



St Joseph's  
Catholic Primary School



Year 4 Long Term Plan 2019-2020

| Subject      | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
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| Visits       | Residential   | Benwell Vellum  | Segedunum  | Life Centre  | Anglo-Saxon Visitor  | Creperie   |
| English      | Narrative- Stories from Imaginary worlds<br>The Dream Giver ( Literacy Shed)  | Narrative<br>Non-Chronological reports – Features of European Landmarks<br>Explanation Texts – What is the water cycle?<br>Poetry: by heart and nonsense  | Narrative- Stories with a Historical setting.<br>Diary of a Roman Soldier<br>Roman Diary – the journey of Iliona by Richard Platt  | Narrative-Fairy stories<br>Recount- Newspaper reports (Three little pigs)<br>The Usborne Book of Fairy tales by Stephen Cartwright and Heather Amery.<br><br>The True Story of the Three Little Pigs by Jon Scieszka   | Narrative- Myths and Legends<br>Instructional texts- How to play an Anglo-Saxon game   | Syllabic Poetry – Haiku and Tanka<br>Persuasive Texts- persuade a person to visit a holiday destination.   |
| Class Reader | The Iron Man  | The Works of Michael Morpurgo   | The Firework Maker's Daughter  | Peter Pan  | Charlie and the Chocolate Factory  | To be voted for by class   |
| Spellings    | <b>Revision of work from Year 3</b><br>Pay special attention to the rules for adding suffixes<br><br><b>Adding suffixes beginning with vowel letters to words of more than one syllable</b><br>forgetting, forgotten, beginning, beginner, prefer, preferred, | <b>The suffix –ation</b><br>information, adoration, sensation, preparation, admiration<br><b>The suffix –ly</b> sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically | <b>dis-, mis-</b> : disappoint, disagree, disobey<br>misbehave, mislead, misspell (mis + spell)<br><b>in-</b> : inactive, incorrect<br>illegal, illegible<br>immature, immortal, impossible, impatient, imperfect<br>irregular, irrelevant, irresponsible<br><b>re-</b> : redo, refresh, return, | <b>Words with endings sounding like /zə/ or /tʃə/</b> measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure<br><b>Endings which sound like /zən/</b> division, invasion, confusion, decision, collision, television<br><b>The suffix –ous</b><br>poisonous, dangerous, | <b>Words with the /k/ sound spelt ch (Greek in origin)</b><br>scheme, chorus, chemist, echo, character<br><b>Words with the //j/ sound spelt ch (mostly French in origin)</b> chef, chalet, machine, brochure<br><b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b> | <b>Possessive apostrophe with plural words</b> girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)<br><b>Homophones or near-homophones</b><br>accept/except, affect/effect, ball/bawl, |

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|  | gardening, gardener, limiting, limited, limitation   | <b>The /ɪ/ sound spelt y elsewhere than at the end of words</b> myth, gym, Egypt, pyramid, mystery<br><b>The /ʌ/ sound spelt ou</b> young, touch, double, trouble, country  | reappear, redecorate<br><b>sub-</b> : subdivide, subheading, submarine, submerge<br><b>inter-</b> : interact, intercity, international, interrelated (inter + related)<br><b>super-</b> : supermarket, superman, superstar<br><b>anti-</b> : antiseptic, anti-clockwise, antisocial<br><b>auto-</b> : autobiography, autograph | mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous<br><b>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</b> invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician | league, tongue, antique, unique<br><b>Words with the /s/ sound spelt sc (Latin in origin)</b> science, scene, discipline, fascinate, crescent<br><b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b> vein, weigh, eight, neighbour, they, obey | berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's |
| <b>Spelling, Grammar and Punctuation</b> | The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]<br>Determiners<br>Conjunctions<br>Adverbs<br>Direct speech<br>Present Perfect tense<br>Paragraphs | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]<br>Pronouns for clarity and cohesion<br>Possessive Pronouns | Indicating possession by using the possessive apostrophe with plural nouns<br>The grammatical difference between plural and possessive –s<br>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]<br>Noun phrases expanded   | Using and punctuating direct speech<br>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!]   | Standard English forms for verb inflections<br>Paragraphs- organise ideas around a theme  | Spell using the suffix –ation<br>Spell using the suffix –ly<br>Spell using the suffix –ous<br>Spell words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian  |

