
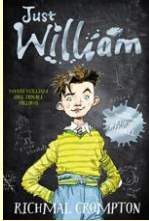



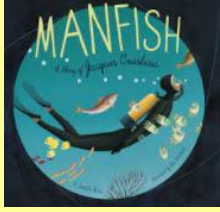


**Crowland South View Primary School**

**YEAR 4 Long Term plan**

	<b>Term 1 (7)</b>	<b>Term 2 (7)</b>	<b>Term 3 (6)</b>	<b>Term 4 (6)</b>	<b>Term 5 (4)</b>	<b>Term 6 (7)</b>
<b>Overarching Theme:</b>	The Smashing Saxons	All About: Extraordinary Egyptians	Rivers	All Around the World	Life in Victorian Britain	Fantastic Fens (Local Study)
<b>Enrichment</b>	Harvest	Egyptian Day Christingle Samba production		Year 3/4 Easter Production Science Week	Spalding High and Grammar School Visit Road Safety	Humanist School Speaker Ferry Meadows and sleepover
<b>Class Texts - Enjoyment</b>	Midnight Fox by Betsy Byars 	Fortunately, the Milk by Neil Gaiman 	How To Train your Dragon by Cressida Cowell 	Max and the Millions by Ross Montgomery 	Just William by Richard Compton 	Firework Makers Daughter by Philip Pullman 
<b>Vehicle Text</b> <i>Read to Write</i>	<b>The Whale</b> 	<b>Leaf</b> 	<b>Arthur and Golden Rope</b> 	<b>The Lost Happy Endings</b> 	<b>The Journey</b> 	<b>Manfish</b> 
<b>English Outcome 1</b>	Setting Narrative <b>Purpose:</b> To Narrate	Outsider Narrative <b>Purpose:</b> To Narrate	Myth Narrative <b>Purpose:</b> To Narrate	Twisted Narrative <b>Purpose:</b> To Narrate	Refugee Narrative <b>Purpose:</b> To Narrate	Invention Narrative <b>Purpose:</b> To Narrate
<b>English Outcome 2</b>	Newspaper Report <b>Purpose:</b> To report	Information Report <b>Purpose:</b> To inform	Instructional Guide <b>Purpose:</b> To instruct	Persuasive Letter <b>Purpose:</b> To persuade	Diary <b>Purpose:</b> To recount	Biography <b>Purpose:</b> To recount
<b>Grammar: Word</b>	<b>Build on previous units &amp; focus on:</b> Verb inflections 'we were' instead of 'we was'.	<b>Build on previous units &amp; focus on:</b> Grammatical difference between plural and possessive -s.	<b>Build on previous units &amp; focus on:</b> Grammatical difference between plural and possessive -s.	<b>Build on previous units &amp; focus on:</b> Grammatical difference between plural and possessive -s.	<b>Build on previous units &amp; focus on:</b> Verb inflections (we were instead of we was).	<b>Build on previous units &amp; focus on:</b> Verb inflections (we were instead of we was).

<b>Grammar: Sentence</b>	<b>Build on previous units &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials.	<b>Build on previous units &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials.	<b>Build on previous units &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials.	<b>Build on previous units &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials.	<b>Build on previous units &amp; focus on:</b> Fronted adverbials.	<b>Build on previous units &amp; focus on:</b> Fronted adverbials.
<b>Grammar: Text</b>	<b>Build on previous units &amp; focus on:</b> Nouns or pronouns to aid cohesion and avoid repetition.  Paragraphs to organise ideas around a theme.	<b>Build on previous units &amp; focus on:</b> Paragraphs to organise ideas around a theme.	<b>Build on previous units &amp; focus on:</b> Nouns or pronouns to aid cohesion and avoid repetition.  Paragraphs to organise ideas around a theme.	<b>Build on previous units &amp; focus on:</b> Paragraphs to organise ideas around a theme.	<b>Build on previous units &amp; focus on:</b> Nouns or pronouns to aid cohesion and avoid repetition.  Paragraphs to organise ideas around a theme.	<b>Build on previous units &amp; focus on:</b> Nouns or pronouns to aid cohesion and avoid repetition.  Paragraphs to organise ideas around a theme.
<b>Punctuation</b>	<b>Build on previous units &amp; focus on:</b> Inverted commas and other punctuation to indicate direct speech.  Use commas after fronted adverbials.	<b>Build on previous units &amp; focus on:</b> Apostrophes for possession (plural nouns).  Use commas after fronted adverbials.	<b>Build on previous units &amp; focus on:</b> Apostrophes for possession (plural nouns).	<b>Build on previous units &amp; focus on:</b> Inverted commas and other punctuation to indicate direct speech.  Apostrophes for possession (plural nouns).  Use commas after fronted adverbials.	<b>Build on previous units &amp; focus on:</b> Inverted commas and other punctuation to indicate direct speech.  Apostrophes for possession (plural nouns).  Use commas after fronted adverbials.	<b>Build on previous units &amp; focus on:</b> Inverted commas and other punctuation to indicate direct speech.  Use commas after fronted adverbials.
<b>Terminology</b>	<p><b>Year 2</b> - Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p><b>Year 3</b> - Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').</p> <p><b>Year 4</b> - Determiner, pronoun, possessive pronoun, adverbial.</p>					

