



Northborough School - Long Term Plans - Year 4 Class – Hawthorn

| | Autumn Term | | Spring Term | | Summer Term | |
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| Curriculum Project | Romans and Celts | | Rivers and Mountains | | Anglo Saxons and Vikings | |
| Memorable experience | Museum trip | | Stibbington residential | | History Off The Page | |
| English – writing | <u>Fiction-</u> Myth retelling – Romulus and Remus <u>Non-fiction-</u> Non-chronological report – Aspect of life in Roman times Persuasive speech - Roman or Celtic battle soliloquy | <u>Fiction-</u> Historical narrative – Boudicca Diary writing – from Hadrian’s Wall <u>Non-fiction-</u> Persuasive letter – Boudicca’s letter for help | <u>Fiction -</u> Imaginary journal – river cruise <u>Poetry-</u> River poetry ‘The River’ by Valerie Bloom, ‘Ramble by the river’ by John Clare <u>Non-Fiction-</u> Non-chronological report on River pollution | <u>Poetry-</u> Volcano poetry <u>Fiction-</u> Historical narrative – Mount Vesuvius <u>Non-fiction-</u> Newspaper report – Mount Vesuvius | <u>Poetry -</u> Anglo-Saxon kennings and boasts <u>Non-fiction-</u> Reports on Anglo-Saxon village life <u>Fiction-</u> Descriptive narrative – Beowulf | <u>Non-Fiction-</u> Explanatory text – Alfred the Great <u>Fiction -</u> Playscript – Alfred and the cakes Myths and legends narrative – King Arthur and The Knights of the Round Table stories |
| | <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). organising paragraphs around a theme. in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | | | | | |

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| Reading Core principles Scholastic Comprehension Inference Training Power of Reading Light house reading Book Talk Literacy circle Teacher experience Fluency - to bridge word reading and comprehension | <p>Word reading - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension - develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader’s interest and imagination. Recognising some different forms of poetry [for example, free verse, narrative poetry]. Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. 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.</p> <p>At Northborough School, we take the teaching of reading as an holistic approach. We pull on the core principles stated, and use teacher expertise to weave them into teaching reading, whether this is delivered to individuals, groups or the whole class. Our reading teaching is based on quality texts, and will incorporate the strands of comprehension: background knowledge, vocabulary, language structures (syntax, grammar, semantics), verbal reasoning (inference and metaphors) and literacy knowledge (genres, text types, print concepts). The skills progression we follow across the school can be found in the Scholastic Comprehension book, which has the following focus areas to support teaching - retelling, literal questioning, prediction, inference, clarification, evaluation, review.</p> | | | | | |
| | Retelling . Story Beginning . Problem and Resolution . Retelling Instructions . Sequencing | Literal Questions . Who Questions . What Questions . Where Questions . Who, What, Where Questions | Prediction . Cause and Effect . Anticipating Before and After . Clues from the Cover . Predicting from images and words | Inference . Inferred Non Fiction Clues . Seeking Evidence Clues . Being a Text Detective . Inference Questions | Clarification .What does it mean? . Similar/Opposite . Skim and Scan Synonyms/Antonyms | Evaluation . Characters’ Feelings and Actions . What you think . Characters’ Thoughts . Stories . Fiction/Non-Fiction |
| | Lighthouse / Power of Reading book | ‘The Boy at the Back of the Class’ | “Miraculous journey of Edward Tulane’ | ‘The River Singers’ | ‘The Pebble In My Pocket’ | Beowulf |