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|                     |   | Fronted adverbials<br>Commas after a fronted adverbial   | by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)   |  |  |  |
| <b>Maths</b>        | <p>Number: place value of ones, tens, hundreds and thousands</p> <p>ordering and comparing 4-digit numbers</p> <p>adding and subtracting with numbers up to four digits</p> | <p>Number: multiplication and division facts up to 12 x12</p> <p>Measurement: area of rectilinear shapes by counting squares</p> | <p>Number: common equivalent fractions, add and subtract fractions with the same denominator</p> <p>Measurement: convert between different units of measures e.g. hour to minutes</p> <p>read, write and convert time between analogue and digital 12 and 24 hour clocks.</p> | <p>Number: decimal equivalents of any number of tenths and hundredths and of common fractions</p> <p>divide numbers by 10 or 100 and identify the value of the digits</p> <p>round decimals</p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>Measurement: solve simple measure and money problems involving fractions and decimals, estimate, compare and calculate money to pound and pence.</p> | <p>Number: fluency, reasoning and problem-solving with decimals</p> <p>Measurement - money and time</p> <p>Geometry: properties of shape, position and direction</p> | <p>Measurement: measure and convert between common standard units of measure including money and time.</p> <p>Statistics: data sets as bar charts or time graphs, interpret and interrogate results.</p> <p>Geometry: name and classify angles and triangles and quadrilaterals with special properties</p> <p>identify and use line symmetry</p> <p>plot points in the first quadrant of co-ordinate grids</p> <p>describe translations</p> |
| <b>Times Tables</b> | Recall multiples of 3,4 and 8 up to 12 x in any order, including missing numbers and related division facts fluently.   | Recall multiples of 6 in any order, including missing numbers and related division facts fluently.                               | Recall multiples of 6 in any order, including missing numbers and related division facts fluently.  | Recall multiples of 7 in any order, including missing numbers and related division facts fluently.   | Recall multiples of 9 in any order, including missing numbers and related division facts with growing  | Recall multiples of 9 in any order, including missing numbers and related division facts fluently.   |

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|                   | Fluently count in 6's in order up to 12 x 6, using multiples of 3 to support.  | Fluently count in 7's in order up to 12 x 7.   | Recall multiples of 7 in any order, including missing numbers and related division facts with growing fluency.  | Fluently count in 9's in order up to 12x9.<br>Fluently count in 11's in order up to 12x11.   | fluency (using 10x and adjusting by 1 group to find 9x as a strategy)<br>Recall multiples of 11 in any order, including missing numbers and related division facts fluently.<br>Fluently count in 12's in order up to 12x12.              | Recall multiples of 12 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by adding 2 more groups). |
| RE                | Domestic Church:<br>Sacramental Preparation:<br>Reconciliation/Anointing of the Sick:<br>Other world faiths: Judaism<br>Advent/Christmas:  |  | Local Church:<br>Other world faiths: Islam<br>Eucharist:<br>Lent/Easter:<br>Sacramental Preparation- First Holy Communion   |  | Pentecost:<br>Baptism/Confirmation:<br><br>Universal Church:  |   |
| Science           | <b>'Living things and their habitats'</b><br>explore a variety of ways to identify, sort, group and classify living things.<br>learn how animals are split into 'vertebrates' and 'invertebrates'<br>begin to consider the differences between living things within these classifications. | <b>'Sound'</b><br>how vibrations cause sounds and how sounds travel, how sounds can change pitch and loudness. | <b>'Animals including Humans'</b><br>describe the simple functions of the basic parts of the digestive system in humans<br>identify the different types of teeth in humans and their simple functions<br>construct and interpret a variety of food chains, identifying producers, predators and prey. | <b>'States of Matter'</b><br>compare and group materials together, according to whether they are solids, liquids or gases.<br>observe that some materials change state when they are heated or cooled, measure or research the temperature at which this happens in degrees Celsius (°C).<br>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | <b>Electricity</b><br>learn about electrical circuits and test materials ability to conduct electricity.<br>build their own circuit to create a buzz-wire game<br>understand more about electricity and investigate the dangers it poses. |   |
| History/Geography | <b>A local History study:</b><br>Why did the Romans settle in Benwell?   | <b>What can we discover about Europe?</b><br>Places, features and  | <b>The Roman Empire and its impact on Britain:</b><br>What was daily life like for  | <b>Why does Italy shake and roar?</b><br>Bay of Naples.  | <b>Britain's settlement by the Anglo Saxons and Scots:</b>  | <b>Local fieldwork – Map skills</b>   |

