**THE HARMONY TRUST**

Believe ∙ Achieve ∙ Succeed

Westwood Academy

Year 4 Long Term Plan

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| **Subject/Term** | **Autumn Term** | | **Spring Term** | | | **Summer Term** | |
| **Mathematics** | In Maths, we follow the White Rose Curriculum, which is a small step, mastery-based scheme of learning. For spring and summer terms, the small steps are taken from the previous year’s scheme of work and will be updated to the present year when made available by White Rose. | | | | | | |
| **Place Value -**  Represent numbers to 1,000  Partition numbers to 1,000  Number line to 1,000  Thousands  Represent numbers to 10,000  Partition numbers to 10,000  Flexible partitioning of numbers to 10,000  Find 1, 10, 100, 1,000 more or less  Number line to 10,000  Estimate on a number line to 10,000  Compare numbers to 10,000  Order numbers to 10,000  Roman numerals  Round to the nearest 10  Round to the nearest 100  Round to the nearest 1,000  Round to the nearest 10, 100 or 1,000  **Addition and Subtraction -**  Add and subtract 1s, 10s, 100s and 1,000s  Add up to two 4-digit numbers – no exchange  Add two 4-digit numbers – one exchange  Add two 4-digit numbers – more than one exchange  Subtract two 4-digit numbers – no exchange  Subtract two 4-digit numbers – one exchange  Subtract two 4-digit numbers – more than one exchange  Efficient subtraction  Estimate answers  Checking strategies | **Area -**  What is area?  Count squares  Make shapes  Compare areas  **Multiplication and Division -**  Multiples of 3  Multiply and divide by 6  6 times-table and division facts  Multiply and divide by 9  9 times-table and division facts  The 3, 6 and 9 times-tables  Multiply and divide by 7  7 times-table and division facts  11 times-table and division facts  12 times-table and division facts  Multiply by 1 and 0  Divide a number by 1 and itself  Multiply three numbers | **Multiplication and Division-**  Step 1 Factor pairs  Step 2 Use factor pairs  Step 3 Multiply by 10  Step 4 Multiply by 100  Step 5 Divide by 10  Step 6 Divide by 100  Step 7 Related facts – multiplication and division  Step 8 Informal written methods for multiplication  Step 9 Multiply a 2-digit number by a 1-digit number  Step 10 Multiply a 3-digit number by a 1-digit number  Step 11 Divide a 2-digit number by a 1-digit number (1)  Step 12 Divide a 2-digit number by a 1-digit number (2)  Step 13 Divide a 3-digit number by a 1-digit number  Step 14 Correspondence problems  Step 15 Efficient multiplication  **Length and perimeter -**  Step 1 Measure in kilometres and metres  Step 2 Equivalent lengths (kilometres and metres)  Step 3 Perimeter on a grid  Step 4 Perimeter of a rectangle  Step 5 Perimeter of rectilinear shapes  Step 6 Find missing lengths in rectilinear shapes  Step 7 Calculate perimeter of rectilinear shapes  Step 8 Perimeter of regular polygons  Step 9 Perimeter of polygons  **Fractions -**  Step 1 Understand the whole  Step 2 Count beyond 1  Step 3 Partition a mixed number  Step 4 Number lines with mixed numbers | **Fractions -**  Step 5 Compare and order mixed numbers  Step 6 Understand improper fractions  Step 7 Convert mixed numbers to improper fractions  Step 8 Convert improper fractions to mixed numbers  Step 9 Equivalent fractions on a number line  Step 10 Equivalent fraction families  Step 11 Add two or more fractions  Step 12 Add fractions and mixed numbers  Step 13 Subtract two fractions  Step 14 Subtract from whole amounts  Step 15 Subtract from mixed numbers  **Decimals –**  Step 1 Tenths as fractions  Step 2 Tenths as decimals  Step 3 Tenths on a place value chart  Step 4 Tenths on a number line  Step 5 Divide a 1-digit number by 10  Step 6 Divide a 2-digit number by 10  Step 7 Hundredths as fractions  Step 8 Hundredths as decimals  Step 9 Hundredths on a place value chart  Step 10 Divide a 1- or 2-digit number by 100 | | **Decimals -**  Step 1 Make a whole with tenths  Step 2 Make a whole with hundredths  Step 3 Partition decimals  Step 4 Flexibly partition decimals  Step 5 Compare decimals  Step 6 Order decimals  Step 7 Round to the nearest whole number  Step 8 Halves and quarters as decimals  **Money -**  Step 1 Write money using decimals  Step 2 Convert between pounds and pence  Step 3 Compare amounts of money  Step 4 Estimate with money  Step 5 Calculate with money  Step 6 Solve problems with money  **Time-**  Step 1 Years, months, weeks and days  Step 2 Hours, minutes and seconds  Step 3 Convert between analogue and digital times  Step 4 Convert to the 24-hour clock  Step 5 Convert from the 24-hour clock | **Shape -**  Step 1 Understand angles as turns  Step 2 Identify angles  Step 3 Compare and order angles  Step 4 Triangles  Step 5 Quadrilaterals  Step 6 Polygons  Step 7 Lines of symmetry  Step 8 Complete a symmetric figure  **Statistics -**  Step 1 Interpret charts  Step 2 Comparison, sum and difference  Step 3 Interpret line graphs  Step 4 Draw line graphs  **Position and direction –**  Step 1 Describe position using coordinates  Step 2 Plot coordinates  Step 3 Draw 2-D shapes on a grid  Step 4 Translate on a grid  Step 5 Describe translation on a grid |