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| <p>Spelling Year 3 and 4 word list; pixl rules; twinkl weekly spellings; Scholastic</p> | <p>ough/au; prefixes: in, im,il; homophones; sion Pixl rules – ss, ss, ll, ck; syllable division; tch/ch; e/es; split digraph; ee spelt y; oi/oy</p> | <p>ssion; tion; cian; ough; statutory words Pixl rules – tion/sion; ssion/cian; ed; er/est; ing; ge/dge; le ending</p> | <p>Homophones; ation; prefixes: sub, super; plural possessives Pixl rules- contractions; suffixes after y; suffixes: less, ment, ful, ness; sure; ture</p> | <p>sc; ce; ci; common word families; statutory words Pixl rules – vowel suffixes; cious/tious; cial/tial; ible/able; ant/ent/ancy/ency</p> | <p>Prefixes: inter, anti, auto, non; ar, er endings Pixl rules – ei/ie; silent letters; gue; que;</p> | <p>Suffixes: ous, adverials for possibility and frequency Pixl rules – ous, ious;u spelt ou; eigh</p> |
| <p>Maths Follow White Rose overview using Power Maths as core scheme supplemented with other work, eg Target Your Maths fluency exercises, Nrich problem solving, etc</p> | <p>Number and Place Value</p> <ul style="list-style-type: none"> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Round any number to the nearest 10, 100 or 1,00 Count in multiples of 6, 7, 9, 25 and 1,000 Identify, represent and estimate numbers using different representations Order and compare numbers beyond 1,000 Find 1,000 more or less than a given number Count backwards through zero to include negative numbers Read roman numerals to 100 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate <p>Geometry – Properties of Shape</p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size | <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <p>Multiplication and Division 1</p> <ul style="list-style-type: none"> Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Recall multiplication and division facts for multiplication tables up to 12 × 12 Multiplying and dividing by 6,7,9, 11 and 12 <p>Measurement – Length and Perimeter</p> <ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] | <p>Multiplication and Division 2</p> <ul style="list-style-type: none"> Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Recognise and use factor pairs and commutativity in mental calculations Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers <p>Fractions 1</p> <ul style="list-style-type: none"> Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten Recognise and show, using diagrams, families of common equivalent fractions Solve problems involving increasingly harder fractions to calculate | <p>Fractions 2 Decimals</p> <ul style="list-style-type: none"> Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Recognise and write decimal equivalents of any number of tenths or hundredths Find the effect of dividing a one- or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Recognise and write decimal equivalents of any number of tenths or hundredths <p>Measurement - Time</p> <ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] | <p>Measurement – Money</p> <ul style="list-style-type: none"> Solve simple measure and money problems involving fractions and decimals to two decimal places Estimate, compare and calculate different measures, including money in pounds and pence <p>Geometry – Angles and 2D shapes</p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | <p>Statistics</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>Geometry – Position and Direction</p> <p>Describe positions on a 2D grid as coordinates in the first quadrant</p> <p>Describe positions on a 2D grid as coordinates in the first quadrant</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>Plus:</p> <p>Four operations consolidation and problem solving</p> <p>Revision of properties of shapes</p> |

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| | <ul style="list-style-type: none"> •Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes •Identify lines of symmetry in 2D shapes presented in different orientations •Complete a simple symmetric figure with respect to a specific line of symmetry | <ul style="list-style-type: none"> •Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | <p>quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <ul style="list-style-type: none"> •Add and subtract fractions with the same denominator <p>Measurement – Area</p> <ul style="list-style-type: none"> •Find the area of rectilinear shapes by counting squares •Estimate, compare and calculate different measures | | | |
| Computing | Graphic Design Animation | Programming in Scratch | Internet research Data handling | 3D design | Video editing E-book creation | Inside a computer E-safety |
| | <p>E-safety running throughout ICT teaching Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | | | | | |
| Science | <p>Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> | <p>Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and</p> | <p>States Of Matter Compare and group materials together, according to whether they are solids, liquids or gases. 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of</p> | <p>Animals including humans Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify the different types of teeth in humans and their simple functions.</p> | <p>Animals including humans Describe the simple functions of the basic parts of the digestive system in humans.</p> | <p>Living Things and Their Habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p> |

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| | Recognise that sounds get fainter as the distance from the sound source increases. | associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. | evaporation with temperature. | | | |
| | <p>Working scientifically – running throughout Science</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> | | | | | |
| History | Roman Empire and impact on Britain (Caesar’s attempted invasion; Roman Empire and successful invasion; Boudicca’s rebellion; Romanisation of Britain) | Ancient Rome - Eruption of Mount Vesuvius and destruction of Pompeii | | | Anglo-Saxons and Vikings (including: Roman withdrawal from Britain; invasions, settlements and kingdoms; Anglo-Saxon laws and justice, Viking invasions – Danegald; Edward the Confessor. | |
| | <p>1. Chronological knowledge /understanding</p> <p>Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time</p> | | | | | |
| | <p>2. Historical terms</p> <p>Develop the appropriate use of historical terms</p> | | | | | |
| | <p>3. Historical enquiry - Using evidence / Communicating ideas</p> <p>Regularly address and sometimes devise historically valid questions * • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by ... • Selecting and organising relevant historical information</p> | | | | | |
| | <p>4. Interpretations of history</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p> | | | | | |
| | <p>5. a) Continuity and change in and between periods Describe / make links between main events, situations and changes within and across different periods/societies</p> <p>b) Cause and consequence Identify and give reasons for, results of, historical events, situations, changes</p> | | | | | |