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|   |  | people.<br>Focus: land use, key human and physical features and locations. | Romans?  | Focus: region in Europe, physical and human characteristics, tectonics. Compare to North East England. | What happened when the Romans left Britain?   |  |
| <b>Art and Design<br/>Design Technology</b> | Architecture - Bridges<br>Sculpture<br>Visual Element – Line, shape, form  | Famous British Artists<br>Painting<br>Visual Element – Colour              | Famous International Artist *Exhibition<br>Painting<br>Visual Element – Colour, Tone   | Creative RE - Easter<br>Painting<br>Visual Element – Shape, form                                       | The work of Mary Anne Rogers<br>Textile and Collage<br>Visual Element – Texture   | Textile and Collage<br>Visual Element – Pattern                                      |
| <b>FL (French)</b>                          | Our weather  | My world (cross curricular)  | My house   | My hobbies   | Creperie/restaurant (Café theme)  | My food  |
| <b>Computing</b>                            | <u>Digital Literacy</u><br>ensure children are aware of E-Safety issues when using the Internet.<br><br><u>Computer Science</u> <ul style="list-style-type: none"> <li>○ develop programming skills that include coding skills</li> <li>○ using Scratch.</li> </ul> <u>Information Technology</u> develop multimedia skills and word processing skills to present a variety of information to an audience. |  | <u>Digital Literacy</u><br>ensure children are aware of E-Safety issues when using the Internet.<br><br><u>Computer Science</u> children will further develop their programming skills in coding using various programmes such as code.org.<br><br><u>Information Technology</u> develop multimedia and word processing skills to present information to an audience through filming and editing using the green screen. |  | <u>Digital Literacy</u><br>ensure children are aware of E-Safety issues when using the Internet.<br><br><u>Computer Science</u> children will further develop their programming skills in coding using various programmes.<br><br><u>Information Technology</u> develop graphing and data branching skills using excel and Purple Mash. use Word and Power Point documents to present work. |  |
| <b>PE</b>                                   | Active Kids Programme<br>Basketball<br><br>NUFC<br>Gymnastics<br>Fundamental Movement  | Active Kids Programme<br>Boxercise<br><br>NUFC<br>Football                 | Active Kids Programme<br>Basketball<br><br>NUFC<br>Dance<br>Modified Team Games  | Active Kids Programme<br>Aerobic Fitness<br><br>NUFC<br>Problem Solving                                | Active Kids Programme<br>Tennis<br><br>NUFC<br>Athletics and Fitness<br><br>Swimming  | Active Kids Programme<br>Tennis<br><br>NUFC<br>Striking and Fielding<br><br>Swimming |

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| PSHCE | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• To reflect on and celebrate achievements, identify strengths, areas for improvement, set high aspirations and goals.</li> <li>• To deepen understanding of good and not so good feelings, to extend vocabulary to enable pupils to explain both the range and intensity of their feelings to others.</li> <li>• To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</li> </ul> |  | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>•To understand that actions affect themselves and others.</li> <li>•To understand how to recognise bullying and abuse in all its forms.</li> <li>•To recognise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours.</li> <li>•To develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give rich constructive feedback and support to benefit others as well as themselves.</li> <li>•To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, religious diversity, age, gender and disability.</li> </ul> |  | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• To show concern for the communities to which they belong and be aware that their behaviour has an impact upon them</li> <li>• To identify injustices in the wider world</li> </ul> <p>NUFC – Match Fit</p> <p>RSHE – Life to the Full</p> | RSHE – Life to the Full |
| Music | <p>Newcastle Music Service Programme</p> <p>Children learn to read and compose music and play the pocket trumpet as part of an ensemble.</p>  |  |  |  |  |                         |