| Northborough School - Long Term Plans - Year 4 Class - Hawthorn |  |  |  |  |  |  |
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|  | Autumn Term |  | Spring Term |  | Summer Term |  |
| Curriculum Project | Romans |  | Anglo Saxons |  | Vikings |  |
| Memorable experience | Peterborough Museum Trip |  | History Off The Page |  | Burwell House Residential |  |
| English - writing | Fiction- <br> Myth retelling Romulus and Remus <br> Fiction- <br> Setting description Mount Vesuvius preeruption <br> Fiction- <br> Setting description Mount Vesuvius preeruption <br> Non-fiction- <br> Non-chronological report - Life in Roman times <br> Non-fiction- <br> Recount of school trip | Fiction - <br> The Wild Robot TBC <br> Fiction - <br> The Wild Robot TBC <br> Poetry- <br> Poetic language - <br> Poetry using imagery | Poetry- <br> Anglo-Saxon kennings <br> Fiction- <br> Character description (wanted poster) <br> Fiction- <br> Beowulf narrative write the next part in the story <br> Non-fiction- <br> Letter of thanks from the Danes to Beowulf | Non-Fiction- <br> Explanation text The human digestive system <br> Poetry - <br> Narrative poem based on a real-life experience <br> Fiction- <br> Re-write a poem as a narrative (The Willow Pattern) <br> Fiction- <br> Narrative - write the ending as a story (How the tortoise got his shell) <br> Fiction- <br> 'The Invisible' diary entry | Non-fiction- <br> Create own dragon - <br> Non-chronological report <br> Fiction- <br> Narrative - own dragon meets Hiccup <br> Fiction - <br> Playscript <br> How to train your dragon | Fiction- <br> Narrative - Hiccup and Stoick have a serious conversation <br> Non-Fiction- <br> Persuasive speech saving bees <br> Poetry - <br> Nature poems |
| Extended Read | The Wild Robot | The Wild Robot | Beowulf | A Dangerous Game | How To Train Your Dragon | How To Train Your Dragon |
| Close Read - Weekly Theme | Find Your Happy Emily Coxhead | The Puffin Book of Utterly Brilliant | The Firework Maker's Daughter (Chinese New Year) | Human digestive system explanation texts | 'Fantastic Beasts and Where to Find Them' - JK Rowling | Saving bees non-fiction texts/websites |


|  | Can I build another me? Yoshitake <br> Shinsuke <br> Planet in a pickle <br> jar - Martin Stanev <br> Roman Life non- <br> fiction texts <br> Roman Myths <br> 'The Sound Collector' <br> - Roger McGough <br> Week 1 - Background <br> knowledge and <br> connect <br> Week 2 - Predict, <br> wonder and ask <br> questions <br> Week 3 - Visualise <br> Week 4 - Think like a <br> detective - infer <br> Week 5 - Notice <br> breakdown and fix it <br> Week 6 - VIP <br> words/ideas - <br> summarise/gist | Poetry chosen by <br> Brian Patten <br> Dragon Poems <br> chosen by John <br> Foster <br> Two Ways of Painting the Picture by Sophia Tait Diwali Story The Christmas Story | Anglo saxons <br> Kennings <br> Beowulf Myth <br> Poetry: 'What's the matter?' Tom McGowen | Michael Rosen narrative poems The Easter Story | Non chronological reports on animals Guru Nanak story | Bandi Chhor Divas story |
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| Spelling <br> Year 3 and 4 word list See Spelling Shed LT Plans | 1. Homophones <br> 2. Prefix'in- <br> 3. Prefixes 'il-', 'im-' and 'ir-' <br> 4. Prefix 'sub-' <br> 5. Prefix 'inter-' <br> 6.Challenge Words | 7. Suffix '-ation' <br> 8 Suffix '-ly' <br> 9. Suffix'-Ily' <br> 10. 'ch' makes a /sh/ sound <br> 11.Challenge Words <br> 31. Apostrophe for possession | 12. Suffix '-sion' <br> 13 Suffix '-ous' <br> 14. Suffix '-ous' <br> where the ge from <br> the root word remains. <br> 15. 'i' makes an /ee/ <br> sound <br> 16. Suffixes '-ious' <br> and 'eous' <br> 18.Challenge Words | 17. 'au' makes an /or/ sound <br> 20. Suffixes '-tion' <br> 21. Suffixes '-sion' <br> 22. Suffixes '-cian' <br> 23. Adverbs of manner <br> 24.Challenge Words | 25. Homophones <br> 26. ' $c$ ' before 'i' and 'e' <br> 27.Words containing 'sol' and 'real' 28.Words containing 'phon' and 'sign' <br> 29. Prefixes 'super-', <br> 'anti-' and 'auto <br> 30. Prefix 'bi-' <br> 31.Challenge Words | Year 3 and 4 word list. Review of 1-31 |
| Maths <br> See White Rose LT Plan N rich problem solving Classroom Secrets Reasoning Figure it out Friday | Number and Place Value <br> Addition and Subtraction | Area (Measurement) <br> Multiplication and Division A | Multiplication and Division B <br> Measurement Length and Perimeter | Fractions Decimals A | Decimals B <br> Measurement - Time <br> Measurement Money | Geometry - Angles and 2D shapes <br> Statistics <br> Geometry - Position and Direction |


