






Castleway Primary School
Year 4 Curriculum Long Term Plan

English	<p>Fiction Genre : Setting narrative</p> <p>Purpose: to narrate</p> <p>Non-fiction Genre: Newspaper</p> <p>Purpose: To recount</p>	<p>Fiction Genre: Outsider narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Polar bears</p> <p>Purpose: To inform</p>	<p>Fiction Genre: Twisted narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Letter</p> <p>Purpose: To persuade</p>	<p>Fiction Genre: Myth Narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Defeating a monster</p> <p>Purpose: To inform</p>	<p>Fiction Genre: Refugee narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Diary</p> <p>Purpose: To recount</p>	<p>Fiction Genre: Invention narrative</p> <p>Purpose: To narrate</p> <p>Non-fiction Genre: Biography</p> <p>Purpose: To recount</p>
	<p>Quality text: The Whale</p> 	<p>Quality text: Leaf</p> 	<p>Quality text: The Lost Happy Endings</p> 	<p>Quality text: Arthur and the golden Rope</p> 	<p>Quality text: The Journey</p> 	<p>Quality text : Manfish</p> 
Book study	The Saga of Erik the Viking		King of the Cloud Forests		Secrets of a Sun King	



Mathematics		Place Value <ul style="list-style-type: none"> • Roman numerals to 100. • Round to the nearest 10. • Round to the nearest 100. • Count in 1,000s. • 1,000s, 100s, 10s and 1s. • Partitioning. • Number line to 10,000. • 1,000 more or less. • Compare numbers. • Order numbers. • Round to the nearest 1,000. • Count in 25s. • Negative numbers 	Length and Perimeter <ul style="list-style-type: none"> • Kilometres. • Perimeter on a grid. • Perimeter of a rectangle. • Perimeter of rectilinear shapes. 	Multiplication and Division <ul style="list-style-type: none"> • 11 and 12 times-table. • Multiply 3 numbers. • Factor pairs. • Efficient multiplication. • Written methods. • Multiply 2-digits by 1 –digit. • Multiply 3-digits by 1-digit. • Divide 2-digits by 1-digit • Correspondence problems. 	Fractions <ul style="list-style-type: none"> • What is a fraction? • Equivalent fractions • Fractions greater than 1. • Count in fractions. • Add 2 or more fractions. • Subtract 2 fractions. • Subtract from whole amounts. • Calculate fractions of a quantity. • Problem solving – calculate quantities 	Decimals <ul style="list-style-type: none"> • Make a whole • Write decimals. • Compare decimals. • Order decimals. • Round decimals. • Halves and quarters. 	Statistics Geometry <ul style="list-style-type: none"> • Identify angles. • Compare and order angles. • Triangles. • Quadrilaterals. • Lines of symmetry. • Complete a symmetric figure
		Addition and Subtraction <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1000s. • Add two 4-digit numbers – no exchange. • Add two 4-digit numbers – one exchange. • Add two 4-digit numbers – more than one exchange. • Subtract two 4-digit numbers – no exchange. • Subtract two 4-digit numbers – one exchange. • Subtract two 4-digit numbers – more than one exchange. • Efficient subtraction. • Estimate answers. • Checking strategies 	Multiplication and Division <ul style="list-style-type: none"> • Multiply by 10. • Multiply by 100. • Divide by 10. • Divide by 100. • Multiply by 1 and 0. • Divide by 1. • Multiply and divide by 6. • 6 times-table and division facts. • Multiply and divide by 9. • 9 times-table and division facts. • Multiply and divide by 7. • 7 times-table and division facts. 	Area <ul style="list-style-type: none"> • What is area? • Counting squares • Making shapes <ul style="list-style-type: none"> • Comparing area. 	Decimals <ul style="list-style-type: none"> • Recognise tenths and hundredths. • Tenths as decimals. • Tenths on a place value grid. • Tenths on a number line • Divide 1 digit by 10 • Divide 2 digits by 10 • Hundredths • Hundredths as decimals • Hundredths on a place value grid • Divide 1 or 2 digits by 100. 	Money <ul style="list-style-type: none"> • Pounds and pence. • Ordering amounts of money. • Using rounding to estimate money. • Four operations. Time <ul style="list-style-type: none"> • Hours, minutes and seconds. • Years, months, weeks, days. • Analogue to digital – 12 hour • Analogue to digital – 24 hour 	Position and Direction <ul style="list-style-type: none"> • Describe position. • Draw on a grid. • Move on a grid. • Describe a movement on a grid.
Main Project		Invasion 		Misty Mountain, Winding River 		Ancient Civilisations 	
Mini project	Science	Animals including humans	Sound	States of Matter	Living things and their habitats	Electricity	

	Art	Contrast and complement	Warp and Wept	Vista	Animal	Statues, Statuettes and Figurines	Islamic Art
	DT	Fresh Food, Good Food		Functional and Fancy Fabric		Tomb builders	
	Geography	Interconnected World		Covered in main project		Geography revision and retrieval practice	

