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Year 4

Year 4	Autumn 1			Autumn 2			Spring 1	Spring 2		Summer 1		Summer 2	
Core Text	The Wild Robot (26/27) The Miraculous Journey	The Stone Trolls	The Truth about Mountain Ogres	Varjak Paw	Zelda Claw / Varjak Paw	23 degrees 5 Minutes film clip	How to train your dragon	How to Wash a Woolly Mammoth by Michelle Robinson	The Moon by Robert Louis Stevenson	Until I met Dudley	The Piano at the Station	Grimwood	Macavity: The Mystery Cat
Supporting Texts/stimuli	Film of Wild Robot A thunderstorm by Emily Dickinson	Various myths e.g. Norse Myths: Tales of Odin, Thor and Loki, The Saga of Eric the Viking, Arthur and the Golden Rope	The BFG National Geographic Kids: Mythical Beasts My Encyclopedia of Very Important Myths and Legends	Zelda Claw	Fairy tale character witness statement and police report Zelda police report and eye witness statement Zelda Newspaper	Several examples of openings – character, setting, dialogue, action. The Journey picture book	(Read into writing planning) Persuasive letter examples Fact file examples Character description examples	How to grow dragons	Various moon poems Poems About the Moon, Fun and Learning Under the Stars	How does electricity travel in a circuit? How do teeth work?	Charlotte's Web persuasive letter	You're a bad man Mr Gum	The Walrus and the Carpenter The Owl and the Pussy Cat
Purpose	To entertain	To entertain	To inform	To entertain	To inform	To entertain	To entertain To inform To persuade	To inform	To entertain	To inform	To persuade	To entertain	To entertain
Text type	Story **My Path - Descriptive Writing**	Story **My Path - Narrative Writing**	non-chronological report **My Path - Non Chronological Report**	Diary as Varjak/Zelda **My Path - Diary Writing** Story	Police report and Eye witness statement about sighting of Rain Cat. **My Path - Journalistic Reports**	Various openings	Character descriptions Fact file Persuasive letter My Path - Letter Writing Story with an alternate ending	Instructions	Poetry My Path - Librarian My Path - Poetry	Explanation **My Path - Explanation**	Persuasive Letter	Short story or additional chapter Diary Setting letter	Poetry News report Diary
Toolkit	**Setting**	**Setting**	**Information**	**Suspense** **Recount**	**Recount**	**Openings and endings**	**Character** **Openings and endings** **Persuasion** **Information**	**Instruction**	**Poetry** Similes Metaphors	**Explanation**	**Persuasion** Emotive language	**Dialogue**	**Poetry** **Recount**
Grammar Focus	Sentence length for effect Conjunctions (in longer sentences)	Adjectives Commas Prepositions Prepositional phrases	Sentence of 3 Commas Adverbs Adverbials Paragraphing	Fronted adverbials Verbs Paragraphing	First/third person Adverbials of time/place Formal / informal Complex sentences	Expanded noun phrases Speech punctuation Subordinating conjunctions	Preposition Phrase and clause Conjunctions Pronouns Possessive apostrophe Speech punctuation	Imperative verbs Sequencing words Fronted adverbials Commas Conjunctions	Sentences types revision- (statement, command, question, exclamation) Identify word classes	Technical vocabulary Standard English Complex sentences Tense consistency Paragraphing	Cohesive devices Standard English Paragraphing (Progressive tense and speech punctuation in short burst writing)	fronted adverbials speech punctuation tense consistency noun phrases	Noun phrases Prepositional phrases Powerful verbs Direct and reported speech

