

PORTWAY JUNIOR SCHOOL – Y4 Long Term Plan 2022-2023

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
	Wonderful World of Walliams	Rowdy Romans	Amazing Animals	Thrilling Theatre	Groovy Greeks	Spectacular Spies
English outline	Learning Journey 1 World's Worst Teachers - David Walliams  Teach: Narrative Drop-in: Letter (One character to another) Reading: Inference/Language for Effect	Learning Journey 1 Roman Britain  Teach: Non-Chronological Report (Romans) Drop-in: Diary Entry (as Roman soldier) Reading: Retrieval/ Inference	Learning Journey 1 The Variety of Life  Teach: Persuasive Letter Drop-in: Narrative (animal from book or toad rage) Reading: Language and Presentation Contribute to Meaning	Learning Journey 1 Macbeth – Andrew Matthews  Teach: Narrative (Boxed-up Macbeth) Drop-in: Diary Entry (as character of choice) Reading: Themes & Conventions	Learning Journey 1 Greek Myths & Legends Atticus the Storyteller's 100 Greek Myths – Lucy Coats - The Snake Haired Gorgon  Teach: Newspaper Article (Death of Medusa) Drop-in: Playscript Reading: Inference/Monitor & Summarize	Learning Journey 1 Emil & The Detectives – Erich Kastner  Teach: Formal Letter (To police about theft) Drop-in: Reading: Clarify/Respond & Explain
	Learning Journey 2 The Midnight Gang – David Walliams  Teach: Diary Entry (as Tom) Drop-in: Narrative (TMG opening) Reading: Inference/Language for Effect	Learning Journey 2 How Santa really Works  Teach: Explanation (How I really work) Drop-in: Non-chronological reports (North Pole, Santa, etc) Reading: Retrieval/Inference	Learning Journey 2 SLS HinBA A selection of book chosen by SLS  Teach: Persuasive Advert Poster (for favourite book) Drop-in: TBC based on a text Reading: Retrieval (Appeal, Authority, Accuracy)	Learning Journey 2 A Midsummer Night's Dream  Teach: Play Script (AMSND Scene) Drop-in: Romeo and Juliet focus Reading: Language for Effect	Learning Journey 2 Modern Myths How the Whale Became & Other Stories – Ted Hughes  Teach: Narrative - Writing own myth Drop in: Newspaper report HTWB Reading: Inference/Monitor & Summarize	Learning Journey 2 Pigeon Impossible  Teach: Poetic Forms (Poems about spy pigeon) Drop in: Reading: Themes & Conventions

English Guided Reading	Guided Reading The World's Worst Teachers The Midnight Gang	Guided Reading The Lion, Witch and The Wardrobe The First Book of Haiku	Guided Reading Toad Rage	Guided Reading National Theatre - All About The Theatre <i>Romeo & Juliet Extracts (RSC Toolkit)</i>	Guided Reading Atticus the Storyteller's 100 Greek Myths - Lucy Coats - The Boy who Fell Out of the Sky Greek Myths and Legends	Guided Reading The Adventures of Sherlock Holmes Spy's Handbook
Maths outline	<p>Number and place value</p> <ul style="list-style-type: none"> Recognise the pv of each digit in three digit numbers. Read and write numbers up to at least 1000 (in numerals and words) 1000s, 100s, 10s, 1s Partitioning Counting in 1000s Counting in 25s Compare and order numbers up to 1000 Find 10, 100 and 1,000 more or less Comparing 4 digit numbers Ordering 4 digit numbers Identify, represent and estimate numbers on number lines to 10,000 Rounding to nearest 10, 100 and 1,000 (represent on number lines) Negative numbers Add and subtract 1s, 10s, 100s, 1000s <p>Assessment Point 1</p> <p>Number - Addition and Subtraction</p> <ul style="list-style-type: none"> Add 3 digit numbers using formal methods 4 digit + 4 digit no exchange 4 digit + 4 digit with 1 exchange 4 digit + 4 digit with more than 1 exch Subtract 3 digit numbers using formal methods 4 digit - 4 digit no exchange 4 digit - 4 digit with 1 exchange 4 digit - 4 digit with more than 1 exchange Estimate answers to a calculation Efficient subtraction Checking