| **English** | In English, we teach over a two-week cycle, using quality texts to inspire our writing. | | | | | | |
| **1st Cycle -**  **Character Description –** Medusa and the Snake Haired Monster (Cold Write and Assessed Write)  **Setting Description** – Medusa's Lair (Extended Piece)  ***Book focus -*** *Usborne book of Greek Myths – Perseus and the Gorgon’s head*  **2nd Cycle -**  **Informal Letter –** Informing family of his travels to slay Medusa **(**Cold Write)  **Narrative –** Retell the story of Perseus and the Snake Haired Monster (Extended Write)  ***Book focus -*** *Usborne book of Greek Myths – Perseus and the Gorgon’s head*  **3rd Cycle -**  **Postcard** – Hercules in training (Cold write)  **Diary entry –** A day in the life of a trainee (Extended Write)  ***Book focus -*** *Usborne book of Greek Myths – The Twelve Labours of Hercules*  **4th Cycle -**  **Non-Chronological Report -** Knowledge and research of Ancient Greek mythical beasts | **1st Cycle -**  **Persuasive leaflet –** Visit Oldham (Cold write)  **Diary –** Diary of CJ’s day (Extended write)  ***Book focus -*** *The Last stop on Market Street*  **2nd Cycle -**  **Wanted Poster-** Wanted poster for Maurice (Cold Write)  **Narrative –** Retell the Beauty and the Beast (Extended write)  ***Book focus –*** *Beauty and the beast*  **3rd Cycle -**  **Formal Letter** – A formal letter stating why the UK should be chosen for the next Eurovision context (Cold write)  **Non-Chronological Report–** Non-chronological reports- Europe (link to fantastic finish for Eurovision topic) Extended write  ***Book focus –*** *Beauty and the beast* | **1st Cycle -**  **Fact file –** Amazon Rainforest (Cold write)  **Narrative –** 1st person retell from main characters point of view (Extended Write)  ***Book focus -*** *The Vanishing Rainforest*  **2nd Cycle**  **Poetry** – Kenning Poem (Cold write)  **Explanation Text** – Layers of the rainforest (Cold write) - links to Topic  ***Book focus -*** *The Vanishing Rainforest*  **3rd Cycle -**  **Letter–** Stop Deforestation Cold Write)  **Poetry –** Jungle poetry (Extended write)  ***Book focus -*** *Pleasant Sounds by John Clare* | **1st Cycle -**  **Travel Leaflet** – Visit the Amazon (Cold write)  **Newspaper Report –** Tribe's perspective (Extended Write and assessment piece)  ***Book focus – T****he Great Kapok Tree*  **2nd Cycle -**  **Letter –** Living in the Rainforest (Cold Write))  **Narrative –** 3rd person retell (Extended write)  ***Book focus – T****he Great Kapok Tree*  **3rd Cycle -**  **Setting description** – Comparison of rainforests then and now  **Speech –** Debate on deforestation (Extended Write)  ***Book focus – T****he Great Kapok Tree* | | **1st Cycle -**  **Recruitment Poster** – To be a Roman Soldier (Cold write)  **Narrative –** Retell the Myth (Extended write)  ***Book focus -*** *The Romans by Marcia Williams -Romulus and Remus*  **2nd Cycle -**  **Biography** – Julius Caeser (Cold write)  **Diary –** A Day in the life of a soldier (extended write)  ***Book focus -*** *Roman Soldiers Handbook – Usborne Official*  **3rd Cycle -**  **Fact file –** Roman Army Fact File (Cold Write)  **Newspaper report –** Fall of Rome (Extended write)  ***Book focus -*** *Roman Soldiers Handbook – Usborne Official* | **1st Cycle -**  **Character Description –** Description of Beowulf (Cold Write)  **Alternative Narrative –** What happens when the monster comes? (Extended Write and Assessment Piece)  ***Book focus –*** *Beowulf*  **2nd Cycle -**  **Short Story –** Hiccups Adventure (Cold Write)  **Newspaper Report –** Dragon Attack! (Extended Write)  ***Book focus –*** *How to train your Dragon*  **3rd Cycle -**  **Instructions –** How to train your dragon (Cold Write)  **Setting Description –** Extended Write  ***Book focus –*** *How to train your Dragon*  **4th Cycle -**  **Playscript –** Write a playscript for a chapter from the story (Cold write) - 1 week only |