Computing & ICT	4.3 Branching Databases (2Question)	4.4 Exploring Simulations (Co-Spaces)	4.2 QR Codes (iPads)	4.1 Digital Citizens Unit 2 (Esafety)	4.5 Scratch Unit 2	4.6 Stop Motion Animation (iPads)
	Building from: 3.3 Databases (2Investigate) Leading to: 5.3 Introduction to Spreadsheets - Excel	Building from: 3.4 Logo (Purple Mash) Leading to: 5.4 Creating music using code (Scratch)	Building from: 3.2 Multimedia Presentation (Powerpoint) Leading to: 5.2 3D Modelling (Sketchup)	Building from: 3.1 Digital Citizens Unit 1 (Esafety) Leading to: 5.1 Computer Networks and Online Safety	Building from: 3.5 Scratch Unit 1 Leading to: 5.5 Kodu Unit 1	Building from: 3.6 Producing Digital Images (iPad and PC) Leading to: 5.6 Podcasting
Music Brass lessons from Edsential	Basic scales Controlling changes of tempo within a piece Repetition Ostinato Suggest improvements to musical performances of others	Reading and recording rhythms of crotchets and quavers Togetherness with phrases Simple patterns Moving and singing together. Performance discipline Holding a part Suggest improvements to musical performances of others	Metre-strong and weak beats Unison, melody/accompaniment/layers Selecting and controlling Conducting changes of dynamic from piano to forte Simple partner songs, rounds and songs with simple counter melody	Reading and recording crotchets, quavers, semibreves and minims Rests Moving and singing together. Performance discipline Holding a part Conducting beats within simple time signatures Suggest improvements to musical performances of others	Scales Form and sectional structures Verse and chorus Reading and recording crotchets, quavers, semibreves and minims Rests Voices for different characters and mood Tunes with small leaps and more than an octave Increasingly complex rhythms and melodies	Using musical elements to create a mood or effect Perform and compose music using the interrelated dimensions to create mood or effect Moving and singing together. Performance discipline Holding a part Choosing vocal qualities appropriate to style of music Balance between parts More complex melodies requiring vocal agility
MFL Spanish	Using a variety of activities, phonics is taught starting with the vowels. Numbers 1-10 and are learnt in conjunction with asking and giving their age . Other key phonic sounds are taught through rhyming stories, sing songs, practising tongue twisters with further opportunities to make the sound-written link by listening to words and anticipating their spelling. They will learn nouns (pencil case items) and be aware of gender through colour coding. The verb forms 'tengo – I have', 'es – it is' will be used.		The theme is animals and colours . The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of animal nouns and colours . The key verbs 'es' (he/she/it is), 'son' (they are), hay (there is/are) are introduced and there is an introduction to 'también' (also/too/as well), 'pero' (but) .		Pupils are asked to retell a familiar story – The Very Hungry Caterpillar – in Spanish, reviewing vocabulary as well as an introduction to new words – days of the week, fruits, foods . Activities developing memory and practising pronunciation, will lead pupils to retelling the story in one of a variety of verbal ways – with pictures, video, or with video and subtitles creating a successful outcome for all.	

Physical Education and wellbeing	Fundamental Movement Skills <ul style="list-style-type: none"> There are twelve basic fundamental movement skills considered to be building blocks for movement. The twelve fundamental movement skills presented in this unit are: catch, kick, run (sprint), hop, skip, vertical jump, side gallop, overarm throw, ball bounce, leap, dodge and forehand strike. 	OAA <ul style="list-style-type: none"> Describe how the body reacts at different times within the exercise period and how this affects their performance; explain why exercise is good for their health; follow a map to move around a less familiar space; follow a map with increasing accuracy and confidence, within a set time limit; be able to bring the correct equipment for the activity; show leadership skills with growing confidence; be aware of dangers presented by weather conditions and be able to explain what they would do in different situations. 	Dance <ul style="list-style-type: none"> Demonstrate a range of dance techniques, such as unison, canon, repetition Combine and link an increasing number of movement phrases and patterns. Respond and react accordingly to their partners/ group members dance movements 	Net and Wall Games <ul style="list-style-type: none"> Understand the concept of open space, maintaining a rally, defending a space and setting up an attack for net/wall games Demonstrate correct V-grip of a racket Demonstrate proper ready position, proper execution and follow through of a forehand serve Control how much power is required to send the equipment various distances In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. 	Invasion Games <ul style="list-style-type: none"> This unit lays the foundations for future invasion games units, in which children will play more challenging games involving a greater number of players. They will learn a wider range of techniques, how to plan tactics as a team, and how to apply them as a team member. They will learn that they can use invasion games skills in different ways in other types of game. They will also find out how playing games can contribute to good health. They will learn how to evaluate their own and others' performances, and how to identify a focus for improvement. 	Athletics <ul style="list-style-type: none"> In this unit pupils will further develop their ability to throw/jump for distance, using a range of objects and over increasing heights. Pupils will accurately replicate athletic challenges and competitions that require thought, speed and stamina. In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance. To be able to follow safety procedures and handle specific equipment
Sports	Football	Hockey	Rugby	Rounders/Cricket	Tennis	Netball/Basketball
Religious Education	The Bible	Peace	Buddhism	Forgiveness/Easter	Special Places	Journeys
CPHSE	Being in My World Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Celebrating Difference Challenging Assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends an boyfriends Showing appreciation to people and animals	Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change



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