strategies - using inverse operation Solve addition and subtraction two-step problems in contexts deciding which operation to use and why <p>Assessment Point 2</p>	<p>Roman Numerals - Roman day link</p> <p>Measurement: length and perimeter</p> <ul style="list-style-type: none"> #Measure the perimeter of simple 2D shapes Kilometres: convert between units (Km to m, m to cm, cm to mm and vice versa) Know that 1000m = 1km, 750m = ¾ km, 500m = ½ km, 250m = ¼ km, 100m = 1/10 km Solve problems involving all of the above Perimeter on a grid Perimeter of a rectangle Measure and calculate the perimeter of rectilinear shapes (in squares) in cm and m <p>Multiplication and Division</p> <ul style="list-style-type: none"> Use PV facts to multiply and divide mentally Multiply by 1 and 0 Divide by 1 and 0 Multiply by 10 Divide by 10 Multiply by 100 Divide by 100 6 times table and division facts Multiply and divide by 6 Solve problems involving multiplying and adding (e.g. $37 \times 8 = 30 \times 8 + 7 \times 8$) Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 9 times table and division facts Multiply and divide by 9 7 times table and division facts Multiply and divide by 7 <p>Revision of weaknesses and EOT Assessment</p>	<p>Multiplication and Division</p> <ul style="list-style-type: none"> 11 and 12 times table Factor pairs Multiply 3 numbers Efficient multiplication Written methods 2 digits x 1 digit 3 digits x 1 digit Correspondence problems Divide 2 digits by 1 digit (1) Divide 2 digits by 1 digit (2) Divide 3 digits by 1 digit <p>Assessment Point 3</p> <p>Measurement and Area</p> <ul style="list-style-type: none"> What is area? Counting squares Making shapes Comparing area Find the area of rectilinear shapes by counting squares <p>Number Fractions</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators What is a fraction? Equivalent fractions (1) Equivalent fractions (2) Add fractions with the same denominator within one whole Fractions greater than 1 Counting fractions Add 2 or more fractions Subtract fractions with the same denominator within one whole Subtract 2 fractions Subtract from whole amounts <p>Position and direction - link to Animals topic?</p> <ul style="list-style-type: none"> Describe position Draw on a grid Describe a grid Draw movement on a grid 	<p>Number - Fractions</p> <ul style="list-style-type: none"> Recognise, find and write fractions of a discrete set of objects Calculate fractions of a quantity Problem solving - calculating quantities <p>Assessment Point 4</p> <p>Number and Decimals</p> <ul style="list-style-type: none"> Recognise that tenths derive from dividing something into 10 equal parts. Counting up and down in tenths and hundredths (proper and decimal fractions) Recognise tenths and hundredths Tenths as decimals Tenths on a PV grid Divide 1 digit by 10 Divide 2 digits by 10 Divide 1 or 2 digits by 100 Round decimals with 1dp to the nearest whole number Hundredths Hundredths as decimals Hundredths on a PV grid Hundredths Hundredths as decimals Hundredths on a PV grid Compare decimals Order decimals Round decimals 	<p>Measurements - Money and Weight - Time</p> <ul style="list-style-type: none"> Pupils recog. value of coins, by adding and subtracting amounts and giving change using pictorial representations such as bar models and number lines. They record £ and p separately. Pounds and pence - convert between units Ordering and comparing money Estimating money Four operations Measure and compare mass (g and kg) <p>Assessment Point 5</p> <ul style="list-style-type: none"> Use both analogue and twelve hour digital clocks and record their times. Hours, minutes and seconds Years, months, weeks and days Analogue to digital: 12 hr Analogue