<b>Whole Class Guided Reading</b> <i>Grammarsaurus</i>	<b>Unit A</b> Orangutans/Spiders <b>Autumn 1A</b> Save the Forest <b>Autumn 1B</b> Stone Age/Broze Age <b>Autumn 1C</b>	<b>Unit B</b> Ancient Egypt/Italy <b>Autumn 2A</b> Myths (additional unit) Cindy Lou and the Grinch/Egyptian Cinderella <b>Autumn 2C</b>	<b>Unit C</b> Europe/Regions of England <b>Spring 1A</b> Dental Hygiene <b>Spring 1B</b>	<b>Unit D</b> Poetry The Rainforest doesn't talk <b>Spring 2A</b> Iron Age/Celts <b>Spring 2b</b> River Nile and Trent (Local option)	<b>Unit E</b> Remarkable Roman Army <b>Summer 1A</b> The Tomb of Wonders <b>Summer 1B</b>	<b>Unit F</b> Layers of the Ocean (additional unit) Storyteller of the Sky <b>Summer 2B</b>
<b>Mathematics</b> <i>White Rose</i>	Place value Addition and Subtraction	Area Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions Decimals A	Decimals Money Time	Properties of Shape Statistics Position and Direction
<b>Science</b> <i>PlanBee/Developing experts</i>	Animals, including humans 'Where does all that food go?	States of Matter 'In a state'	Sound 'Good vibrations'	Science Week	Electricity 'Switched on'	All living things and their habitats 'Human impact'
<b>Computing</b> <b>NCE Teach Computing curriculum</b>	<b>Internet</b> Recognising the internet as a network of networks including the www, and why should we evaluate online content.	<b>Audio Production</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<b>Repetition in Shapes</b> Using a text-based programming language to explore count-controlled loops when drawing shapes.	<b>Data Logging</b> Recognising how and why data is collected over time, before using data loggers carry out an investigation.	<b>Photo-editing</b> Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.	<b>Repetition in Games</b> Using a blocked-based programming language to explore count-controlled and infinite loops when creating a game.
<b>Humanities Focus</b> <i>Keystage History</i>	<b>HISTORY FOCUS</b> Anglo-Saxons	<b>HISTORY FOCUS</b> Ancient Egypt	<b>GEOGRAPHY FOCUS</b> Rivers	<b>GEOGRAPHY FOCUS</b> All Around the World	<b>HISTORY FOCUS</b> The Victorians	<b>GEOGRAPHY FOCUS</b> Fantastic Fens (Local Study)
<b>MFL</b> <i>Rising Stars</i>	<u>On y va</u> All aboard	<u>L'argent de poche</u> Pocket money	<u>Raconte-moi une histoire!</u> Tell me a story	<u>Vive le sport!</u> Our sporting lives	<u>Le Carnaval des Animaux</u> The Carnival of Animals	<u>Quel temps fait-il?</u> What's the weather like?

<b>Expressive Arts</b>	<b>Art and Design</b> <i>Kapow</i>	Drawing: Power prints		Painting and mixed media: Light and dark		Craft and design Fabric of nature	
	<b>Design and Technology</b> <i>Kapow</i>		Structure: Pavilions		Mechanical systems: Making a slingshot car		Electrical systems: Torches
	<b>Music</b> <i>Kapow</i>	Body and tuned percussion (Theme: Rainforests)	Samba	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Adapting and transposing motifs (Theme: Romans)
	<b>PE Class</b> <i>GetSet4PE</i>	Ball Skills	Dance	Golf	Netball	Cricket	Swimming Sports Day Practice
	<b>PE Elite</b> <i>GetSet4PE</i>	Football	Dodgeball	Gymnastics	Hockey	Athletics	Rounders
<b>Spiritual, Moral, Social and Cultural development</b>	<b>RE</b> <i>Discovery RE</i>	<b>Theme:</b> 99 names of Allah <b>Key Question:</b> How special is Allah to Muslims <b>Religion:</b> Islam	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is the most significant part of the nativity story for Christians today? <b>Religion:</b> Christianity	<b>Theme:</b> Prophet <b>Key Question:</b> How important is the Prophet Muhammad (PBUH) to Muslims? <b>Religion:</b> Islam	<b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> Is forgiveness always possible for Christians? <b>Religion:</b> Christianity	<b>Theme:</b> The Qur'an <b>Key Question:</b> How does the Qur'an influence Muslims today? <b>Religion:</b> Islam	<b>Theme:</b> Humanism <b>Key Question:</b> How could Humanists lead good lives? <b>Religion:</b> Humanism
	<b>PSHE</b> <i>PSHE Association/ Kapow</i>	<b>Relationships</b> Families and Friendships Safe Relationships Respecting Ourselves and Others		<b>Living in the Wider World</b> Belonging to a Community Media Literacy and Digital Resilience Money and Work		<b>Health and Wellbeing</b> Physical Health and Mental Wellbeing Keeping Safe	