| **Science** | In our Autumn 1 topic, we explore states of matter. This starting point allows the children to develop a great foundational understanding of solids, liquids and gases, and how the particles behaved within them. Children obtain the knowledge by carrying out a range of investigations. This is the first-time children will encounter States of Matter, but it builds the foundations for the next unit within Y5. The children also learn about the water cycle. | In our Autumn 2 topic, we begin by identifying which objects run on electricity and if they use heat, light and sound energy. This is the first unit on electricity which is revisited in Y6. They explore the different electrical components and how to assemble them to make a simple circuit to light a bulb. Furthermore, children identify the differences between conductors and insulators. | Spring 1 allows the children to refer back to their previous learning through our ‘Heating and Cooling’ topic. This topic allows children to consolidate their understanding and use of scientific equipment e.g. thermometer. Changes of state are investigated. Emphasis is placed on fair testing and how we can improve future investigations. | Spring 2 moves onto ‘Teeth and digestion’. Through independent research, children are able to identify the different types of teeth in humans and their simple functions. They investigate how different liquids can affect the enamel on your tooth and draw conclusions as to why different liquids can damage out teeth. This builds on prior learning in KS1 and Y3 within the strand of Animals, including humans.  By the end of the term, children should be able to describe the simple functions of the basic parts of the digestive system in humans. | | In Summer 1, children learn about the classification of animals and use branching keys to sort animals using their prior learning within the stands of Animals, including Humans and Living things and their habitats. This work is linked to the geographical topic of ‘Beneath the Canopy’ which focuses on the rainforests.  Food chains are also investigated, building on prior learning within Y2. | In Summer 2, Sound is the topic which children are taught for the first time as a discrete unit and expended upon in Y6. It builds upon prior learning of our senses in KS1.  Children learn that sounds travel through vibrations and they investigate the patterns between the pitch of a sound and the object that produces it as well as investigating how the volume of sounds is linked to the strength of the vibrations. |
| **Working scientifically – Taught throughout all topics in science**  Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions | | | | | | |
| **History** | **Greece is the Word**  In year 4, our pupils study the Ancient Greek civilisation in the topic **Ancient Greece is the word** – acquiring skills and knowledge about the life and achievements of the Ancient Greeks and their influence on the modern world.  Children will learn about what life was like for the Ancient Greeks, including their beliefs, how life differed for some people living within that time (rich/poor, boys/girls, Athenians/Spartans). They will also learn how the Ancient Greeks have influenced our life today which includes democracy, the Olympics and the Battle of Marathon. |  |  | | **Invaders and Settlers in Britain**  In Year 4, we study the **Invaders and Settlers of Britain.** We begin by learning about the Roman’s and how their Empire expanded over time. Children will learn about how their invasion of Britain changed our life today with the introduction of Roman roads, aqueducts etc and how life was different for some people e.g. boys/girls, rich/poor, slaves/non-slaves.  In the second half term, we begin to learn about the Anglo-Saxons and Vikings and how their invasions of Britain influenced our life today. Children are introduced to the power-struggle for the Kingdom of England when Alfred the Great was King and how the events following this led to the Battle of Hastings in 1066. | | |
| **Geography** |  | **Euro-vision**  During the ‘**Euro-vision**’ topic, pupils in Year 4 begin by reviewing their past learning from Year 3 an id KS1 through studying the immediate local area before branching out to Greater Manchester, England and Great Britain to acquire a sense of place within the continent of Europe. Where in Year 3, the children looked at land-use and key landmarks in the UK, in Year 4, they look further afield, identifying similarities and differences between the human and physical features of major towns and cities across Europe, making links to their own experiences, where appropriate. | **Beneath the Canopy**  Year 4’s ‘**Beneath the canopy**’ topic further develops children’s geographical knowledge. The children use maps to identify the tropics of Cancer and Capricorn and learn why certain tropical and temperate rainforests fall in certain places around the globe and they locate them on a map. We learn about the key characteristics of tropical rainforests which includes the human and physical features, and we investigate layers of the rainforest, the habitats of the animals that live there, indigenous tribes and some of the issues surrounding deforestation. | |  | | |
