

Year 4 LTP 2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences /Opportunities	River Wey field trip	Roman experience day		Marwell Zoo Trip	Henley Fort Residential	Viking workshop
Writing	<p><b>The Whale</b></p>  <p>Narrative</p> <p><b>The Great Chocoplot</b></p> 	<p><b>Alien Landing -</b> Information text - Talk For Writing</p> <p><b>The Unexpected Guest</b> -Descriptive Writing - character - Narrative</p>	<p><b>Persuasive writing -</b> <b>Holiday brochure</b></p> <p>Holiday brochure for Scandinavia</p> <p><b>Poetry</b></p>	<p><b>Poetry</b> <b>Still I Rise by Maya Angelou</b></p> <p><b>Dragonology</b> Non chronological report</p> 	<p><b>The Zoo</b> Narrative</p>  <p><b>Aladdin and the Enchanted Lamp</b></p> 	<p><b>Non chronological report TBC Theme</b></p> <p>Viking Boy - The Real Story</p> 
Whole class reader						

SPAG	<p><b>Word</b> The grammatical difference between plural and possessive –s</p> <p><b>Sentence</b> <b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p><b>Fronted adverbials</b></p> <p><b>Text</b> <b>Paragraphs</b> Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across sentences to aid cohesion and avoid repetition</p> <p><b>Punctuation</b> <b>Inverted commas for direct speech</b> <b>Apostrophes</b> to mark plural possession Use of <b>commas</b> after <b>fronted adverbials</b></p>					
Maths	<ul style="list-style-type: none"> <li>- Place value</li> <li>- Addition/Subtraction</li> <li>- Adding 2, 4 digit numbers.</li> <li>- Subtract 3 digit number from a 3 digit number</li> <li>- Rounding to nearest 10,100,1000</li> </ul>	<ul style="list-style-type: none"> <li>- Subtraction</li> <li>- Multiplication and division.</li> <li>- by 10 and 100.</li> <li>Multiply and divide by 3,6,7 and 9</li> <li>- Length and Perimeter</li> <li>- Multiplication - 11 and 12 times tables.</li> <li>- Multiply 3 numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Factor pairs</li> <li>- Divide 2 digit by one digit</li> <li>- Divide 3 digit by 1 digit</li> <li>- Measurement Area</li> <li>- Fractions- What is a fraction</li> <li>- Tenths/Count in Tenths</li> <li>- Equivalent Fractions</li> </ul>	<ul style="list-style-type: none"> <li>- Fractions Add and Subtract fractions</li> <li>- Fractions of a quantity</li> <li>- Subtract fraction from a whole amount</li> <li>- Fractions greater than one</li> <li>- Decimals Recognise tenths and hundredths</li> <li>- Hundredths as a decimal</li> <li>- Tenths on a place value grid/Tenths on a number line</li> <li>- Divide 1 and 2 digit by 10</li> </ul>	<ul style="list-style-type: none"> <li>- Decimals- Write decimals/order decimals/ compare decimals/ round decimals</li> <li>- Money- Pounds and pence/ ordering money/estimating money</li> <li>- Time- Recap-Telling time to 5 minutes/ telling time to the minute/ using am and pm/24 hour clock</li> <li>- Hours minutes and seconds</li> <li>- Years months weeks and days</li> <li>-Analogue to digital 12 hour and 24 hour</li> </ul>	<ul style="list-style-type: none"> <li>- Geometry- Properties of a shape</li> <li>- Turns and angles</li> <li>Identify angles</li> <li>Compare and order angles</li> <li>- Triangles</li> <li>- Quadrilaterals</li> <li>- Symmetry/ Lines of Symmetry</li> </ul>
Science	<p><b>Solids. liquids and gases</b></p> <ul style="list-style-type: none"> <li>- Compare and group materials together, according to whether they are solids, liquids or gases.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- Identify common appliances that run on electricity.</li> <li>- Recognise some common conductors and insulators, and</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>- Identify how sounds are made, associating some of them with something vibrating.</li> <li>- Recognise that vibrations from sounds</li> </ul>	<p><b>Animals including humans digestion</b></p> <ul style="list-style-type: none"> <li>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Animals including humans digestion</b></p> <ul style="list-style-type: none"> <li>- Describe the simple functions of the basic parts of the digestive system in humans.</li> </ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>- Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</li> </ul>

