



St. Bernadette's Catholic Primary Voluntary Academy

Year 4 Long Term Plan Cycle B

	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
RE Come and See	People - Domestic Church- Family Called - Baptism/Confirmation - Belonging Other Faiths - Judaism Gift - Advent/Christmas-Loving		Community - Local Church - Community Giving and Receiving -Eucharist-Relating Self Discipline - Lent/Easter-Giving		New Life - Pentecost- Serving Building Bridges - Reconciliation - Inter-relating Other Faiths - Hinduism/Islam/Sikhism God's People - Universal Church - World	
English Reading	Class Story Friend or Foe Matilda		Class Story Charlotte's Web Christophe's Story		Class Story Max and the Millions The Worst Witch	
English Writing	Poetry Exploring Form (Structured) Narrative Story within a Historical Setting Non-Fiction Non-chronological report - Book Review Non-Fiction Newspaper Report Non-Fiction Diary Entry		Poetry Creating Images Narrative Stories from Other Cultures Non-Fiction Non-chronological Report - Information Text Narrative Playscript		Poetry Performance Narrative Adventure Story Non-fiction Recount Non-Fiction Persuasion - Formal letter	
English VGPS	-Nouns, verbs and adverbs. -Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases -Introduce paragraphs as a way to group related material.		-Nouns, noun phrases, verbs, adjectives, adverbs, prepositions. Alliteration. -Word families -Noun phrases expanded by the addition of modifying adjectives, nouns and		-Nouns, noun phrases, verbs, adjectives, adverbs, prepositions. -Alliteration and similes. -Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	

	<ul style="list-style-type: none"> -Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. -Conjunctions, adverbs and prepositions to express time and cause. -Fronted adverbials (punctuation) -Headings and subheadings to aid presentation. -Extend the range of sentences with more than one clause by using a wider range of conjunctions. -Paragraphs around a theme. -Conjunctions, adverbs and prepositions to express time and cause. -Headings and subheadings to aid presentation -Extend the range of sentences with more than one clause -Paragraphs around a theme. -Conjunctions, adverbs and prepositions to express time and cause. -Headings and subheadings to aid presentation. -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Paragraphs around a theme. -Nouns or pronouns -Conjunctions, adverbs and prepositions to express time and cause. -Determiners. <p>-----</p> <ul style="list-style-type: none"> -Days of the week. 	<ul style="list-style-type: none"> prepositional phrases -Direct speech. -Inverted commas - speech -Paragraphs to group related material. -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Paragraphs around a theme. -Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases -Inverted commas and other punctuation to indicate direct speech -Subordinating and coordinating conjunctions. -Main and subordinate clauses. -Paragraphs to group related material. -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Conjunctions, adverbs and prepositions to express time and cause. -Fronted adverbials (punctuation) -Suffixes. -Nouns and adjectives using suffixes. -Form nouns using a range of prefixes -Standard English forms -Nouns or pronouns -Conjunctions, adverbs and prepositions to express time and cause. <p>-----</p> <ul style="list-style-type: none"> -Statutory Word List (f-p). 	<ul style="list-style-type: none"> -Tense -Singular and plural. -Present perfect form -Conjunctions, adverbs and prepositions to express time and cause. -Fronted adverbials (punctuation) -Paragraph grouping -Tense -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Present perfect form -Paragraphs around a theme. -Conjunctions, adverbs and prepositions to express time and cause. -Commas after 'ly' openers. -Main and subordinate clauses. -Conjunctions -Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. -Conjunctions, adverbs and prepositions to express time and cause. -Fronted adverbials (punctuation) <p>-----</p> <ul style="list-style-type: none"> -Statutory Word List (q-z). -‘g’ sound spelt ‘gue’ -‘k’ ending sound spelt que -Statutory Word List (q-z). -Prefix ‘in’ and ‘il’ -Prefix ‘im’ and ‘ir’ -Shun sound spelt -tion and -sion -Shun sound spelt -ssion and -cian
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	<ul style="list-style-type: none"> -Months of the year. -Statutory Word List (a-e). -Suffixes -er, -ed, -ing -Suffixes -ment, -ness, -ful, -less -Suffixes beginning with vowels, e.g. -ing, -en, -er, -ed, to words of more than one syllable -Statutory Word List (a-e). -Suffix 'ly' to change an adjective into an adverb -Suffix 'ly' to words ending in 'y', 'e' or 'le'. -Suffix 'ly' to words ending in 'ic' -Statutory Word List (a-e). - 'sure' ending - 'ture' ending - 'k' sound spelt 'ch' - 'sh' sound spelt 'ch' - 's' sound spelt 'sc' -Homophones and near homophones 		<ul style="list-style-type: none"> - 'ay' sound spelt 'ai', 'ay' 'a-e' - 'ay' sound spelt 'ei', 'eigh' or 'ey' - 'I' sound spelt y elsewhere than at the end of words. - 'u' sound spelt ou -Statutory Word List (f-p). -Prefix 'un', 'dis' and 'mis' -Prefix 're', 'anti' and 'auto' -Prefix 'sub', 'super' and 'inter' -Statutory Word List (f-p). -Suffix 'ous' including words that end in -our and words with an 'i' sound before the 'ous' ending -Suffix 'ation' including words ending in -e -Apostrophes for possession, including singular and plural forms -Apostrophes for irregular plural words. -Homophones and near homophones. 		<ul style="list-style-type: none"> -Statutory Word List (q-z). -Homophones and near homophones 	
English Phonics (KS1)						
Mathematics	Place Value Addition and Subtraction Measurement - Area Multiplication and Division A		Multiplication and Division B Length and Perimeter Fractions Decimals A		Decimals B Money Time Shape Statistics Position and Direction	
TOPIC	Power of the Empire		Journey to Ancient Egypt		One Ocean	
Cultural Capital Opportunities and	North Lincolnshire Museum Roman life and times workshop Taste food from other cultures		Egyptian Workshop or Heritage Workshop, Hull		The Deep	