| **Art** | **Greek Pottery**  Throughout this unit, the children will plan, design and make their own clay pots in the style of Ancient Greek Pottery. | **Pointillism**  Within this unit, the children will explore pointillism and the work of Claude Monet, learning about colour theory and painting technique to emulate the impressionist movement. |  | **Wire Sculptures**  Throughout this unit, the children will create a sculpture of a fish using wire. They will learn techniques to mould and manipulate metal before designing and building their own sculpture based on a rainforest fish | |  |  |
| **DT** |  |  | **Paper Mechanisms**  Throughout this unit, the pupils will look at creating paper mechanisms that will be incorporated into a pop-up book designed to teach KS2 children about the rainforest. |  | | **Aqueducts**  Throughout this unit, the children link their DT to their learning about the Ancient Romans (Invaders and Settlers of Britain) and plan, design and create their own Aqueduct structure, ensuring the exploration of how to reinforce paper and create a watertight system. | **Game Design**  Within this unit, pupils will plan, design and create a steady hand game incorporating their learning from science and applying their understanding of electrical circuits. |
| **Computing** | **Garage Band**  In the Autumn term, children explore the app Garageband using the iPads. We begin by revisiting the rules for staying safe when working online then investigate how to set timings on a video. They then investigate how Garageband works and ‘tinker’ to explore how to create different sounds and effects using a loop system. Children then create a soundtrack to accompany a video, working collaboratively, before sharing and getting feedback from their peers. | **Coding (Unit 4.1)**  In Autumn 2, children study the coding unit 4.1 on Purple Mash. We begin by investigating simple codes and the vocabulary associated with coding. We learn how to use repeated actions and timers, use the if/else commands, investigate variables and use repeat until codes to debug and create their own codes. | **Online Safety (Unit 4.2)**  In Spring 1 we also the Purple Mash unit **Online Safety** Unit 4.2.  We revisit how to stay safe when working online, learn about our digital footprint, how installing some apps can be unsafe and about how to develop safe and healthy levels of screen time. | **Animation (Unit 4.6)**  In Spring 2, Y4 study the Animation unit 4.6 on Purple Mash. We begin by discussing what makes a good animation or cartoon before learning how they are created by hand. They are introduced to ‘stop-motion animation’ and learn how to add backgrounds and sounds and how ‘onion skinning’ helps you line up the animation objects correctly. | | **Logo (Unit 4.5)**  The Purple Mash unit Logo 4.5 is taught in Summer 1. We learn to use the structure of the coding language of Logo before learning how to input simple instructions. 2Logo is used to create letter shapes using the repeat, use and build procedures. | **iMovie**  In Summer 2, Y4 use the iPads to create an iMovie. Children begin to plan their own iMovie trailer in groups, linking it to our topic ‘Invaders and Settlers of Britain.’ They plan different elements of the trailer, including what props they will need to use in their action shots. They then record and edit their movie trailer before sharing with their peers for feedback. |
| **RE** | **Where do I belong?**  Throughout this unit, children will identify why are religious values important in the different religions and identify and describe core beliefs and concepts studied. They will also explore the similarities and differences between Islam, Judaism and Christianity, in understanding the core values of the religion, making links to British Values and what they teach us. | **What does it mean to be Hindu?**  Throughout this unit, children will identify the main beliefs of the Religion Hinduism. This will lead them to be able to re tell main events and significant features of the religion. | **Where is God?**  Throughout this unit, children will investigate the question ‘Where is God?’. Children will represent this in the form of poetry or painting reflecting on the religions learnt to date. In their interpretations, children to be able to identify the concepts of not being able to see God but he is still everywhere. | **What are the similarities and differences in Christianity, Judaism and Islam?