



# KS2 | LONG TERM PLANNING | YEAR 4



Y4	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	Getting to know you	Planet Earth	Exciting Egyptians	Christmas	Sticks, Stones and Iron	The Americas	Terrible Tudors	Weather: EXTREME
Secrets of Success	Try new things	Work Hard	Concentrate	Understanding others	Push Yourself	Improve	Don't Give Up	Imagine
Role Play	The Jungle: On the ground	Navigation Station The Lonely Planet	Mummification Station	Wrapping & Making (Fine Motor)	Construction (Sticks, stones and iron)	Travel Agents	Investigation Station: Science (Electricity)	Weather Station
Authors	Michael Rosen				Martin Handford		Cressida Cowell	
Reflection Corner	Come and join us		Gifts		The best that we can be		Memories	
External events, Trips and visits	Bonding Activities	Curriculum Evening  Attend Harvest Assembly  School Journey: Grosvenor Hall & Soirée	PTA Funded: Egyptian Workshop  Gymnastics Competition	Christmas Making Day  Evening Carol Concert  Attend Christmas Service	Inter-School Cross Country  Lower School Orchestra  Art Week	Book Week  Attend Easter Service  Football Friendlies	Class Assemblies  Hampton Court	District Sports  Sports Day  Summer Concert
Spoken Language								

English		<p><b>Create Jaguar/ Gorilla Posters (Writing to Persuade)</b></p> <p><b>Grovesnor Hall- Writing to inform</b></p> <p><b>Instructions- Writing to persuade</b></p> <p>KPI- I can organize paragraphs around a theme</p> <p>KPI – In narratives I create settings, characters and plot</p> <p>I can use joined-up handwriting throughout all independent writing</p>	<p>KPI- I can chose an appropriate pronoun or noun within and across sentences to avoid repetition</p> <p>KPI- I can use inverted commas and other punctuation to indicate direct speech</p> <p>I can place the apostrophe in words with regular plurals (eg girls' boys') and words with irregular plurals (eg children's)</p>		<p>KPI- I can use standard English forms for verb inflections instead of local spoken forms</p> <p>I can recognize the difference between standard and non-standard English</p>	<p><b>KPI- I can use fronted adverbials</b></p> <p><b>I can write for a range of real purposes and audiences</b></p> <p><b>I can adopt, create and sustain a range of roles</b></p>	<p>KPI – I can proof read for spelling and punctuation errors</p> <p>I can use vocabulary, grammar and punctuation concepts</p>	<p>KPI- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>I can spell most words taught so far accurately and be able to spell words by using what has been learnt about spelling in English</p>
	Reading							

<b>Maths</b>	<p>Mental addition and subtraction</p> <p>Problem Solving, reasoning and algebra</p> <p>Number and place value</p> <p>Mental multiplication and division</p> <p>Written multiplication and division</p> <p>Fractions, ratio and proportion</p> <p>Measurement</p> <p>Decimals, percentages and their equivalence to fractions</p> <p>Written addition and Subtraction</p>	<p>Mental multiplication and division</p> <p>Problem Solving, reasoning and algebra</p> <p>Fractions, ratio and proportion</p> <p>Decimals, percentages and their equivalence to fractions</p> <p>Number and place value</p> <p>Written addition and Subtraction</p> <p>Written multiplication and division</p> <p>Measurement</p> <p>Statistics</p>	<p>Number and place value</p> <p>Problem Solving, reasoning and algebra</p> <p>Written addition and Subtraction</p> <p>Mental multiplication and division</p> <p>Written multiplication and division</p> <p>Measurement</p> <p>Fractions, ratio and proportion</p> <p>Geometry of shape</p>	<p>Decimals, percentages and their equivalence to fractions</p> <p>Number and place value</p> <p>Addition, subtractions, multiplication &amp; division</p> <p>Measurement</p>	<p>Number and place value</p> <p>Problem Solving, reasoning and algebra</p> <p>Decimals, percentages and their equivalence to fractions</p> <p>Addition, subtractions, multiplication &amp; division</p> <p>Measurement</p> <p>Geometry of shape</p> <p>Fractions, ratio and proportion</p>	<p>Mental addition and subtraction</p> <p>Problem Solving, reasoning and algebra</p> <p>Geometry of shape</p> <p>Statistics</p> <p>Fractions, ratio and proportion</p> <p>Decimals, percentages and their equivalence to fractions</p> <p>Addition, subtractions, multiplication &amp; division</p>
	<b>Science</b>	<p><b>Planet Earth: All Living Things</b></p>	<p><b>Animals including humans</b></p>	<p><b>States of Matter</b></p>	<p><b>Sound</b></p>	<p><b>Electricity</b></p>

