

HIGHLANDS PRIMARY SCHOOL
YEAR 4 - Long Term Plan 2023/24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Text: James and the Giant Peach Text type: Narrative	Text: The Giant's Necklace Text type: Newspaper report	Text: Queen of Darkness Text type: Diary Entry	Text: Aesop's Fables Text type: Fables	Text: Non-fiction texts/My country/Presents from the aunt in Pakistan Text type: Poetry from different cultures	Text: Malamander Text type: Narrative
	Purpose: To write in the style of an author	Purpose: To inform the local community about a missing person	Purpose: To inform the reader of a character's thoughts and feelings	Purpose: To write in the style of the author	Purpose: To write in the style of the poet	Purpose: To write in the style of the author
	Audience: The reader	Audience: Local community	Audience: The reader	Audience: The reader	Audience: The reader	Audience: The reader
	Prior knowledge: -predict what might happen from details implied	Prior knowledge: -to begin to use the structure of different text types	Prior knowledge: -inferring a character's thoughts, feelings and motives whilst	Prior knowledge: -to begin to use the structure of different text types	Prior knowledge: -grammatical techniques such as rhyming couplets, stanzas etc.	Prior knowledge: -inferring a character's thoughts, feelings and motives

	<ul style="list-style-type: none"> -drawing inferences of a character's thoughts, feelings and motives -describing settings and characters -structure of paragraphs for direct speech 	<ul style="list-style-type: none"> -to organise paragraphs around a theme -to maintain the correct tense -to use inverted commas for direct speech 	<ul style="list-style-type: none"> justifying this with evidence -structure of a diary entry (writing in the past tense, first person_ -structure of a narrative -describing settings and atmospheres. 	<ul style="list-style-type: none"> -to organise paragraphs around a theme -to maintain the correct tense 	<ul style="list-style-type: none"> -inferring a character's thoughts -to maintain the correct tense -to make deliberate word choices 	<ul style="list-style-type: none"> whilst justifying this with evidence -structure of a diary entry (writing in the past tense, first person_ -structure of a narrative -describing settings and atmospheres.
	<p>Compositional knowledge (core):</p> <ul style="list-style-type: none"> -structure of a narrative, identifying main ideas in a paragraph -inferring a character's thoughts, feelings and motives and justifying this with evidence -setting descriptions 	<p>Compositional knowledge (core):</p> <ul style="list-style-type: none"> -to use the appropriate structure for different text types -to consistently organise paragraphs around a theme -to maintain accurate tense -to use indirect and direct speech which is mostly correct 	<p>Compositional knowledge (core):</p> <ul style="list-style-type: none"> -to use the appropriate structure for different text types -to consistently organise paragraphs around a theme -to maintain accurate tense -inferring a character's thoughts, feelings and motives and 	<p>Compositional knowledge (core):</p> <ul style="list-style-type: none"> -to use the appropriate structure for different text types -to consistently organise paragraphs around a theme -to maintain accurate tense -inferring a character's thoughts, feelings and motives and 	<p>Compositional knowledge (core):</p> <ul style="list-style-type: none"> -to use the appropriate structure for different text types -to consistently organise paragraphs around a theme -to maintain accurate tense -to understand the impact of different poetic devices 	<p>Compositional knowledge:</p> <ul style="list-style-type: none"> -to write narratives with a coherent plot -to infer a character's thoughts and feelings -to maintain an accurate tense -to consistently organise paragraphs around a theme -

			justifying this with evidence -understand how to use language features to write informally	justifying this with evidence		
	Transcriptional skills: -justifying inferences of a character's thoughts and feelings with evidence -to write descriptive settings using the correct grammatical features -to embed dialogue within a narrative and punctuating this correctly.	Transcriptional skills: -to use fronted adverbials to create cohesion -to use a full range of punctuation e.g. commas, semi colons -to use expanded noun phrases correctly -to use choose nouns and pronouns to aid cohesion	Transcriptional skills: -to use fronted adverbials to create cohesion -to use a full range of punctuation e.g. commas, semi colons -to use expanded noun phrases correctly -to use contractions	Transcriptional skills: -to use fronted adverbials to create cohesion -to use a full range of punctuation e.g. commas, semi colons -to use expanded noun phrases correctly -to use choose nouns and pronouns to aid cohesion	Transcriptional skills: -to embed poetic devices -to use commas for clarity -to understand different styles of poetry	Transcriptional skills: -to use the correct punctuation for direct speech -to use fronted adverbials to aid cohesion -to use expanded noun phrases to modify adjectives
RECIPROCAL READING	Non-fiction and poetry	Fiction	Fiction	Non-fiction and poetry	Fiction	Non-fiction and poetry
MATHS (Ready to progress statements – Year3)	<u>Number</u> Place Value Addition and Subtraction	<u>Number</u> Multiplication and Division	<u>Number</u> Multiplication and Division	<u>Number</u> Fractions <u>Number</u>	<u>Number</u> Decimals <u>Measurement</u>	<u>Geometry</u> Shape <u>Statistics</u>