** Throughout this unit. Children will identify and understand the key features and beliefs of the three religions, Christianity, Judaism and Islam.  Children will compare the religions, giving clear accounts of what texts and other materials can mean to the believers. | | **How and why do some religions see life as a journey?**  Throughout this unit, children will identify why some religions, see life as journey. They will explore questions such as; what that means and how this reflects in their beliefs and practises in Hinduism/Islam/ Christianity. Children will also how understanding of personal life journeys and how they can help individuals learn from the experiences they may have. | **How does art reflect religion?**  Throughout this unit, children will identify and explore the purpose of Art in RE through enquiry, exploring art in mosques, churches and synagogues.  Children will be able to create own religious art to reflect their own understanding of the religion. |
| **PSHE** | **Rules and Responsibilities**  In this unit, we revisit the rules and expectations of our academy. This involves reflecting upon who we are and reflecting upon ideas of respect. | **Physical, emotional and Mental Health** In this unit the children learn about physical and Mental Health, the different emotions that they may feel along with self-awareness, managing feelings and goal setting. | **Economic Awareness (Managing Money)**  In this unit the children learn to manage money, understand the value of money, how to make sensible money choices and financial management for the future. | **Communication**  In this unit the children learn about the following topics through Apple Module 2. They will learn about how to communicate and saying what you want to say, speaking in difficult situations and having empathy and having good manners. | | **Growing and Changing**  In this unit the children learn how to keep themselves healthy, what happens before and during Puberty, along with the visible changes and how to look after their teeth. | **First aid**  In this unit the children will learn how to help in emergency situations. They will be taught how to make an emergency call, what to do in case of a head injury, dealing with burns and scalds and the effects of asthma. |
| **Indoor PE** | **Gymnastics**  In Gymnastics, children will be learning how to travel and link action, roll, balance and make shapes with their bodies. They will also be using apparatus to learn how to perform different jumps. Through this unit, children will learn how to do handstands and cartwheels | **Dance**  Through this unit, children will compose individual, partner and group dances that reflect the chosen dance style. They will develop an awareness of their use of space and use their imagination and creativity in creating different movements. They will perform their dance sequences with accuracy and control. | **Gymnastics**  In Gymnastics, children will be learning how to travel and link action, roll, balance and make shapes with their bodies. They will also be using apparatus to learn how to perform different jumps. Through this unit, children will learn how to do handstands and cartwheels | **Dance**  Through this unit, children will compose individual, partner and group dances that reflect the chosen dance style. They will develop an awareness of their use of space and use their imagination and creativity in creating different movements. They will perform their dance sequences with accuracy and control. | | **Orienteering**  Through this unit, children will start to orientate themselves with increasing confidence and accuracy around an orienteering course. They will design an orienteering course that can be followed and offers challenge to others. They will learn how to manage an orienteering event for others to compete in using their communication skills. | **Athletics**  Through this unit, children will be focusing on their running, jumping and throwing skills. They will learn how to run over hurdles with fluency, improve on techniques for jumping long distances and perform a fling throw. |