<b>History</b>	(Focus on Geography)	<p><b>Was Cleopatra a Great Egyptian?</b></p> <p>(INVESTIGATE &amp; INTERPRET) To suggest suitable sources of evidence for historical enquiries</p> <p>To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</p>	<p><b>What changes happened in Britain from the Stone Age to the Iron Age?</b></p> <p>(CHRONOLOGY) To place events, artefacts and historical figures on a time line using dates</p> <p>To understand the concept of change over time, representing this on a time line.</p>	Focus on Geography)	<p><b>How has Reigate changed from Catherine Howard's time?</b></p> <p>(OVERVIEW OF HISTORY) To describe changes that have happened in the locality of the school throughout history</p> <p>To give a broad overview of life in Britain from ancient to medieval times</p> <p>(COMMUNICATE HISTORICALLY) To use appropriate historical vocabulary to communicate including dates, time period, ,era, change, chronology</p>	Focus on Geography)
<b>Geography</b>	<p><b>Planet Earth: Navigation Station</b></p> <p>(COMMUNICATE GEOGRAPHICALLY) To use the 8 points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the UK and wider world</p> <p>Use Geography fieldwork to measure and record. BV-The great British outdoors</p>	(Focus on History)	(Focus on History)	<p><b>The Americas</b></p> <p>(INVESTIGATE PLACES) To ask and answer geographical questions about the physical and human characteristics of a location</p> <p>(INVESTIGATE PATTERNS) Describe geographical similarities and differences between countries</p>	(Focus on History)  Describe how the locality of the school has changed over time	<p><b>Weather: EXTREME</b></p> <p>Describe and understand climate, volcanoes, earth quakes.</p> <p>(INVESTIGATE PLACES) To use a range of resources to identify the key physical and human features of a location</p> <p>Link to rainforests</p>
<b>Music</b>	Mamma Mia	<p><b>Christmas Concert</b></p> <p>(TO PERFORM) To play notes on an instrument with care so that they are clear To perform with control and awareness of others</p>	Benjamin Britten-Cuckoo	<p><b>Glockenspiel stage 3</b></p> <p>(TO COMPOSE) To create accompaniments for tunes ☐</p>	Lean on me	<p><b>Reflect, rewind and replay</b></p> <p>(TO DESCRIBE) To evaluate music using musical vocabulary to identify areas of likes and dislikes</p>