	<ul style="list-style-type: none"> <li>- Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</li> <li>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p>associate metals with being good conductors.</p> <ul style="list-style-type: none"> <li>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> </ul> <ul style="list-style-type: none"> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> </ul>	<p>travel through a medium to the ear.</p>		<ul style="list-style-type: none"> <li>- Identify the different types of teeth in humans and their simple functions. - egg experiment</li> <li>- Explore and use classification keys.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise that living things can be grouped in a variety of ways</li> <li>- Explore and use classification keys to help group, identify and names a variety of living things in their local and wider environment.</li> </ul>
History		<p><b>Roman empire and its impact on Britain</b> <b>Conflict</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Suggest suitable sources of evidence for historical enquire more than one source of evidence for enquiries.</li> </ul>		<p><b>Britain's settlement of the Anglo Saxons and Scots</b> <b>Settlement</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use appropriate historical vocabulary to communicate</li> <li>• Use dates and terms to describe events.</li> </ul>		<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> <b>Conflict</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>				
Geography	<p><b>Rivers</b></p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Describe key aspects of: - physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>The Water Cycle River Features Uses of Rivers</p>		<p>Europe <b>Scandinavia</b> <b>How do European neighbours differ?</b></p> <p><b>Location</b> <b>Tourism</b> Describe the word weather and climate, describe the physical process of climate change.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer</p>		<p>Our European Neighbours <b>Paris</b></p> <p><b>Location</b> <b>Physical features</b> <b>Population</b> <b>Human features</b></p> <p>Use field work to observe and record the human and physical features.</p> <p>Graph and compare the populations of the countries of europe.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Enquiry Questions: What are the countries in Europe?</p>	

	<p>River Pollution- causes and effects Famous Rivers Local Rivers</p>		<p>mapping to locate countries and describe features.</p> <p>Location Climate Physical Features Human Features Scandinavia v UK</p>		<p>What are the features of european countries? What are the capital cities and flags? London v Paris</p>	
Art	<p><b>Develop Ideas</b></p> <p><b>Final piece: sculpture inspired by Moore, Geocemeti or Blackwell</b></p> <p>Develop ideas from starting points through the curriculum.</p> <p>Collect information, sketches and resources. Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p><b>Master Techniques</b></p> <p><u>Sculpture</u></p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p>		<p><b>Develop Ideas</b></p> <p><b>Final piece: Painting inspired by Kandinsky</b></p> <p>Develop ideas from starting points through the curriculum.</p> <p>Collect information, sketches and resources. Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p><b>Master Techniques</b></p> <p><u>Painting</u></p> <p>Use a number of brush techniques using thick and thin brushes, patterns and lines.</p> <p>Mix colours effectively.</p>		<p><b>Develop Ideas</b></p> <p><b>Eileen Agar</b></p> <p><b>Final piece: Collage memory box focusing on the children's own interest and heritage</b></p> <p>Develop ideas from starting points through the curriculum.</p> <p>Collect information, sketches and resources. Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p><b>Master Techniques</b></p> <p><u>Collaging</u></p> <p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p>	

	<p>Include texture that conveys feelings, expression or movement.</p> <p>Use clay and other moldable materials.</p> <p>Add materials to provide interesting detail.</p> <p><b>Taking inspirations from the greats</b> <i>Ignazo Jacometti</i></p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>		<p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p> <p><b>Taking inspirations from the greats</b> <i>Wassily Kandinsky</i></p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>		<p>Use coiling, overlapping, tessellation, mosaic and montage.</p> <p><u>Textiles</u></p> <p>Colour fabric</p> <p>Create weavings</p> <p><b>Taking inspirations from the greats</b> <i>Eileen agar</i></p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>	
DT		<p><b><u>Paper circuits - Christmas cards</u></b> <b>Electrical and Electronics</b></p> <p><b>Master Practical Skills</b></p> <ul style="list-style-type: none"> <li>• Create series and parallel circuits</li> </ul>		<p><b><u>Vegetable soup</u></b> <b>Food</b></p> <ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils.</li> <li>• Measure ingredients to the nearest gram accurately.</li> </ul>		<p><b><u>Construction</u></b> <b><u>Bridge structure</u></b> <b>Construction</b></p> <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> </ul>

**Design, make evaluate and improve**

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.

**Take inspiration from design throughout history**

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.
- Disassemble products to understand how they work.

- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

**Design, make evaluate and improve**

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design and represent product designs.

**Take inspiration from design throughout history**

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.

- Measure and mark out to the nearest millimetre.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques.
- Choose suitable techniques to construct products or to repair items.
- Strengthen materials using suitable techniques.

**Design, make evaluate and improve**

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.

				<ul style="list-style-type: none"> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work.</li> </ul>		<ul style="list-style-type: none"> <li>• Use software to design and represent product designs.</li> </ul> <p><b>Take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work.</li> </ul>
Computing	<p><b><u>Collaborative learning</u></b> (5 lessons) Learning how to work collaboratively and exploring a range of collaborative tools.</p> <p><b><u>Online Safety</u></b> What happens when I search online?</p>	<p><b><u>Scratch</u></b> (5 lessons) Introduction to variables x 2 Repetition and loops x 2</p> <p><b><u>Online Safety</u></b> How do companies encourage us to buy online?</p>	<p><b><u>Website design</u></b> (5 lessons) Learning how web pages and sites are created and how to embed media and links.</p> <p><b><u>Online Safety</u></b> Fact, opinion or belief?</p>	<p><b><u>HTML</u></b> (5 lessons) Learning about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remix' a live website.</p> <p><b><u>Online Safety</u></b> What is a bot?</p>	<p><b><u>Computational thinking</u></b> (5 lessons) Solving problems effectively using the four areas of abstraction, algorithm design, decomposition and pattern recognition.</p> <p><b><u>Online Safety</u></b> What is my #TechTimetable like?</p>	<p><b><u>Investigating weather</u></b> (5 lessons) Researching and storing data on spreadsheets and designing a weather station.</p>



PE	<p><b>Sportshall Athletics</b></p> <ul style="list-style-type: none"> <li>- Learn the events that make up a sportshall event.</li> <li>- Try each event before setting a baseline score.</li> <li>- Learn the techniques associated with each event in order to improve personal best score.</li> <li>- Attempt to better their personal best using techniques taught.</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- To develop throwing, catching and running with the ball.</li> <li>- To develop an understanding of tagging rules.</li> <li>- To begin to use the 'forward pass' and 'off side' rule.</li> <li>- To dodge a defender and move into space when running towards the goal.</li> <li>- To develop defending skills and use.</li> <li>- To apply the rules and skills you have learnt and play in a tag rugby tournament.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate tactics to cause problems for the opposition.</li> <li>-Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>-Throw and catch with control and accuracy.</li> <li>-Pass to team mates at appropriate times.</li> <li>-Lead others and act as a respectful team member.</li> </ul>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>- Follow the rules of the game and play fairly.</li> <li>- Strike a ball and field with control.</li> <li>- Choose appropriate tactics to cause problems for the opposition.</li> <li>-Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>-Pass to team mates at appropriate times.</li> <li>-Lead others and act as a respectful team member.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Sprint over a short distance up to 60 metres.</li> <li>- Run over a longer distance, conserving energy in order to sustain performance.</li> <li>- Use a range of throwing techniques (2-handed shot push, howler throw).</li> <li>- Throw with accuracy to hit a target or cover a distance.</li> <li>- Compete with others and aim to improve personal best performances.</li> </ul> <p><b>OAA : residential</b></p> <ul style="list-style-type: none"> <li>- Arrive properly equipped for outdoor and adventurous activity.</li> <li>- Understand the need to show accomplishment in managing risks.</li> <li>- Show an ability to both lead and form part of a team.</li> <li>- Support others and seek support if required when the situation dictates.</li> <li>- Show resilience when plans do not work and</li> </ul>	<p><b>Rounders</b></p>
----	---	---	---	---	--	------------------------

					<p>initiative to try new ways of working.</p> <ul style="list-style-type: none"><li>• Use maps, compasses and digital devices to orientate themselves.</li><li>• Remain aware of changing conditions and change plans if necessary.</li></ul>	
--	--	--	--	--	---	--