| **Outdoor PE** | **Hockey**  In Hockey, children will be learning how to control a hockey stick, move with a ball, pass a ball and perform and apply skills and techniques with control and accuracy.  They will take part in a range of competitive games and activities. | **Rugby**  In Rugby, children will develop ways of throwing a catching a rugby ball, move using a range of techniques, Pass the ball with increasing speed, accuracy and success in a game situation and perform and apply skills and techniques with control and accuracy, to take part in a range of competitive games and activities. | **Netball**  In Netball, children will be using Use hand-eye coordination to strike a moving and a stationary ball.  They will develop different ways of throwing, catching, pass the ball with increasing speed, accuracy and success in a game situation, and use a range of attacking and defending skills and techniques in a game to take part in a range of competitive games and activities. | **Tennis**  Through this unit, children will learn different techniques for hitting a tennis ball. This involves developing backhand technique to use in a game and learning how to do an overhead serve. Through playing tennis, children will develop their skills for attacking and defending. They will learn the rules of tennis and follow them successfully in a game. | | **Football**  In Football, children will use coordination to strike a moving and a stationary ball, move with the ball using a range of techniques showing control and fluency.  Children will contribute towards helping their team to keep and win back possession of the ball in a team game. | **Football**  In Football in Summer 2, children will make the best use of space to pass and receive the ball, use a range of attacking and defending skills and techniques in a game varying the tactics they use in a game.  Children will perform and apply skills and techniques with control and accuracy and take part in a range of competitive games and activities. |
| **MFL (Spanish)** | **Los Verbos Regulares (Regular verbs)**  This unit focuses on using familiar vocabulary, phrases and basic language structures. Children will learn to understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the **conjugation of high-frequency verbs.** | **“Los verbos Irregulares” and “Feliz Navidad” (Irregular verbs and Christmas)**  This unit focuses on children developing accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Children will present ideas and information orally to a range of audiences. | **“Los Romanos” (The Romans)**  This unit focuses on children exploring the patterns and sounds of language through **songs** and rhymes and link the spelling, sound and meaning of words. Children will appreciate **stories, songs**, poems and rhymes in the language to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | **“La familia” and “La ropa” (My family and Clothes)**  This unit allows children to engage in conversations; **ask and answer questions**; express opinions and respond to those of others; seek clarification and help. Children will write phrases from memory, and adapt these to create new sentences, to express ideas clearly including describing people, places, things and actions orally and in writing. | | **“Habitats”**  This unit focuses on children using their listening skills to listen attentively to spoken language and show understanding by joining in and responding. This unit draws on knowledge from the Science Topic of Habitats and living things. | **“Tienes una mascot?” (Do you have a pet?)**  This unit allows children to use the skills and knowledge taught throughout Year 4 to orally communicate, using verbs in sentences to discuss animals and pets. |
| **Music**  *Delivered by Oldham Music Service* | **Ancient Greece**  In Autumn, the children will revise rhythm notation and use it to create and notate our own phrases about the Greeks. We listen to rap music and compose our own rap about the Ancient Greeks. | **Euro-vision**  In Music, the children will sing songs from around Europe. They will be introduced to pitch notation for the treble clef and play the melody of Frère Jacques and Stille Nacht. They will create rhythmic accompaniments and then improvise our own accompaniments. | **Beneath the Canopy**  The children will use Audacity to compose their own Rainforest composition, layering up different sounds. After, they will use the Effects menu to manipulate and edit recorded sounds to improve our composition, listening to Connect It and using it as inspiration for their own Rainforest voice and body percussion compositions. | **Royal Opera House Project**  Throughout this unit, children will follow the ROH Hansel and Gretel project to put on our own performance of an opera. | | **Invaders and Settlers – The Romans**  In this unit, children will sing songs about the Romans. We listen to ‘Mars’ from The Planets Suite and compose our own music to match different planets. | **Invaders and Settlers – The Vikings**  Throughout this unit, children will listen to The Ride of the Valkyrie and learn about leitmotif representing characters in music. (e.g., Star Wars). They will compose our own pieces to represent different Viking gods including a leitmotif melody and perform them to the class. |