**Long Term Plan Year 4 St Joseph’s 2022-2023**

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| **Subject** | **Term 1** | | **Term 2** | | **Term 3** | |
| Maths | **Review of column addition and subtraction, Numbers to 10,000, Perimeter of rectangles, 3, 6, 9 times tables** | | **3, 6, 9 times tables, 7 times table and patterns, Understanding and manipulating multiplicative relationships, Coordinates** | | **Review of fractions, Fractions greater than 1, Symmetry in 2D shapes, Time, Division with remainders** | |
| Guided Reading | **Charlie and the Chocolate Factory by Roald Dahl** | | **Who let the Gods Out?! By Maz Evans** | | **The Explorer by Katherine Rundell** | |
| English | **Grammar: Expanded Noun Phrases, Prepositional Phrases, Punctuating direct speech, Fronted adverbials, pronouns.**  **Text types:**  Narrative retelling (Charlie and the Chocolate Factory)  Kennings (Anglo Saxons, King Arthur)  Diary entry (Linked to Remembrance)  Formal Letters (Charlie and the Chocolate Factory)  Chronological report (Based on extracts from the Boy by Roald Dahl)  Christmas poem free verse poem) | | **Grammar: Adverbial Phrases, Compound sentences and coordinating conjunctions, plural nouns, apostrophes for possession.**  **Text types:**  Travel Brochure, persuasive writing (Linked to Greece Geography)  Balanced argument (Who Lets Gods Out)  Narrative Piece focused on character and setting descriptions (Theseus and the Minotaur)  Play scripts (Linked to Easter Production) Speaking listening  Newspaper report (Alice in Wonderland) | | **Grammar: Complex sentences, subordinating conjunctions and subordinate clauses, choosing pronoun or a new noun.**  **Text types:**  Narrative piece focused on direct speech (Explorer Katherine Rundell)  Non-Chronological report about rainforest animals (Linked to non-fiction text)  Informal Letter (Linked to I Speak Like a River)  Review of a trip (Living Rainforest)  Free Verse Poetry, focusing on Metaphor and Simile. (Where the forest meets the sea)  Chronological report (Based on extracts from Earth Heroes)  Reciting and Performing Poetry | |
| Science | **Chemistry:**  States of Matter | **Physics:**  Sound | **Physics:**  Electricity | **Biology:**  Teeth and digestion | **Biology:**  Animals and classification | Scientists and Inventors. |
| RE | 4A: Creation and The Story of Abraham to Joseph  4B: Jesus Teaches us How to Pray | 4D: Advent  4E: Christmas | 4F: Jesus Light of the World and Beloved Son  4G: Old Testament: Moses- King David | 4H: Lent: Living as Followers of Jesus Today  4I: Holy Week  4J: Easter | 4K: Pentecost  4L:Sharing in the Life of Christ: The Church as a Community | 4M: Special Roles and Responsibilities |
| Humanities | The Anglo Saxon and Viking invasions:  History:  Exploring timelines, causes invasions and migration, Old English and its impact on modern English, religious beliefs, day to day life, houses, analysing artefacts and sources, Kingdoms and settlements, analysing who was worthy of the throne in 1066.  Geography: Locating countries in Europe, migration, settlements: why people choose to settle somewhere, names of cities in the UK, the water cycle (Link to science topic) | | Ancient Greece  History:  Empires and invasions, influence on English language, Ancient Greek religious beliefs, analysing primary sources (Greek pottery), the Olympics, significance of ancient Greek culture on the western world, architecture, consequences of the Greek invasion of troy.  Geography:  To be able to identify natural and human features of an area, to identify if a country is in the northern or southern hemisphere, To be able to locate the position of the Mediterranean sea, be able to use digital mapping software to locate key cities in Greece, to be explain what the climate is like in Greece and why that is the case, to understand how trade can support a country or empire. | | Rainforest and deforestation  Geography:  Understand that rainforests are a climate zone and biome, Be able to explain how rainforest weather links to the water cycle, to be able to explain where rainforests are found making reference to the tropics, equator and hemispheres, to understand how human activity and land use contributes to deforestation,  Case study the Amazon Rainforest Brazil deforestation. Exploring how deforestation happens and how it can be prevented. | |
| PE | Hockey/ circuit training | Hockey/ circuit training | Netball/  gymnastics | Netball/  gymnastics | Cricket/ Athletics | Cricket/ Athletics |
| RSHE | Unit 1 Created and Loved by God:  The sacraments, me my body and my health, emotional wellbeing and life cycles. | | Unit 2 Created to Love Others  Personal relationships, forgiveness, keeping safe (online safety, personal safety). | | Unit 3 Created to Live in the Community  Being part of community, learning about The Trinity and caring for others as part of a community. | |
| Computing | Online Safety  Google Classroom | Scratch Game: Vikings | Creating a poster about Chipping Norton. | Creating music using an iPad. | Presentation linked to topic work  Create a PowerPoint about the Amazon rainforest | Data logging. Use data loggers linked to science experiments. Use Excel / Google Sheets to create graphs from the data. |
| Art | Artist Study  Surrealism Salvador Dali (Watercolours) | | Exploring Greek architecture and sketching to scale models. | | Rainforest prints | |
| DT | Designing, creating and evaluating a Christmas decoration containing an electrical circuit. | | Designing, creating and evaluating a nutritious Greek meal (Links with science). Food Hygiene, measuring | | Designing, creating and evaluating a toy for a small child inspired by a rainforest animal. | |
| Music | Autumn 1:  Mamma Mia (Pop Music)  Autumn 2:  Glockenspiel Stage 2 (Learning basic instrumental skills) | | Spring 1:  Stop (Rap about stopping bullying)  Spring 2:  Lean On Me (Gospel) | | Summer 1:  Blackbird (Acoustic Pop Music)  Summer 2:  Reflect, rewind and replay (Western Classical Music) | |
| French | Parts of the body, listening to French nursery rhymes, naming zoo animals, pronouncing French vowels and writing short sentences. | | To be able to recite French nursery rhymes from memory, il or elle when referring to family, to be able to name pets in French, to be able to recognise plural and singular nouns. | | To know French traditions relating to Easter, To recognise noun, verbs and adjectives in French. Be able to say number 21-31 and know 5 modes of transport. | |