PSHE	<p><b>Identity, society and equality</b></p> <p>Democracy</p> <p>Pupils learn: about Britain as a democratic society about how laws are made learn about the local council</p>	<p><b>Keeping safe and managing risks</b></p> <p>Playing Safe</p> <p>Pupils learn: how to be safe in their computer gaming habits about keeping safe near roads, rail, water, building sites and around fireworks about what to do in an emergency and basic emergency first aid procedures Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p><b>Physical health and wellbeing</b></p> <p>What is important to me?</p> <p>Pupils learn: why people may eat or avoid certain foods (religious, moral, cultural or health reasons) about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) about the importance of getting enough sleep</p>	<p><b>Drug, Alcohol and Tobacco Education</b></p> <p>Making choices</p> <p>Pupils learn: that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them about the effects and risks of drinking alcohol about different patterns of behaviour that are related to drug use Asthma lesson for Year 2, 3 or 4 that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p>	<p><b>Keeping Safe and Managing Risk</b></p> <p>First aid</p> <p>Pupils learn: what to do in an emergency and basic emergency first aid procedures. (St Johns ambulance unit) Concepts of basic first-aid, Head injuries Asthma Basic life support Bleeding Choking</p>	<p><b>Relationships and sex education - Christopher Winter</b></p> <p>Growing Up</p> <p>Changes What is puberty Healthy relationships</p>
Music	<p><b>Strings</b> Lead by RGS</p> <ul style="list-style-type: none"> <li>- Maintain a simple part within a group.</li> <li>- Play notes on an instrument with care so that they are clear.</li> </ul>	<p><b>Strings</b> Lead by RGS</p> <ul style="list-style-type: none"> <li>- Maintain a simple part within a group.</li> <li>- Play notes on an instrument with care so that they are clear.</li> </ul>	<p><b>Strings</b> Lead by RGS</p> <ul style="list-style-type: none"> <li>- Maintain a simple part within a group.</li> <li>- Play notes on an instrument with care so that they are clear.</li> <li>- Use drones as accompaniments.</li> </ul>	<p><b>Strings</b> Lead by RGS</p> <ul style="list-style-type: none"> <li>- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>- Evaluate music using musical vocabulary to</li> </ul>	<p><b>Strings</b> Lead by RGS</p> <ul style="list-style-type: none"> <li>- Maintain a simple part within a group.</li> <li>- Play notes on an instrument with care so that they are clear.</li> <li>- Understand layers of sounds and discuss their</li> </ul>	<p><b>Strings</b> Lead by RGS</p> <ul style="list-style-type: none"> <li>- Maintain a simple part within a group.</li> <li>- Play notes on an instrument with care so that they are clear.</li> <li>- Use the terms: duration, timbre, pitch,</li> </ul>

	<p>- Recognise the notes EGBDF and FACE on the musical stave.</p> <p>- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p><b>Symphony No. 5, Beethoven (Classical)</b> <b>O Euchari, Hildegard (Early)</b></p>	<p>- Recognise the notes EGBDF and FACE on the musical stave.</p> <p>- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> <p>- Perform with control and awareness of others.</p> <p><b>For the Beauty of the Earth, Rutter (20th Century)</b> <b>Jai Ho from Slumdog Millionaire, A. R. Rahman (21st Century)</b></p>	<p>- Perform with control and awareness of others.</p> <p><b>Hallelujah from Messiah, Handel (Baroque)</b></p>	<p>identify areas of likes and dislikes.</p> <p><b>Night on a Bare Mountain, Mussorgsky (Romantic)</b> <b>Mars from The Planets, Holst (20th Century)</b></p>	<p>effect on mood and feelings.</p> <p>- Choose, order, combine and control sounds to create an effect.</p> <p><b>Bolero, Ravel (20th Century)</b> <b>Night Ferry, Anna Clyne (21st Century)</b></p>	<p>beat, tempo, texture and use of silence to describe music.</p> <p>- Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>- Perform with control and awareness of others.</p>
RE	Judaism—What are important times for Jewish people?	CHRISTIANITY: What did Jesus say about God’s kingdom & why is it ‘good news’?	Humanism—How do non-religious people celebrate new life?	CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?	What did God promise to his people?	How do people make the world a fairer place?
Outdoor learning	<b>Outdoor learning tasks linked to Geography. Clouds, Rivers, Sounds and Weather.</b>	<b>Forest school- Bug hunting and using classification keys . Woodland art with class quilts. Leaf identification and creating leaf art</b> Fire lighting - Experience day	<b>Forest school Den building and Knots</b>	<b>Plant it , grow it, eat it Allotment and seasonal changes.</b>	<b>Orienteering Wild Art</b>	<b>Forest school Fire building and lighting. Tool use ( Surrey Wildlife trust to support)</b>