Year 4 Long Term Plan 2022-2023

ENGLISH			
Reading	**Year 3 – Year 6** Phonics intervention for those identified 1:1 reading with an adult Reading Plus		**Content Domain Whole Class Lesson – 6 chunks of 2 weeks with same text** **Chunk 1 –** Teacher to read text – text orientation and vocabulary **Chunk 2 –** Vocabulary and retrieval + word meaning activity **Chunk 3 –** Inference modelled **Chunk 4 –** Alternating content domain modelled **Chunk 5 –** Alternating content domain questions **Chunk 6 –** Variety of content domain questions
Reading objectives	**Word Reading**	**Phonics / Blending**	Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words
		Prefixes / suffixes / root words / contractions	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
		CEW	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
		Fluency	Read fluently, decoding longer words testing out different pronunciations. Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context Ask questions to improve their understanding of a text
		Range of texts	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they read themselves taking turns and listening to what others say Read books that are structured in different ways and reading for a range of purposes
		Familiarity with texts	Increase familiarity with a wide range of books, including, myths and legends, and retelling some of these orally (split objective with Y3)
	Comprehension	**Vocab 2a**	Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader's interest and imagination
		Retrieval 2b	Retrieve and record information from non-fiction using their knowledge of text structure e.g. headings / sub-headings, contents page.
		Summarising 2c	Identify main ideas drawn from more than 1 paragraph and summarise these
		Inference 2d	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
		Prediction 2e	Predict what might happen from details stated and implied
		Relationship Word Choice Comparison / authorial intent 2f, 2g, 2h	Identify themes and conventions in a wide range of books (e.g. triumph of good over evil) Identify how language contributes to meaning Identify how structure, and presentation contribute to meaning e.g. (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings
	Poetry and performance		Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action to show an awareness of the audience Recognise some different forms of poetry [for example, free verse, narrative poetry]

	AUTUMN		SPRING		SUMMER	
	Autumn 1 (7 Weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks and 4 days)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6weeks & 3 days)
	Reading for pleasure / class reads / novels					
	The girl of ink and stars by Kieran Millwood Hargrave	One Christmas Wish by Katherine Rundell	Empire's end: A Roman's story By Leila Rasheed	Legend of Podkin One ear by Kieran Larwood	Anglo Saxon Boy by Tony Bradman	Rumblestar By Abi Elphibstone
Writing Curriculum	**Why should we remember the Maya? Electricity**	**How do volcanoes & earthquakes occur?**	**How did Romans change the life in Britain?**	**Teeth How are our coasts changing?**	**What was life like in Britain at the time of the Anglo-Saxon and Scots invasion?**	**What's significant about Africa?**
Stimulus	Don't be scared – Caroll Ann Duffy The Maya - Rainplayer	Escape from Pompeii by Christiana Balit	There's an Alien in the Classroom – Gervais Phinn The Romans The Journal of Iliona	Legend of Podkin One ear by Kieran Larwood	The Sun – Wes Magee Spring term unit of study	The Boy who biked the world-Africa Macavity by T.S Eliot
Writing Genres	Dear Teacher: Informal letter (1) News report life without electricity (2) Poetry by heart Don't be scared – Caroll Ann Duffy (1) Explanation text What happened to the Maya? (2) Diary writing based on The Rainplayer (2)	Setting description based on a natural disaster (geography link) (2) Create a playscript based on an extract from Escape from Pompeii (2) Assessment week (1) Recount based on Escape from Pompeii (2)	Poetry by heart (1) **There's an Alien in the Classroom – Gervais Phinn Poetic writing There's a Roman in my classroom (1) Characterisation based on Boudicca (2) Narrative writing An alternative ending to Journal of Iliona (2)	Non-Chronological report on teeth (science link) (2) Assessment week (1) Book review Podkin One Ear (2)	Poetic writing (metaphors) based on Volcanoes/ Earthquake Narrative writing an animal tale (science link) (2) Balanced Argument Anglo Saxons and the Scots (2)	Letter A trip to Africa Based on The Boy who biked the world – Africa by Alastair Humphreys (2) Sports Week (1) Recount of a day in Sports Week (2) Assessment Week (1) Poetry by heart Macavity by T.S Eliot (3 days)