end of unit assessments) NCETM		Measurement Area (week11)	Measurement Length and perimeter Number Fractions	Decimals	Money Measurement Time	Geometry Position and Direction
SCIENCE	Animals including humans	Animals including humans	Sound	States of Matter	Electricity	Electricity
COMPUTING	Unit 4.1 Coding Weeks – 6 Main Programs – 2Code	Unit 4.2 Online safety Weeks – 4 Programs – Various	Unit 4.3 Spreadsheets Weeks – 6 Programs – 2Calculate	Unit 4.4 Writing for different audiences Weeks – 5 Programs – 2Email, 2Connect, 2DIY	Unit 4.5 Logo Weeks – 4 Programs – Logo	Unit 4.7 Effective Search Weeks – 3 Programs – Browser
					Unit 4.6 Animation Weeks – 3 Programs – 2Animate	Unit 4.8 Hardware Investigators Weeks – 2
RE	What does it mean to be Jewish?(First half) Where, how and why do people worship?		Who should inspire us? What does it mean to be Jewish? (second half)		How and why do religious believers show their commitments during the journey of life?	

					What matters most to Humanists and Christians?	
ART		Drawing Developing: design, drawing, craft, painting skills – creating an optical illusion print, making a plate in the famous willow pattern, carving soap, still life drawing, painting and mixing colours in the style of Paul Cézanne and learning about the role of a ‘curator’	Painting and mixed media Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.		Sculpture and 3D (Awaiting content)	
DT	Cooking & Nutrition: adapting a recipe			Electrical systems: simple circuits and switches-Torches		Mechanical Systems: Leavers-slingshot car
MUSIC	Body and tuned percussion (Rainforests)	Rock and Roll	Adapting and transposing motifs (Romans)	Change in pitch, tempo and dynamics (Rivers)	Haiku, music and performance (Hanami)	Samba and carnival sounds and instruments

<p>GEOGRAPHY</p>	<p>Geography: The United Kingdom Locational Knowledge – locate counties and cities of the UK</p> <p>RGS – The United Kingdom</p>			<p>Geography: Rivers and the Water Cycle Physical Geography</p> <p>Kapow – What are rivers and how are they used?</p>		<p>Geography: Coasts Location Knowledge – identify key topographical features and understand how they have changed over time</p> <p>Kapow – What is it like to live by the coast?</p>
<p>HISTORY</p>		<p>History: The Ancient Egyptians The achievements of the earliest civilisations</p> <p>Kapow – What did the Ancient Egyptians believe?</p>	<p>History: Roman Britain The Roman Empire and its impact on Britain</p> <p>Kapow – Why did Romans settle in Britain?</p>		<p>History: The Anglo-Saxons Britain’s settlement by Anglo Saxons and Scots</p> <p>Kapow – How hard was it to invade and settle in Britain?</p>	
<p>RHE</p>	<p>Families and People who care for me</p>	<p>Respectful relationships</p>	<p>Respectful relationships</p>	<p>Mental wellbeing</p>	<p>Mental wellbeing</p>	<p>Basic First Aid</p>

	Health and Prevention	Physical health and fitness Caring friendships	Health and Prevention	Internet safety and Harm Physical health and fitness	Respectful relationships Being safe	Drugs alcohol and tobacco
PE	Fitness & PE Theory	Dance	Gymnastics	Net and wall games	Athletics	Striking and fielding
FRENCH	Portraits- describing in French	Clothes- getting dressed in France	French numbers, calendars and birthdays	French weather and the water cycle	French food- Miam Miam	French and the Eurovision song contest
CONTEXTUAL SAFEGUARDING	<p>Importance of attending school</p> <p>ELSA, circle times, worry boxes, feeling charting, thinking questions, trips, exercise, wellbeing sessions, trips to Wanstead park, tackling stereotypes and teaching the children about the world- ensuring values are outlined and antiracist curriculum supports children.</p> <p>Anti-bullying week, inclusion week, disability awareness days, circle times, class charters, antiracist curriculum and challenging stereotypes.</p> <p>Online safety – recap of all prior knowledge focus on ensuring children have the base of knowledge.</p> <p>Fitness sessions, PE sessions, swimming and external club opportunities, keeping clean and washing hands recap.</p>		<p>Importance of attending school</p> <p>Mental Health week – managing feelings and emotions.</p> <p>Online safety – Keeping safe online, communicating safely online</p> <p>Keeping healthy mentally and physically.</p> <p>Being part of the local community – hobbies, physical exercise. Safely spending time outdoors (stranger danger recap)</p>		<p>Importance of attending school</p> <p>Online safety – how will we keep ourselves safe online</p> <p>Re-visit anti-bullying week, strategies, rules and what they should do if they think someone is being bullied. Making new friends.</p> <p>Peer pressure and temptations – wrong choices, drugs, alcohol.</p>	

<ul style="list-style-type: none"> County lines, radicalisation, drugs and alcohol. <p>Year group specific: Attendance Low Attainers SEMH ELSA SEND Friendships</p>	<p>Staying healthy during the Winter – general reminders about health and strategies such as catch it, bin it, kill it. Flu Jabs</p>					
<p>TRIPS</p>	<p>Pedestrian Training (28.9.22)</p>	<p>Synagogue</p>	<p>Lullingstone Roman Villa</p>	<p>Science Museum</p>		<p>Southend</p>