| Computing Rising Stars | E-safety/Intro to Google Drive Graphic Design Programming in Scratch | 3D design Inside a computer | Animation | E-book creation | Internet research <br> Data handling <br> (recap on <br> branching <br> databases from Y3) | Video editing |
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|  | E-safety running throughout ICT teaching <br> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |  |  |  |  |  |
| Science | Sound | Electricity | States Of Matter | Teeth and Eating | Living Things and Their Habitats | Living Things and Their Habitats (bee study) |
|  | Working scientifically - running throughout Science |  |  |  |  |  |
| History | Roman Empire |  | Anglo-Saxons |  | Vikings |  |
|  | 1. Chronological knowledge /understanding |  |  |  |  |  |
|  | 2. Historical terms |  |  |  |  |  |
|  | 3. Historical enquiry - Using evidence / Communicating idea |  |  |  |  |  |
|  | 4. Interpretations of history |  |  |  |  |  |
|  | 5. a) Continuity and change in and between periods <br> b) Cause and consequences <br> c) Similarity / Difference within a period/situation <br> d)Significance of events / people |  |  |  |  |  |
| Geography | European Study |  | Trade Around the World |  | The Lake District |  |
|  | Geographical Skills and Fieldwork John Clare Week. |  |  |  |  |  |
| Art and Design | $\begin{aligned} & \text { 3D - Clay work - } \\ & \text { Peterborough } \\ & \text { Museum } \end{aligned}$ | Digital art Celtic jewellery | Sketching and Collage Boudicca | Painting | Textiles <br> Tapestry - Bayeux tapestry | Printing Viking Runes |
| Design Technology | Break Making | Roman Shields |  | Burwell Hall Residential activities | Saxon Houses |  |


| Music (*Music Express) (2023 Churrango) | Sounds* Recycling* | Building* | Environment* | Poetry* | Around the World* | Time* <br> Food and Drink* |
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| PHSE | Rights, Rules \& Responsibilities Cit8 RR34 | My emotions MMR10 ME34 Anti-bullying MMR12 AB34 | Working Together Cit6 WT34 <br> Financial Capability <br> EW2 FC34 | Sex \& Relationship <br> Education <br> HSL17 SR4 <br> Drug Education <br> HSL15 DE34 | Managing Risk HSL11 MR34 Safety Contexts HSL12 SC34 | Healthy Lifestyles HSL14 HL34 |
| P.E | Balla skills <br> Invasion games skills <br> - including hockey, netball/basketball skills <br> Gymnastics Balance | Invasion games skills- netball/ Basketball <br> Dance - cold places | Invasion games skills - including tag rugby <br> Gymnastics Rotation | Net games - Tennis <br> Dance - Rugby haka | Batting and fielding games - cricket <br> Athletics - Pentathlon | Batting and fielding games - rounders <br> Swimming |
| MFL | French Greetings France location, flag, language | French <br> Body parts, clothing | French <br> Colours and French speaking countries flags | French <br> Weather, Festivals, Village in France | French Age, birthdays Numbers 1-10 | French Class objects, likes/dislikes |
| R.E | How and why are churches different? | What can stories and images of deities tell us about Hindu beliefs? | Being a Hindu / what does 'worship' mean for Hindus? | Why do Christians call the day Jesus died Good Friday? | What makes Sikhs special? Who is a Sikh? What do Sikhs believe? Who is special? | How does the Khalsa influence the lives of Sikh families? |
| SMCS | Class charter <br> School council vote <br> Peterborough <br> Museum <br> Church visit | Meet a Christian | Burwell House Residential | Meet a Hindu |  | History Off The Page <br> Meet a beekeeper <br> Meet a Sikh |
|  | 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. |  |  |  |  |  |