Poetry	Autumn 1-Poetry by heart – 1 Week Don't be scared – Caroll Ann Duffy Metaphor poem **Don't be scared – Caroll Ann Duffy**	Autumn 2- no poetry in lessons (prioritise poetry 10 mins end of day for 1 week) Cover Limericks Limericks The Three Limericks by Michael Rosen https://childrens.poetryarchive.org/poem/three-limericks/	Spring 1 -Poetry by heart – 1 week Write a poem titled There's a Roman in my classroom and perform **There's an Alien in the Classroom – Gervais Phinn** Monologue – one voice Team Talk – Alan Ahlberg **There's an Alien in the Classroom – Gervais Phinn**	Spring 2- (prioritise poetry 10 mins end of day for 1 week) Cover any non-bold	Summer 1 -Metaphor Poem based on Volcanoes/Earthquake The Sun – Wes Magee – 2 Weeks Metaphor poem **The Sun – Wes Magee**	Summer 2-Poetry by heart -3 days Macavity by T.S Eliot Performance poetry **Macavity by T.S Eliot** The Treasures – Clare Bevan Today, I feel – Gervais Phinn The Trouble with My Brother – Brian Patten
Writing composition objectives	Using a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices) Writing narratives with a clear beginning, middle and end with a clear plot Proofreading and amending writing with growing confidence Organising writing into paragraphs around a theme Using standard English verb inflections accurately, (e.g. 'we were' rather than 'we was', 'I did' rather than 'I done')		Writing a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) Proofreading confidently and amending writing (e.g. adding in nouns/pronouns to avoid repetition) recognising where verbs and subjects do not agree or lapses in tense Creating more detailed settings, characters and plot in narratives to engage the reader Drafting and writing non-narrative material using simple organisational devices, e.g. headings and sub-headings Maintaining an accurate tense throughout a piece of writing Beginning to use a range of cohesive devices (e.g. topic sentences, transitions, conjunctions, adverbials, pronouns, synonyms) within and across paragraphs		Writing a range of narratives that are well-structured and well-paced Writing a range of non-fiction texts that are well-structured with appropriate layout devices Proofreading consistently and amending writing (including others'), correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion Creating detailed settings, characters and plot in narratives to engage the reader and add atmosphere	
Grammar and Punctuation	Focus on accurate punctuation – full stops Their, there and They're Paragraphs	Inverted Commas and speech marks Fronted adverbials Using appropriate determiners	Word classes – noun, adjective, adverb, determiner Commas after fronted Adverbials	Present perfect tense. Possessive pronouns. Apostrophes for singular and plural	Adverbials of manner Adjectives and fronted Adverbials Determiners	Noun phrases with the addition of ambitious modifying adjectives and prepositional phrases Personal Pronouns and

	Capital letters to begin sentences To correctly use commas in lists To correctly use a question mark To correctly use an exclamation mar	Expand some noun phrases Homophones Apostrophes to demarcate possession. Suffixes	Inverted commas and speech marks Conjunctions Capital letters to demarcate proper nouns. Punctuation in direct speech Prefixes & suffixes Conjunctions, adverbs and prepositions	possession To expand noun phrases with the addition of modifying adjectives and prepositional phrases, To use fronted adverbials demarcated with commas To spell most homophones correctly	Standard English – were/was/did/done Plural possessive Apostrophes Word classes Punctuation in direct speech, including a comma after the reporting clause	possessive Pronouns To extend the range of sentences with more than one clause Antonyms
Grammar and Punctuation objectives	Using some of the punctuation from previous year groups. a. Capital letter b. Full stop c. Comma d. Exclamation mark e. Question mark Showing an awareness of inverted commas at the beginning and end of direct speech Beginning to expand some noun phrases (e.g. the big, beautiful tree)		Using the full range of punctuation from previous year groups. a. Capital letter b. Full stop c. Comma d. Exclamation mark e. Question mark Using all the necessary punctuation in direct speech mostly accurately Using apostrophes for singular possession Beginning to use apostrophes for plural possession with increasing confidence Expanding noun phrases regularly with the addition of modifying adjectives and prepositional phrases, (e.g. the strict teacher with curly hair) Regularly choosing nouns or pronouns appropriately to aid cohesion and avoid repetition (e.g. he, she, they, it) Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials (e.g. As quick as a flash, Last weekend; usually demarcated with commas)		Extending the range of sentences with more than one clause by using a wider range of conjunctions including 'when', 'if', 'because', 'although' Using all the necessary punctuation in direct speech, including a comma after the reporting clause, and ending punctuation within the inverted commas Consistently using apostrophes for singular and plural possession Expanding noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit	
Spelling	These words are homophones or near homophones. They have the same	The suffix '-ation' is added to verbs to form nouns. (1)	Adding the suffix '–ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix	The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'	Homophones – words which have the same pronunciation but different	Challenge Words (1) Plural possessive apostrophes. (2)