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| | <p>c) Similarity / Difference within a period/situation Describe social, cultural, religious and ethnic diversity in Britain & the wider world</p> <p>d) Significance of events / people Identify historically significant people and events in situations</p> | | | | | |
| Geography | Mapwork – Roman Empire, Roman towns and roads | <p>Rivers and mountains Use 8 points of compass, symbols and keys. Locate the world’s countries, focussing on key physical and human features. Describe and understand climate, rivers, settlements, trade links, mountains, volcanoes, earthquakes, etc Use fieldwork to observe, measure and record – Stibbington activities</p> | | | Locate the world’s countries, focussing on key physical and human features. (Mapwork – Britain and Scandinavia, place names) Describe and understand settlements, trade links (Anglo-Saxon and Viking settlements and reasons for positions) | |
| | <p>Geographical Skills and Fieldwork</p> <p>a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>b) Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>c) Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | | | | | |
| Art and Design | <p>3D – Clay work Pots Mosaic tile</p> | <p>Digital art Celtic jewellery</p> | <p>Collage River pollution Monet – waterlilies</p> | <p>Painting Mt Fuji – Hokusai Japanese graphic art</p> | <p>Textiles Tapestry – Bayeux tapestry</p> | <p>Printing Viking Rune patterns</p> |
| | <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Learn about great artists, architects and designers in history</p> | | | | | |
| Design Technology | Break Making | Roman Technology | Bridge building | Volcano models | Saxon Houses | Electrical Toys |
| | <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge</p> | | | | | |

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| | <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products Understand and use electrical systems in their products Apply their understanding of computing to program, monitor and control their products</p> <p>Cooking and Nutrition Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | | | | | |
| Music (*Music Express) | <p>Sounds* Musical focus: Exploring sounds Subject link: Science</p> <p>Recycling* Musical focus: Structure Subject link: Art</p> | <p>Building* Musical focus: Beat Subject link: PSHE</p> | <p>Environment* Musical focus: Composition Subject link: Science</p> <p>River compositions Subject link - Geography</p> | <p>Poetry* Musical focus: Performance Subject link: English</p> | <p>Around the World* Musical focus: Pitch Subject link: Geography</p> | <p>Time* Musical focus: Beat Subject link: Mathematics</p> <p>Food and Drink* Musical focus: Performance Subject link: DT</p> |
| PHSE | <p>Rights, Rules & Responsibilities MMR10 ME34 Cit8 RR34</p> | <p>My emotions MMR10 ME34</p> <p>Anti-bullying MMR12 AB34</p> | <p>Working Together Cit6 WT34</p> <p>Financial Capability EW2 FC34</p> | <p>Sex & Relationship Education HSL17 SR4</p> <p>Drug Education HSL15 DE34</p> | <p>Managing Risk HSL11 MR34</p> <p>Safety Contexts HSL12 SC34</p> | <p>Healthy Lifestyles HSL14 HL34</p> |
| P.E | <p>Invasion games skills – including hockey, netball/basketball skills</p> <p>Gymnastics – Balance</p> | <p>Invasion games skills- netball/ Basketball</p> <p>Dance – cold places</p> | <p>Invasion games skills – including tag rugby</p> <p>Gymnastics – Rotation</p> | <p>Net games – Tennis</p> <p>Dance – Rugby haka</p> | <p>Batting and fielding games – cricket</p> <p>Athletics - Pentathlon</p> | <p>Batting and fielding games – rounders</p> <p>Swimming</p> |
| MFL | <p>French Greetings France location, flag, language</p> | <p>French Body parts, clothing</p> | <p>French Colours and French speaking countries flags</p> | <p>French Weather, Festivals, Village in France</p> | <p>French Age, birthdays Numbers 1-10</p> | <p>French Class objects, likes/dislikes</p> |
| R.E | <p>How and why are churches different?</p> | <p>What can stories and images of deities tell us about Hindu beliefs?</p> | <p>Being a Hindu / what does ‘worship’ mean for Hindus?</p> | <p>Why do Christians call the day Jesus died Good Friday?</p> | <p>What makes Sikhs special? Who is a Sikh? What do Sikhs believe? Who is special?</p> | <p>How does the Khalsa influence the lives of Sikh families?</p> |
| SMCS | <p>Class charter School council vote</p> | | <p>Stibbington residential</p> | | | |
| <p>SMSC is included in everyday lessons and in assemblies. In addition, opportunities are given to learn, achieve and understand the values that underpin British Values.</p> | | | | | | |