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Subject	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
	7 weeks 2 days	7 weeks	5 weeks 4 days	4 weeks 4 days	6 weeks 2 days	6 weeks 3 days
Trips/visitors/ events tbc						
Spelling (Twinkl)	**Term 1A** o Words with /aw/ spelt with augh and au o Adding the prefix in o Adding the prefix im o Adding the prefix il o Homophones and near homophones o Words with /shun/ endings spelt 'sion'	**Term 1B** o Words with a /shuhn/ sound, spelt 'sion' (if root word ends in 'se', 'de' or 'd') o Words with a /shuhn/ sound, spelt 'ssion' (if root word ends in 'ss' or 'mit') o Words with a /shuhn/ sound, spelt 'tion' (if root word ends in 'te' or 't' or has no definite root) o Words with a /shuhn/ sound, spelt 'cian' (if root word ends in 'c' or 'cs') o Words with 'ough' to make a long /o/, /oo/ or /or/ sound o Statutory spellings challenge words	**Term 2A** o Homophones and near homophones (2 weeks) o Nouns ending in the suffix -ation (2 weeks) o Adding the o prefix sub- and adding the prefix super o Plural possessive apostrophes with plural words	**Term 2B** o Words with the /s/ sound spelt 'sc' o Words with a 'soft c' spelt with'ce' o Words with a 'soft c' spelt with 'ci' o Word families based on common words (2 weeks) o Statutory spellings challenge words	**Term 3A** o Adding the prefix inter o Adding the prefix anti o Adding the prefix auto o Adding the prefix ex o Adding the prefix non o Words ending in - ar/-er	**Term 3B** o Adding the suffix -ous (no change to root word) o Adding the suffix -ous (no definitive root word) o Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or') o Adding the suffix -ous (words ending in 'e' drop the 'e' but not 'ge') o Adverbials of frequency and possibility o Adverbials of manner
English Grammar and Punctuation	Revisit Y3 objectives: ● Recap word classes – verbs, adjectives, nouns, adverbs, determiners, Prepositions ● Punctuating Speech ● Contractions ● Subordinating conjunctions ● Use of ? / ! / , / '	● word classes –pronouns, possessive pronouns, adverbials ● paragraphing ● choosing nouns or pronouns appropriately ●	● apostrophes – recap contraction ● adverbs – to express time and cause ● extending sentences with subordinating conjunctions ● paragraphing	● apostrophes – possession ● tenses ● standard English – verb inflections	● speech - using and punctuating direct speech. Use of inverted commas, reporting clauses, other punctuation.	● consolidation of LKS2 objectives
Reading	● Baseline assessment (listen to all chn read) ● STAR Reader – AR book level ● Retrieve and record information from non-fiction ● Prediction ● Asking questions to improve understanding of a text.	● Inference ● Meaning of words in context ● Themes – identify and discuss	● Retrieve and record information (fiction) ● Identifying main ideas ● Summarising	● Sequencing ● Fact or opinion ●	● Inference – revisit – focus on justifying ● Meaning of words in context ● 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.	● Identifying how language, structure, and presentation contribute to meaning ● Revisit – gaps from assessment

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					• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	
Maths (Power Maths WRM edition)	Unit 1: Place value – 4-digit numbers (1) My Path - Place Value Unit 2: Place value – 4-digit numbers (2) Unit 3: Addition and subtraction My Path Add and Subtract	Unit 3: Addition and subtraction (cont. from Autumn 1) Unit 4: Area My Path - Area Unit 5: Multiplication and division (1) My Path - Multiplication and Division	Unit 6: Multiplication and division (2) Unit 7: Perimeter My Path - Length & Perimeter Unit 8: Fractions (1) My Path - Fractions	Unit 8: Fractions (1) (cont. from Spring 1) Unit 9: Fractions (2) Unit 10: Decimals (1) My Path - Decimals	Unit 11: Decimals (2) Unit 12: Money My Path - Money My Path - Supermarket Assistant Unit 13: Time My Path - Time	Unit 14: Geometry – angles and 2D shapes My Path - Shape Unit 15: Statistics My Path - Statistics Unit 16: Position and direction My Path - Position and Direction
Science topic **Science – working scientifically** (ASE and TAPS resources)	**Sound** **Science-Why-Bother-Sound-Y4.pptx** o Identify how sounds are made, associating some of them with something vibrating. o Recognise that vibrations from sounds travel through a medium to the ear. o Find patterns between the pitch of a sound and features of the object that produced it. o Find patterns between the volume of a sound and the strength of the vibrations that produced it. o Recognise that sounds get fainter as the distance from the sound source increases. TAPS assessment lesson: sound - investigating pitch and string telephones -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -making systematic and careful observations	**Animals including humans** Science-Why-Bother-Animals-Including-Humans-Y4.pptx o Describe the simple functions of the basic parts of the digestive system in humans. o Identify the different types of teeth in humans and their simple functions. o Construct and interpret a variety of food chains, identifying producers, predators and prey. TAPS assessment lesson: animals, including humans – teeth – eggs in liquids -asking relevant questions and using different types of scientific enquiries to answer them -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	**States of matter** Science-Why-Bother-States-of-Matter-Y4.pptx o Compare and group materials together, according to whether they are solids, liquids or gases. o Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). o Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature TAPS assessment lesson: materials – states of matter – measuring temperature -setting up simple practical enquiries, comparative and fair tests -asking relevant questions and using different types of scientific enquiries to answer them -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -identifying differences, similarities or changes related to simple scientific ideas and processes		**Electricity** **My Path - Electrician** **Science-Why-Bother-Electricity-Y4.pptx** o Identify common appliances that run on electricity. o Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. o Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. o Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. o Recognise some common conductors and insulators, and associate metals with being good conductors. TAPS assessment lesson: electricity – conductors	**Living things and their habitats** Science-Why-Bother-Living-Things-and-Their-Habitats-Y4.pptx o Recognise that living things can be grouped in a variety of ways. o Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. o Recognise that environments can change and that this can sometimes pose dangers to living things. TAPS assessment lesson: living things and their habitats – local survey -using straightforward scientific evidence to answer questions or to support their findings -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -reporting on findings from enquiries, including oral and written explanations, displays or

