarising these. (Comprehension) Retrieve and record information from non-fiction over a wide range of subjects. (Comprehension) 					

Writing

- Draft and write by organising paragraphs around a theme. (Composition)
- Draft and write in narratives, creating settings, character and plot with consideration for the audience and purpose. (Composition)-ation, -ous
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. (Composition)
- Use Standard English forms for verb inflections instead of local spoken forms e.g. *we were* instead of *we was*, or *I did* instead of *I done* (Vocabulary, Grammar and Punctuation)
- Use fronted adverbials e.g. Later that day, *I heard the bad news.* (Vocabulary, Grammar and Punctuation)
- Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. (Vocabulary, Grammar and Punctuation)
- Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reported clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"* (Vocabulary, Grammar and Punctuation)

<u>Spoken Language</u>	<u>Spoken Language</u>	<u>Spoken Language</u>	<u>Spoken Language</u>	<u>Spoken Language</u>	<u>Spoken Language</u>
Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Perform poems from memory.	Show understanding of the main points and significant details in a discussion. Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required,	Listen and respond appropriately to adults and their peers. Show an awareness of how and when Standard English is used. Sequence and communicate ideas in an organised and logical way in complete sentences. Vary the amount of detail and choice of vocabulary dependent on the	Listen and respond appropriately to adults and their peers. Sequence and communicate ideas in an organised and logical way in complete sentences. Speak audibly and fluently with an increasing command of Standard English. Gain, maintain and monitor the interest of the listener.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Maintain attention and participate in collaborative conversations staying on the topic and initiating and responding to comments. Perform poems from memory.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Listen and respond appropriately to adults and their peers. Speak audibly and fluently with an increasing command of Standard English.

		purpose and audience. Perform poems from memory.			Gain, maintain and monitor the interest of the listener.
Reading Use dictionaries to check the meaning of unfamiliar words. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Reading Attempt pronunciation of unfamiliar words, noting the unusual correspondences between spelling and sound and where these occur in the word. Know which books to select for specific purposes. Retrieve and record information from non-fiction writing.	Reading Use dictionaries to check the meaning of words that they have read. Identify themes and conventions in a wide range of books.	Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur. Use dictionaries to check the meaning of words that they have read. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Reading Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Use dictionaries to check the meaning of words that they have read. Identify themes and conventions in a wide range of books.	Reading Use dictionaries to check the meaning of words that they have read. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Texts: Fiction Eagle of the Ninth - Rosemary Sutcliff Horrible Histories - Cut Throat Celts - Terry Deary Horrible Histories - Rotten Romans Romans on the Rampage - Jeremy Strong	Texts: Non-Fiction Romans Ancient Rome - DK Boudicca - Emma Fischell Escape from Pompeii - Christina Ballit See Inside Ancient Rome - Katie Daynes The Roman Record - Paul Dowswell	Texts: Non-Fiction Science - states of matter	Texts: Fiction Alice's Adventures in Wonderland - Lewis Carroll	Texts: Non-Fiction Science - digestive system	Texts: Fiction Demon Dentist - David Walliams

	Thieves of Ostia - Caroline Lawrence The Saga of Erik the Viking - Terry Jones I Was There 1066 - Jim Eldridge					
	<u>Key Author</u> Michael Murpurgo	<u>Key Author</u> Phillip Pullman		<u>Key Author</u> J.K. Rowling		
	<u>Writing Purpose</u> To entertain	<u>Writing Purpose</u> To inform	<u>Writing Purpose</u> To persuade	<u>Writing Purpose</u> To entertain	<u>Writing Purpose</u> To inform	<u>Writing Purpose</u> To entertain
	<u>Texts Types</u> Narrative Description Poetry Characters/settings	<u>Texts Types</u> Explanation Recount Letter Biography Newspaper article	<u>Text Types</u> Advertising Letter Speech Poster	<u>Text Types</u> Narrative Description Poetry Characters/settings	<u>Text Types</u> Explanation Recount Letter Biography Newspaper article	<u>Text Types</u> Narrative Description Poetry Characters/settings
	<u>Writing Composition</u> Draft and write by composing and rehearsing sentences orally. Plan writing by looking at similar pieces of writing and their structure. Evaluate and edit own work to grammar and vocabulary linked to conjunctions, adverbs and prepositions Proof read for spelling errors and punctuation (full stops, questions	<u>Writing Composition</u> Draft and write by composing and rehearsing sentences orally. Plan writing by looking at similar pieces of writing and their structure Evaluate and edit own work to grammar and vocabulary linked to conjunctions, adverbs and prepositions Proof read for spelling errors and punctuation (full stops, questions	<u>Writing Composition</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In narratives, creating settings, characters and plot. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group	<u>Writing Composition</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Organise paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Proof-read for spelling and punctuation errors.	<u>Writing Composition</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Organise paragraphs around a theme. In narratives, creating settings, characters and plot. Proof-read for spelling and punctuation errors.	<u>Writing Composition</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Organise paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub- headings].