pronunciation but different spellings and/or meanings. (1) The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' (2) Before a root word starting with I, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' (3) The prefix 'sub-' which means under or below. (4) The prefix 'inter-' means between, amongst or during. (5) Challenge Words (6)	The suffix '-ation' is added to verbs to form nouns. (2) Adding –ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '–le' become '–ly.' (3) Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' (4) Word with the 'sh' sound spelled ch. These words are French in origin. (5) Assessment Week Challenge Words (7)	'-ion' needs to be '-sion.' (1) Adding the suffix – ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though (2) The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. (3) The 'ee' sound spelled with an 'i.' (4) The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. (5) Challenge Words (6)	(1) The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' (2) The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' (3) Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. (4) Challenge Words (5)	meanings and/or spellings. (1) The /s/ sound spelled c before 'i' and 'e'. (2) Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' (3) Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' (4) Prefixes – 'super-' 'anti' and 'auto.' (5) The prefix bi- meaning two (6)	Revision – spelling rules we have learned in Stage 4. (3) Revision – spelling rules we have learned in Stage 4. (4) Revision – spelling rules we have learned in Stage 4. (5) Revision – spelling rules we have learned in Stage 4. (6)
Spelling objectives	Spelling some words with prefixes correctly (e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial) Spelling some words with suffixes correctly (e.g. usually, poisonous, adoration) Spelling some homophones correctly (e.g. which and witch) Spelling some of the Y3/4 Common Exception Words (challenge words) correctly*		Spelling most words with prefixes correctly, (e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial) Spelling most words with suffixes correctly, e.g. usually, poisonous, adoration Spelling most homophones correctly, e.g. which and witch Using the first 2 or 3 letters of a word to check its spelling in a dictionary.		Applying all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones) Spelling most of the Y3/4 Common Exception Words (challenge words) correctly*	
Handwriting (Letterjoin scheme)	Pre-module assessment Lessons 1 -10 INTERVENTION Sessions x2 – extra practice and	Lessons 11 -22 INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage	Lessons 23 -34 INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage	Lessons 35 - 44	INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage Lessons 45 - 52	Lessons 53 -60 Post-module assessment INTERVENTION Sessions x2 – extra practice and

	challenge on half termly coverage				INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage	challenge on half termly coverage INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage
Handwriting objectives			Consistently using a neat, joined handwriting style			
Mathematics	Place value -4-digit numbers -counting in multiples Addition and subtraction -column method Multiplication and division -x3,4,9 -x7,11,12 Fractions -equivalent fractions -fractions of amounts	Place value -rounding Multiplication and division -written methods Short multiplication, long division Fractions -decimals (hundredths) Measurement -conversions Geometry -properties of shapes -angles Consolidation of Autumn term objectives Geometry -position and direction -coordinates	Place value -negative numbers Addition and subtraction -estimate and use inverse Multiplication and division -factor pairs Fractions - x and ÷ by 10 and 100 - add and subtract Measurement -time	Place value -identify, represent and estimate Fractions -compare and round decimals Measurement -perimeter and area Consolidation of Spring Term objectives Geometry -properties of shapes -symmetry	Place value -Roman numerals Addition and subtraction -2 step problems Measurement -money Fractions -problems Geometry -properties of shapes -compare and classify Statistics -interpret	Multiplication and division -problems Measurement -time conversions Geometry -position and directions -movements Statistics -present Consolidation of Year 4 objectives
Science	Electricity	States of Matter	Sound	Animals including Humans	Living Things and their Habitats	
Computing	Information Technology		Computing Science		Information Technology	
	Word Process Data Handling		Computational thinking Coding and programming		Video creation Augmented Reality and Virtual Reality	

		Computer network			
	Ongoing: Digital Literacy: Self-Image and Identity, Online relationships, Online reputation, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security, Copyright and Ownership				
DT	DT-Christmas Decoration Textiles 2D/3D		DT-Inventions using levers. Levers and linkages e.g.Catapults, arm, dragon etc		DT-African Food Food- Celebrating culture	
	On going skills: To measure, cut and join materials. Work with a variety of materials and tools. Understand how technology shapes the world				
Art	3D Art		Roman Mosaic		Cubism	
	On-going skills: Use a variety of materials. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use computer packages to combine text and images. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.				
PE	Invasion Games Tag Rugby	Gymnastics Movement	Net Badminton	Dance Animals	Outdoor Adventurous Activities Striking and Fielding Cricket	Athletics
	On-going skills: Swimming to be taught across each term.				
Music	Fundamentals of Music	Music Interpretation/Description	Famous Musical Works and the Orchestra	Famous Musical Composers and the History of Music	World Music & Musical Devices	World Music & Musical Devices
History	Why should we remember the Maya?		How did the Romans change life in Britain?		What was life like in Britain at the time of the Anglo-Saxon and Scots invasion?	
Geography	How do volcanoes and earthquakes occur?		How are our coasts changing?		What's significant about Africa?	
PSHE	Being Me in My World	Celebrating Differences	Goals and Dreams	Healthy me	Relationships	Changing Me
RE	What is the 'Big Christian' Story	Diwali the festival of light	What actually happened at Easter?	Do Buddhists believe in the same thing? Do they celebrate the same thing?	Muslims in Britain around the world	
MFL	Phonetics 1-2 Seasons	Vegetables	Presenting Myself	My Family	In the Classroom	At the tearoom