to digital: 24 hr 	<p>Statistics</p> <ul style="list-style-type: none"> Revise bar charts, pictograms and tables Interpret charts Comparison, sum and difference Introducing line graphs Line graphs <p>Assessment Point 6</p> <p>Geometry - Properties of Shape</p> <ul style="list-style-type: none"> Recognise Angles as a property of a shape or a description of turn. Identify acute and obtuse angles Compare and order angles Triangles (compare and classify based on their properties) Children's knowledge of shape extended to symmetrical and non-symmetrical polygons Quadrilaterals (compare and classify based on their properties) Lines of symmetry Complete a symmetric figure with respect to a specific line of symmetry

Science outline	<p>Electricity</p> <ul style="list-style-type: none"> • A complete circuit is needed for electricity to flow and devices to work • A source of electricity (mains or battery) is needed for electrical devices to work. • Electricity sources push electricity round a circuit. • More batteries will push the electricity round the circuit faster • Some materials allow electricity to glow through them easily and are called conductors. Materials that don't allow electricity to flow through them are called insulators. • Devices work harder when more electricity goes through them. 	<p>Human Digestive System</p> <ul style="list-style-type: none"> • Humans have different types of teeth that allow them to eat different foods • There are lots of organs that do different jobs to process food • There are lots of organs that do different jobs to process food • Enzymes help to break down food inside of our bodies • Humans get nutrients from their food • Blood carries nutrients to where they are needed in the human body 	<p>Animals</p> <ul style="list-style-type: none"> • Living things can be divided into groups based upon their characteristics • Nutrients produced by plants move to primary consumers then to secondary consumers through food chains • Different food chains occur in different habitats • Human activity significantly affects the environment • Environmental change affects different habitats differently • Different organisms are affected differently by environmental change • Different animals are adapted to eat different foods 	<p>Sound</p> <ul style="list-style-type: none"> • Sound is produced when an object vibrates • Sound travel can be blocked • Changing the way an object vibrates changes its sound • Sound moves through all materials by making them vibrate • Sound travels from its source in all directions and we hear it when it travels to our ears • Sound spreads out as it travels • Changing the shape, size and material of an object will change the sound it produces 	<p>Materials</p> <ul style="list-style-type: none"> • Materials can be divided into solids, liquids and gases • Solids, liquids and gases can be observable properties • 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 • The temperatures at which given substances change state are always the same • Cooling causes gases to condense to liquids and liquids to freeze to solids • Heating causes solids to melt into liquids and liquids to evaporate to gases • Identify the part played by evaporation and condensation in the water cycle and associate rate of evaporation with temperature • Materials change state by heating or cooling • Some changes can be reversed and some can't 	
History		<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. (Hooke Court Residential Focus) • Chronology • Significance • Interpretation. 			<ul style="list-style-type: none"> • A Study of Ancient Greece - Life and Achievements and their influence on the Western World. • Characteristic features and enquiry. 	

