	Northborough School - Long Term Plans - Year 4 Class Teacher -					
	Autumn Term		Spring Term		Summer Term	
Curriculum Project	**Anglo-Saxons and Vikings**		**Rivers and Mountains**		**Romans and Celts**	
Memorable experience	**History Off The Page**		**Stibbington residential**		**Museum trip**	
English – writing	**Poetry -** Anglo-Saxon **kennings** and boasts **Non-fiction-** **Reports** on Anglo-Saxon village life **Fiction-** **Descriptive narrative** – Beowulf	**Non-Fiction-** **Explanatory text** – Alfred the Great **Fiction -** **Playscript** – Alfred and the cakes **Myths and legends narrative** – King Arthur and The Knights of the Round Table stories	**Fiction -** **Imaginary journal** – river cruise **Poetry-** **River poetry** 'The River' by Valerie Bloom, 'Ramble by the river' by John Clare **Non-Fiction-** **Non-chronological report** on River pollution	**Poetry-** Volcano **poetry** **Fiction-** **Historical narrative** – Mount Vesuvius **Non-fiction-** **Newspaper report** – Mount Vesuvius	**Fiction-** **Myth retelling** – Romulus and Remus **Non-fiction-** **Non-chronological report** – Aspect of life in Roman times **Persuasive speech** - Roman or Celtic battle **soliloquy**	**Fiction-** **Historical narrative** – Boudicca **Diary writing** – from Hadrian's Wall **Non-fiction-** **Persuasive letter** – Boudicca's letter for help

Plan their writing by:
- 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.

Draft and write by:
- 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]

Evaluate and edit by:
- 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

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	**Word reading** - Apply their growing knowledge of root words, prefixes and suffixes (etymology andmorphology) 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.					
	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.					
	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.					
Lighthouse / Power of Reading book	**'Beowulf'**	**Stories of King Arthur and the Knights of the Round Table**	**'The River Singers'**	**'The Pebble In My Pocket'**	**'Revolt against the Romans'**	**'Miraculous journey of Edward Tulane'**
Spelling Year 3 and 4 word list; pixl rules; twinkl weekly spellings; Scholastic	augh/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	ssion; tion; cian; ough; statutory words **Pixl rules –** tion/sion; ssion/cian; ed; er/est; ing; ge/dge; le ending	Homophones; ation; prefixes: sub, super; plural possesives **Pixl rules**-contractions; suffixes after y; suffixes: less, ment, ful, ness; sure; ture	sc; ce; ci; common word families; statutory words **Pixl rules** – vowel suffixes; cious/tious; cial/tial; ible/able; ant/ent/ancy/ency	Prefixes: inter, anti, auto, non; ar, er endings **Pixl rules –** ei/ie; silent letters; gue; que;	Suffixes: ous, advervials for possibility and frequency **Pixl rules** – ous, ious;u spelt ou; eigh

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	NUMBER Place Value Addition and Subtraction SHAPE/SPACE/ MEASURES Geometry – Properties of Shape	NUMBER Multiplication and Division 1 SHAPE/SPACE/ MEASURES Measurement – Length and Perimeter	NUMBER Multiplication and Division 2 Fractions 1 SHAPE/SPACE/ MEASURES Measurement - Area	NUMBER Fractions 2 Decimals SHAPE/SPACE/ MEASURES Measurement - Time	NUMBER Decimals 2 Money SHAPE/SPACE/ MEASURES Geometry – Angles and 2D shapes	NUMBER Stastistics Four operations consolidation and problem solving SHAPE/SPACE/ MEASURES Geometry – Position and Direction
Computing Switched On Computing scheme	**Rising Stars Unit 4.1 We are Software Developers** – Scratch Develop a computer game using selection and repetition. • Understand and use variables. • Start to debug computer programs. • Recognise the importance of user interface design, including consideration of input and output	**Rising Stars Unit 4.2 We are Toy Designers** Design and make an on-screen prototype of a computer-controlled toy. • Understand different forms of input and output (such as sensors, switches, motors, lights and speakers). • Design, write and debug the control and monitoring program for their toy.	**Rising Stars Unit 4.3 We are Musicians** – digital music Use programs to edit music. • Create and develop a musical composition, refining their ideas through reflection and discussion. • Develop collaboration skills. • Develop an awareness of how their composition can enhance work in other media	**Rising Stars Unit 4.6 We Are Meteorologists** • Understand different measurement techniques for weather, both analogue and digital. • Use computer-based data logging to automate the recording of some weather data. • Use spreadsheets to create charts • Analyse data, explore inconsistencies in data and make predictions • Practise using presentation software and, optionally, video.	**Rising Stars 4.4 We are HTML Editors** • Understand some technical aspects of how the internet makes the web possible. • Use HTML tags for elementary mark up. • Use hyperlinks to connect ideas and sources. • Code up a simple web page with useful content. • Understand some of the risks in using the web.	**Rising Stars Unit 4.5 We are Co-Writers** • Understand the conventions for collaborative online work, particularly in wikis. • Be aware of their responsibilities when editing other people's work. • Become familiar with Wikipedia, including potential problems associated with its use. • Practise research skills. • Write for a target audience using a wiki tool. • Develop collaboration skills. • Develop proofreading skills
	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.					
Science	**Sound** Identify how sounds are made, associating some of	**Electricity** Identify common appliances that run on electricity.	**States Of Matter** Compare and group materials together, according to whether	**Living Things and Their Habitats** Recognise that living things can be	**Animals including humans** Construct and interpret a variety of food chains,	**Animals including humans** Describe the simple functions of the basic