<b>PE</b>	<b>Playground Games</b> <b>GYMNASTICS</b> To refine movements into sequences (plan, perform and repeat sequences) To show changes of direction, speed and level during a performance To travel in a variety of ways, including flight, by transferring weight to generate power in movements.		<b>Netball</b>  <b>OUTDOOR AND ADVENTUROUS ACTIVITY</b>  <b>Dodgeball</b>	<b>Cross Country</b> <b>Basketball</b> <b>Team Building</b> <b>ATHLETICS</b> To run over a longer distance, conserving energy in order to sustain performance  To compete with others and aim to improve personal best performances	<b>Football</b> <b>Dance</b>	<b>Rugby</b> <b>Tennis</b>  <b>GAMES</b> To maintain possession of a ball (with, e.g. feet, a hockey stick or hands) To pass to team mates at appropriate times	<b>Athletics</b> <b>Cricket</b> <b>Rounders</b>	
	<b>Computing</b>	<b>E-Safety and Core skills</b>  (CONNECT) To give examples of the risks posed by online communications	<b>Digital Literacy</b>  Planet Earth: Google Earth/ Coding Grid References Bee-bots	<b>Computer Science</b> Coding – Mummies on the loose!  Recap Y3 targets: To use specific screen coordinates to control movement To set the appearance of objects and create sequence of changes To create and edit sounds, control when they are heard, their volume, duration and rests	<b>Digital Literacy and ICT</b> 2Type Sticks, Stones and Iron Poster/Presentation [Link to Literacy] (COMMUNICATE) To use some of the advanced features of applications and devices in order to communicate ideas, work or messages.	<b>Computer Science</b> The Americas: Coding Grid References Bee-bots	<b>Digital Literacy and ICT</b> Research the Tudors  2Type Write a diary as a Tudor	<b>Computer Science</b> (TO CODE) To specify conditions to trigger events To use IF THEN conditions to control events or objects
	<b>Design Technology</b>		<b>Planet Earth Cushion:</b>  (PRACTICAL SKILLS: TEXTILES) To understand the need for a seam allowance To join textiles with appropriate stitching To select the most appropriate techniques to decorate textiles  (DESIGN,MAKE, EVALUATE & IMPROVE) To refine work as progresses, continually evaluating the design	(Focus on Art)	<b>Build-a-bridge/ Brunel</b>  (INSPIRATION) To identify some of the great designers in the area of study to generate ideas for designs  (PRACTICAL SKILLS: CONSTRUCTION) To strengthen materials using suitable techniques	(Focus on Art)	(Focus on Art)	[Link to Science] (PRACTICAL SKILLS: ELECTRONICS) To create series and parallel circuits

<b>Art and design</b>	[Link to DT] TEXTILES To shape and stitch materials To use basic cross stitch and back stitch	<b>Hieroglyphics: Egyptian Artwork</b> (DEVELOP IDEAS) To develop ideas from starting points throughout the curriculum To collect information, sketches and resources  (MASTER TECHNIQUES: PRINTING) To use layers of two or more colours To Make printing blocks (e.g. from oiled string glued to a block)	Christmas Making Day	(Focus on DT)	<b>Landscapes rainforest watercolour/wax relief (Monet)</b>  (MASTER TECHNIQUES: PAINTING) To use watercolour paint to produce washes for backgrounds, then add detail To experiment with creating mood with colour Monet	Tudor objects still life (MASTER TECHNIQUES: DRAWING)  To use shading to show light and shadow To use hatching and cross hatching to show tone and texture	Tudor portraits link for school reports/ Holbein (Focus on DT)
	(READ FLUENTLY) To read out loud familiar words and phrases  (CULTURE) To describe with some interesting details some aspects of countries or communities where the language is spoken				(SPEAK CONFIDENTLY) To give response to questions about everyday events To pronounce words showing knowledge of sound patterns		(WRITE IMAGINATIVELY) To write one or two short sentences To write short phrases used in everyday conversations correctly
<b>French</b>							
<b>RE</b>	<b>The Bible's Big Story</b>	<b>Remembrance</b>	<b>Is peace the most important message at Christmas ?</b>	<b>Buddhism 1 What is Buddhism?</b>	<b>The contemporary Anglican church  Holy Communion</b>	<b>Buddhism 2 What does it mean to be a Buddhist?</b>	<b>Liturgy</b>
<b>PSHE</b>	<b>JIGSAW PUZZLE 1: Being Me</b>	<b>JIGSAW PUZZLE 2: Celebrating Difference</b> I can tell you a time when my first impression of someone changed as I got to know them		<b>JIGSAW PUZZLE 3: Dreams &amp; Goals</b>	<b>JIGSAW PUZZLE 4: Healthy Me</b> I can recognize when people are putting me under pressure and can explain ways to resist this when I want to	<b>JIGSAW PUZZLE 5: Relationships</b>	<b>JIGSAW PUZZLE 6: Changing Me</b> I can identify what I am looking forward to when I am in Year 5