Geography		<ul style="list-style-type: none"> Locate and name the main towns and cities in the UK , identify human and physical characteristics (and link to Roman settlements e.g. towns ending in -cester, -chester) Locate and name the main counties and cities in and around Hampshire Describe and understand the different types of settlement in modern Hampshire: villages, towns and cities Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000 internet based maps 	<ul style="list-style-type: none"> Locate areas of similar environmental regions e.g. desert, temperate, rainforest, savannah, polar, tundra Describe and understand climate zones, biomes and vegetation belts Introduce and begin using longitude and latitude - Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, South and North Hemispheres Use digital/computer mapping Make maps of small areas Begin to work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000 		<ul style="list-style-type: none"> Compare the human and physical characteristics of Hampshire with an area with some significant contrasting features in Greece Describe and understand climate zones, biomes and vegetation belts Use digital/computer mapping 	<ul style="list-style-type: none"> Give directions using 8 cardinal points Learn why map symbols are used and to recognize the OS map symbols Begin to use 6 figure grid references Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000 internet based maps Make maps of the local area
Art	<ul style="list-style-type: none"> Use a range of materials to draw including: ink Use a range of materials to draw including: different shades of pencils Continue to explore the colour wheel introducing warm and cold. Create mood and feeling using these colours. (Primary and Secondary colours) 	<ul style="list-style-type: none"> Use mosaic, montage, coiling and overlapping Use ceramic mosaic techniques 	<ul style="list-style-type: none"> Use a viewfinder as a tool when sketching Create a collage using paper and a variety of materials including: printed media and a range of papers 	<ul style="list-style-type: none"> Use watercolours to create background washes Continue to explore the colour wheel introducing warm and cold. Create mood and feeling using these colours. (Primary and Secondary colours) 	<ul style="list-style-type: none"> Use a viewfinder as a tool when sketching Use a range of materials to draw including: chalk pastels 	<ul style="list-style-type: none"> Use cross stitch and back stitch Learn the basics of quilting, padding and gathering
Music	<ul style="list-style-type: none"> Use staff notation to record and perform simple pieces of music on the recorder Compose a range of short melodies using recorders and evaluate them 	<ul style="list-style-type: none"> Sing a range of songs in the round/canon and in unison 	<ul style="list-style-type: none"> Listen to and appreciate a range of English Folk music e.g. linked to local study of Hampshire 	<ul style="list-style-type: none"> Sing a range of songs in the round/canon and in unison (Shakespeare Show Songs) Boomwhackers 	<ul style="list-style-type: none"> Use staff notation to record and perform simple pieces of music on the recorder Compose a range of short melodies using recorders and evaluate them 	
D.T.	Electrical circuits and computer control.	Hooke Court - Roman food preparing and eating			Food activities, safety and hygiene - grating, chopping, mixing and cooking - Greek salads - preparing and eating	Textiles - planning, joining, sewing and fixings
P4C	Equal rights - BLM etc	Christmas and giving	Animal rights/ Environmental focus	Telling the truth	Democracy	Moving on

Computing	<p><u>The Internet</u></p> <ul style="list-style-type: none"> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web To describe how content can be added and accessed on the World Wide Web To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content 	<p><u>Audio Editing</u></p> <ul style="list-style-type: none"> To identify that sound can be digitally recorded To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made 	<p><u>Photo Editing</u></p> <ul style="list-style-type: none"> To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image 	<p><u>Data Logging</u></p> <ul style="list-style-type: none"> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions 	<p><u>Programming: Repetition in Shapes</u></p> <ul style="list-style-type: none"> To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome 	<p><u>Programming: Repetition in Games</u></p> <ul style="list-style-type: none"> To use loops to create shapes To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition
P.D.L.						
R.E.	<p><u>Community (J)</u> <u>How special is the relationship Jews have with God? - Passover</u></p>	<p><u>Interpretation (C)</u> <u>How can artists help us to understand Christmas?</u></p> <p><u>Pupils should learn:</u></p> <ul style="list-style-type: none"> why artists, throughout history and around the world, have attempted to depict events surrounding the birth of Jesus that artists use symbolism to express the mysterious events of the nativity and to express deep Christian beliefs about the person of Jesus that the way in which Christmas is represented by artists around the world tells us about the importance of Jesus to Christians 	<p><u>Temptation (C)</u> <u>Making choices</u></p>	<p><u>Ritual (C)</u> <u>Paschal candle</u></p> <p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Step 1: describe the meaning of the concept of ritual Step 2: describe how Christians use the Paschal Candle in a ritual to remember the resurrection of Jesus Step 3: evaluate the importance of the ritual by describing the value of the ritual to Christians and by identifying an issue raised Step 4: describe their own responses to rituals in their own experience Step 5: describe examples of how their response to rituals applies in different situations, in theirs and others' lives. 	