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					-setting up simple practical enquiries, comparative and fair tests -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	presentations of results and conclusion
PE **(GetSetforPE)**	Dance Fitness	Dance Handball (inc. Goalball)	Gymnastics Orienteering (inc. Seated throwing)	Gymnastics Golf (inc. Boccia)	Swimming Athletics (inc. guided running)	Tennis Swimming Primary - Y4 - Job Spotlight 14 - Referee My Path - Lifeguard
RE Lincolnshire Agreed Syllabus (25 – 30) ***Theme: Commitment, Promises and Meaning***	**How do people welcome new life into the world?** **How do people show their commitment to a religion?** Christianity Islam Hinduism		**How do people celebrate marriage?** Christianity Islam Hinduism		**What do people believe about the afterlife?** **How is this expressed in funeral practices?** Christianity Islam Hinduism	
PSHE/RSE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams & Goals My Path - Veterinarian My Path - Doctor My Path - Paramedic My Path - Teacher	Healthy Me Job Spotlight - Autumn - Science & Discovery - LKS2 - Physiotherapist	Relationships	Changing Me
MFL (French) (Kapow)	Portraits – describing in French	Clothes – getting dressed in French	French numbers, calendars and birthdays	French food – miam, miam!	Revisit prior knowledge	Revisit prior knowledge
Computing (Kapow)	Computing systems and networks – collaborative learning	Programming 1 – further coding with Scratch	Online safety	Skills showcase – HTML Primary - Y4 - Job Spotlight 5 - Website Developer	Programming 2 – computational thinking	Computational skills
History (Kapow)	How have children's lives changed?		British history 3: How hard was it to invade and settle in Britain? Job Spotlight - Summer - Our Creative World - KS1 - Tour Guide		British history 4: Were the Vikings raiders, traders or settlers?	
Geography (Kapow)		Why are rainforests important to us?		What are rivers and how are they used?		Where does our food come from?
Art (Kapow)	Drawing: Power prints		Painting and mixed media: Light and dark			Craft and design: Fabric of nature

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	https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/		https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/			https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-craft-and-design/ My Path - Interior Designer
DT (Kapow)		Structure: Pavilions https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/structure-pavilions/		Mechanical systems: Making a slingshot car https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/mechanical-systems-making-a-slingshot-car/ Job Spotlight - Autumn - Innovation & Change - UKS2 - Mechanical Engineer	Electrical systems: Torches https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/electrical-systems-torches/	
Music (Charanga/LMS)	Musical structures	Exploring feelings when you play	Compose with your friends Violins – Lincs Music Service	Feelings through music Violins – Lincs Music Service	Expression and improvisation	The show must go on!