	marks, commas for lists, apostrophes, inverted commas for speech) Read writing aloud to a group or whole class.	marks, commas for lists, apostrophes, inverted commas for speech) Read writing aloud to a group or whole class. Write non-narrative using headings and sub-headings. Organisation of texts Dialogue through	or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		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.	Proof-read for spelling and punctuation errors.
	<u>SPaG</u> Spelling Root words, rules for adding suffixes and prefixes (-ation, ous, ion, ian) Revisit Year 3 expectations. See National Curriculum 2014 English Appendix 2. Spell half the words on the Y3/4 word list. Revisit suffix 'tion' and 'sion' Vocabulary Grammar and Punctuation Paragraphing to organise ideas around a theme. Pronoun use to avoid repetition.	<u>SPaG</u> Spelling Commonly misspelt words. Prefixes and suffixes. Spell at least half the words on the Y3/4 word list. Introduce suffix 'ation'. Introduce words with the 's' sound spelt sc (Latin root). Vocabulary Grammar and Punctuation Use of fronted adverbials and use of comma. Plural/possessive apostrophe use. Pronoun use to avoid repetition.	<u>SPaG</u> Spelling Continue to learn the words on the Y3/4 word list. Prefixes - il, un, dis, mis, Adding ir- to words beginning with r. Words ending in zhun spelt -sion Homophones Vocabulary Grammar and Punctuation Use conjunctions, adverbs and prepositions to express time and cause.	<u>SPaG</u> Spelling Spell the words on the Y3/4 word list. Adding prefix super- Adding prefix sub- Possessive apostrophes with plural words. Homophones Vocabulary Grammar and Punctuation Use the present perfect form of verbs in contrast to the past tense. Use conjunctions, adverbs and prepositions to express time and cause.	<u>SPaG</u> Spelling Spell the words on the Y3/4 word list. Vocabulary Grammar and Punctuation Use conjunctions, adverbs and prepositions to express time and cause. Use commas after fronted adverbials.	<u>SPaG</u> Spelling Spell the words on the Y3/4 word list. Vocabulary Grammar and Punctuation Use the present perfect form of verbs in contrast to the past tense. Indicate possession by using the

		Noun phrases. Inverted commas. Determiners	Indicate possession by using the possessive apostrophe with plural nouns. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Use and punctuate direct speech. Use commas after fronted adverbials.	Indicate possession by using the possessive apostrophe with plural nouns.	possessive apostrophe with plural nouns. Use and punctuate direct speech. Use commas after fronted adverbials.
	Handwriting Check correct letter and number formation. Begin to use diagonal and horizontal strokes that are needed to join letters.	Handwriting Increase legibility, consistency and quality of handwriting. Use some joins fluently. Understands which letters, when adjacent to one another, are best left unjoined.	Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting.	Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting.	Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting.	Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting.

Maths

(See Maths LTP)

Key performance Indicators

Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1000.
- Count backwards through zero to include negative numbers.
- Order and compare numbers beyond 1000.
- Round any number to the nearest 10, 100 or 1000.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Recall multiplication and division facts for multiplication tables up to 12×12 .
- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Round decimals with one decimal place to the nearest whole number.
- Solve simple measure and money problems involving fractions, and decimals to two decimal places.

Measurement

- Convert between different units of measure e.g. kilometre to metre, hour to minute.

Geometry

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Plot specified points and draw sides to complete a given polygon.

Statistics

- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1 Place value	1 Multiplication and Division Multiplication tables	3 Place value Mental addition and subtraction	2 Geometry 2D and 3D shape, including sorting	6 Multiplication and Division	4 Place value (using measures)
	2 Place value and mental calculation	2 Multiplication and Division Written & mental multiplication	1 Fractions	3 Addition and subtraction (using statistics)	4 Addition and subtraction Decimals (money)	6 Addition and subtraction Problems
	1 Measures Perimeter	3 Multiplication and Division Written & mental division	2 Fractions & Division	3 Fractions	5 Addition & Subtraction (using measures)	4 Fractions
	1 Statistics Mental calculation	2 Measures Time	3 Measures Length, Mass & Volume	3 Geometry Angles	7 Multiplication and division (using measures)	6 Measures General
	1 Addition & Subtraction Written Addition	1 Geometry 3D shape	4 Multiplication and Division	4 Measures Time	5 Measures Time	2 Statistics
	2 Addition & Subtraction Written Subtraction	Consolidate and Assess	5 Multiplication and Division (using measures and money)	Consolidate and Assess	5 Geometry Properties	Consolidate and Assess.