<p><u>Belief (C)</u> <u>Jesus' Miracles</u></p> <p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> Describe the concept of 'belief' Describe some of the beliefs Christians have about the stories of Jesus' miracles evaluate the value of belief to Christians and describe an issue raised Describe their own responses to the idea of 'belief' Describe examples of how their responses to belief can be applied to their own and others' lives 	<p><u>Belonging (J)</u> <u>The Jewish Home</u></p> <p>a) The importance of the home in Jewish life: keeping a kosher home and observing dietary laws</p> <p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> understand what it means to keep a kosher home and the significance of this for Jews appreciate the importance of the home in Jewish life and practice reflect on what is special about their own homes <p>b) The Shema and the Mezuzah</p> <p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> learn about the Shema and the Mezuzah: what they are and why they are so important in Jewish life reflect on the values, beliefs and hopes that are important in their own lives <p>c) Observing Shabbat in the home</p> <p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> learn about the origins and importance of Shabbat reflect on the importance of rest in their own lives learn about the family ceremonies marking the beginning and end of Shabbat reflect on their own feelings associated with the beginning and end of the

						week end <ul style="list-style-type: none"> learn about what happens during Shabbat and what is not permitted during Shabbat
P.E.	Gymnastics (shape & balance) - Develop flexibility, strength, technique, control and balance Hockey - Take part in outdoor and adventures activity challenges both individually and within a team	Perform dances using a range of movement patterns linked to The Romans Netball - learn the different moves and throws - leading to competitive games and apply basic principles suitable for attacking and defending	Yoga - poses linked at Animals and the environment Football (Sport Ed) - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Cricket - Take part indoor challenges both individually and within a team OAA - Orienteering team games	Dance (Olympics) Athletics - Use running, jumping, throwing and catching in isolation and combination	Tennis - develop hand eye coordination and different tennis strokes - leading into competitive games Cricket - take part outdoor challenges both individually and within a team
French	<u>Je peux</u> <u>I can (hobbies)</u> <ul style="list-style-type: none"> I can name up to five common French verbs/activities. I can also spell up to five of these verbs accurately. I can match up to five verbs/activities to their picture easily, and attempt more if I have time to remind myself of the language first. I can say I am able to do some of these activities in French by using je peux. 	<u>L'ancienne Histoire de la Grande Bretagne</u> <u>Ancient Britain</u> <ul style="list-style-type: none"> I can tell you and use correctly the French for two of the following three; "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). I can tell you most of the words for the six key periods of ancient Britain (attempting them in the correct chronological order) in French and attempting to spell them with relative accuracy. I can tell you that I am a man or woman from the stone age, bronze age or iron age in French from memory and attempt to spell this too. I can say I have at least one hunting tool as a man or woman from the stone age, bronze age or iron age in French. I can attempt to say where I live as a man or woman from the stone age, bronze age or iron age but may need an example or to hear the words said to me clearly first. 	<u>Les instruments</u> <u>Instruments</u> <ul style="list-style-type: none"> I can recognise most of the instruments I have been introduced to, when I hear them and can tell you what that instrument is in English. I can name approximately five in French with the correct gender. I am able to match most of the French spellings to their appropriate picture. I can nearly say I play five instruments of my choice, using the verb jouer correctly in French when I am shown a model answer first 	<u>Les fruits</u> <u>Fruits</u> <ul style="list-style-type: none"> I can repeat and recognise most of the ten fruits in French with their correct article. I can attempt to possibly spell five of these words unaided from memory with good accuracy. I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first. I can say in French which of the ten fruits I like and dislike, but I may need a model answer. 	<u>Les légumes</u> <u>Vegetables</u> <ul style="list-style-type: none"> I can repeat and recognise most of the ten vegetables in French with their correct article. I can attempt to possibly spell five of these words unaided from memory with good accuracy. I can ask somebody in French for a particular vegetable but I may need a reminder of how to specify the weight. I can perform a very simple French role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from. 	<u>Les Saisons</u> <ul style="list-style-type: none"> I can name the different seasons in French I can describe the weather/ climate in the different seasons I can identify and use grammatical forms such as "en" I can say and write what my favourite season is

--	--	--	--	--	--	--