	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. Recognise that sounds get fainter as the distance from the sound source increases.	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 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.	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 evaporation with temperature.	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.	identifying producers, predators and prey. Identify the different types of teeth in humans and their simple functions.	parts of the digestive system in humans.
	Working scientifically – running throughout Science Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.					
History	**Anglo-Saxons and Vikings**			Ancient Rome - Eruption of Mount	**Roman Empire and impact on Britain**	

	(including: Roman withdrawal from Britain; invasions, settlements and kingdoms; Anglo-Saxon laws and justice, Viking invasions – Danegald; Edward the Confessor.		Vesuvius and destruction of Pompeii	(Caesar's attempted invasion; Roman Empire and successful invasion; Boudicca's rebellion; Romanisation of Britain)		

1. Chronological knowledge /understanding

Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time

2. Historical terms

Develop the appropriate use of historical terms

3. Historical enquiry - Using evidence / Communicating ideas

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

4. Interpretations of history

Understand that different versions of the past may exist, giving some reasons for this

5. a) Continuity and change in and between periods
    Describe / make links between main events, situations and changes within and across different periods/societies
    b) Cause and consequence
    Identify and give reasons for, results of, historical events, situations, changes
    c) Similarity / Difference within a period/situation
    Describe social, cultural, religious and ethnic diversity in Britain & the wider world
    d)Significance of events / people
    Identify historically significant people and events in situations

Geography

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)	**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	Mapwork – Roman Empire, Roman towns and roads

Geographical Skills and Fieldwork
   a) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
   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
   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.

Art and Design

Textiles	**Printing**	**Collage**	**Painting**	**3D – Clay work**	**Digital art**
Tapestry – Bayeux tapestry	Viking Rune patterns	River pollution Monet – waterlilies	Mt Fuji – Hokusi Japanese graphic art	Pots Mosaic tile	**Celtic jewellery**

	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					
Design Technology	Saxon houses	Electrical toys	Bridge building	Volcano models	Bread making	Roman technology
	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. **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. **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. **Technical knowledge** 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 **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.					
Music (*Music Express)	Sounds* Musical focus: Exploring sounds Subject link: Science **Recycling*** Musical focus: Structure Subject link: Art	Building* Musical focus: Beat Subject link: PSHE	Environment* Musical focus: Composition Subject link: Science **River compositions** Subject link - Geography	Poetry* Musical focus: Performance Subject link: English	Around the World* Musical focus: Pitch Subject link: Geography	Time* Musical focus: Beat Subject link: Mathematics **Food and Drink*** Musical focus: Performance Subject link: DT
PHSE	**Rights, Rules & Responsibilities** Cit8 RR34	**My emotions** MMR10 ME34 **Anti-bullying** MMR12 AB34	**Working Together** Cit6 WT34 **Financial Capability** EW2 FC34	**Sex & Relationship Education** HSL17 SR4 **Drug Education** HSL15 DE34	**Managing Risk** HSL11 MR34 **Safety Contexts** HSL12 SC34	**Healthy Lifestyles** HSL14 HL34
P.E	**Invasion games** skills – including hockey,	**Invasion games** skills- netball/	**Invasion games** skills – including tag rugby	**Net games** – Tennis	**Batting and fielding games** – cricket	**Batting and fielding games** – rounders

	netball/basketball skills **Gymnastics –** Balance	Basketball **Dance** – cold places	**Gymnastics –** Rotation	**Dance** – Rugby haka	**Athletics** - Pentathlon	**Swimming**
MFL	**French** Greetings France location, flag, language	**French** Body parts, clothing	**French** Colours and French speaking countries flags	**French** Weather, Festivals, Village in France	**French** Age, birthdays Numbers 1-10	**French** Class objects, likes/dislikes
R.E	**Harvest**	**Christmas**	**Epiphany Pilgrimage How are churches used?**	**Christian Rites of Passage Rites of passage of different faiths. EASTER**	**What is it like to be a Sikh in Britain?**	**Word House Game/Romans topic**
SMCS	Class charter School council vote		Stibbington residential			
	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.					