Science (See Science LTP - links to topic)	Y4 Electricity - identify appliances/construct simple circuits/test loops/switches open and close circuits/conductors and insulators (Link to Y6) Y4 Sound - How is sound made? Recognise that vibrations travel/Patterns - pitch and features of objects/patterns - volume and strength of vibrations		Y4 States of matter Compare + group materials - solids, liquids and gases. Observing/ heating/ cooling and effects. Evaporation/ condensation and The Water Cycle		Y4 Living things and their habitats Grouping/classification keys/local + wider environment/How environments can change and implications for living things. Y4 Animals including humans - digestive system in humans/food chains Y4 Teeth types; Tooth decay and hygiene The digestive system	
	*NB Please refer to National Curriculum for investigative skills which will be an ongoing foci for each year group. Children are expected to complete at least <u>ONE</u> investigation per half term as part of their Science provision.					
Computing (See Computing LTP)	We are programmers (Programming)	We are bug fixers (Computational thinking)	We are musicians (Creativity)	We are co-authors (Communication/ collaboration)	We are opinion pollsters (Productivity)	We are meteorologists (Productivity)
	E-Safety - Online Research Objectives Link to PSHE		E-Safety - Communication and Collaboration Objectives		E-Safety - Awareness Objectives Link to PSHE	
History (See History LTP - links to topic)	Devise historically valid questions about change, cause, similarity and difference, and significance. Romans, Anglo Saxons, Vikings The Roman Empire and its impact on Britain / Britain's settlement by Anglo-Saxons and Scots / The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 1066		Historic use of potions		Devise historically valid questions about change, cause, similarity and difference, and significance.	

<p>Geography</p>	<p>Comparing Britain and Italy; Using maps; Locational knowledge; Human and physical geography Using maps; Settlements; Europe Human and physical geography</p>	<p>Rivers and mountains Locate on maps, atlases and globes. The Water Cycle.</p>	<p>Physical geography - climate zones, biomes and vegetation belts</p>
<p>Art & Design (See Art & Design LTP - links to topic)</p>	<p>Andy Warhol (1928- 1987) / Jackson Pollock (1912-1956) Texture/Printing</p>	<p>No known artists - use the internet to look at statues and artefacts that have been found. Sculpture/Sketching/Painting</p>	<p>Christian Riese Lassen/ Al Barnes/ Dave Baroncelli/ Kevin Brant Drawing/Painting</p>
<p>Design & Technology (See D&T LTP - some links to topic)</p>	<p>Design - Squeezy torch (switches for a functional product) Food - Make soup using seasonal vegetables Use the hob to cook soup/peel vegetables/spoon ingredients into the mixture/measure the ingredients/cut the vegetables</p>	<p>Design - Make a sunglasses case (2-D fabric to make 3-D products and patterns and fastening techniques) Food - Design a smoothie</p>	<p>Design - Make a shadow puppet using materials of the past (fixed and loose pivots) Food - healthy food for the digestive system</p>

Music (See Music LTP - some links to topic)	Weeks 1-3 Poetry Performance. Link to English Weeks 4-6 Environment Composition Link to Science	Weeks 1-3 Sounds Exploring Sounds Link to Science Weeks 4-6 Recycling Structure Link to Art	Weeks 1-3 Building Beat Link to PSHE Weeks 4-6 Around the World Pitch Link to Geography	Weeks 1-3 Ancient Worlds Structure Link to History Weeks 4-6 Singing Spanish Pitch Link to Languages	Weeks 1-3 Communication Composition. Link to English Weeks 4-6 Time Beat Link to Maths	Weeks 1-3 In the Past Notation Link to PE Weeks 4-6 Food and Drink Performance Link to DT/Science
	Waltz	Slavonic Dance No.8	Pachabel's Canon	Hornpipe	The Sabre Dance	Rhapsody in Blue
Physical Education (See PE LTP)	Hockey	Dance	Gym- equipment	Games -Rugby	Cricket and Tennis	Athletics (running)
Personal, Social, Health and Economic (See PSHE LTP)	Introducing Yasmine and Tom Online Technology Link to Computing	Keeping safe Gender Stereotypes Link to Computing	Life cycles	My body	Feelings	Relationships
Religious Education (See RE LTP - Stockton Agreed Syllabus)	Hinduism Diwali	Christmas Christianity journeys	Christianity The church	Christianity Why is Easter important?	Islam 5 pillars	Religion and faith in our local community.
Languages (French) Salut!	Playtime	My home	My Town Link to RE	Describing People	The Body	Sport Link to PE (Health and Fitness Week)

LIFE SKILLS						
HEALTHY LIFESTYLES						
MENTAL HEALTH AND WELLBEING						
ECO AWARENESS						
SAFETY						