Experiences	Bread tasting e.g. Middle East, Egyptian.	Making an Egyptian jewellery box	Talk with a recycling specialist
CornerStone Values Virtues?	<p>Wonder – be inspired to ask thoughtful questions about our history and delight in discoveries made.</p> <p>Joy – to show a joy of learning and happiness shining through work.</p> <p>Virtue and Goodness – being considerate and helpful when working together.</p> <p>Radiance – to show pride in our work and show our new knowledge/hard work at the end of the topic.</p> <p>Excellence – high expectations throughout the topic.</p>	<p>Radiance - share gifts and talents within Art/DT</p> <p>Joy - aspire to challenge, learn and grow through their understanding of new topics</p> <p>Wonder - be inspired and take delight in discovery and creativity</p> <p>Excellence - have high expectations in themselves and strive to be their best</p>	<p>Virtue and Goodness - taking care of God's planet and keeping it clean</p> <p>Radiance - share our enthusiasms and different interests and hobbies - contribute this to the topic and be proud of what we have achieved</p> <p>Wonder - interest and enthusiasm for our world and the creatures in it</p> <p>Excellence - strive to learn and achieve highly by engaging with the topic</p>
Science	<p>Biology - Animals including humans</p> <ul style="list-style-type: none"> • Nutrition - Humans and animals • Skeletons • Muscles • Human Digestive System • Teeth • Food chains - producers, predators and prey 	<p>Biology- Plants</p> <ul style="list-style-type: none"> • Flowering Plants • Requirement of plants for life and growth • Water transportation in plants • Flowering Plant Life Cycle • Pollination • Seed Dispersal • Plant Growth in Egypt 	<p>Biology- Living Things and their Habitats</p> <ul style="list-style-type: none"> • Grouping of Animals • Classification of Animals • Changing Environments and their danger to living things <p>Physics - Forces and Magnets</p> <ul style="list-style-type: none"> • Forces - contact between two objects • Comparing how objects move on different services • Magnets - attract or repel • Compare and Group Everyday Materials
History	Explain how the Roman Empire impacted	Recognise the achievements of the	A study of an aspect or theme in British

	<p>Britain (how/why the Roman army were so successful and the impact they had on Britain).</p> <p>How did the Roman Empire impact Britain?</p>	<p>earliest civilizations –an overview of where and when the first civilizations appeared (Study of Ancient Egypt).</p> <p>What did the discovery of Tutankhamun's tomb tell us about life in Ancient Egypt?</p>	<p>History that extends pupils' knowledge beyond 1066 (Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present).</p> <p>Has the way we catch and punish criminals changed in the last 100 years?</p>
Geography	<p>Locational Knowledge Countries, cities and counties of UK and Europe</p> <p>Place Knowledge Italy human and physical characteristics Comparing Lincolnshire and an area of Italy</p>	<p>Human Geography Land use and natural resources including food and water</p> <p>Physical Geography Features of Rivers</p>	<p>Locational Knowledge Longitude and Latitude, Hemispheres</p> <p>Skills and Fieldwork Ordnance Survey Grid references, compass directions</p> <p>Water Cycle</p>
Art and Design	<p>Roman Architecture</p> <ul style="list-style-type: none"> • Drawing • Architecture of the Roman Empire • Christopher Wren • Marcus Vitruvius Pollio 	<p>Egyptian Portraits</p> <ul style="list-style-type: none"> • Ancient Egyptian art • Mixing tones of colour • Tertiary colours • Kehinde Wiley 	<p>Collagraph Printing</p> <ul style="list-style-type: none"> • Printing • Hokusai • Geraldine Segre • Suzie Mackenzie
Design and Technology	<p>Bread Making</p> <ul style="list-style-type: none"> • Food • Bread • Tasting and evaluating different types of bread • Nutritional content of bread • Making and evaluating bread 	<p>Egyptian Jewellery/trinket box</p> <ul style="list-style-type: none"> • Shell structures • Investigating a range of existing products • Design own structure using computer aided design • Making and and evaluating own structure 	<p>Beach Bag</p> <ul style="list-style-type: none"> • 2D-3D shape • Investigating a range of existing products • Design own beach bag using design criteria • Making and and evaluating own beach bag

Computing	<ul style="list-style-type: none"> Esafety - Project Evolve (1-4) Year 3 - health and wellbeing Year 4 - online bullying Fundamental Skills - Touch typing (5-8) 	<ul style="list-style-type: none"> Fundamental Skills - Touch typing (5-8) Fundamental skills - Google Classrooms (9-10) Unit 4.7 Effective Search (11-13) 	<ul style="list-style-type: none"> Esafety Day Esafety - Project Evolve (1-2) Unit 4.3 Spreadsheets (3-8) 	<ul style="list-style-type: none"> Unit 4.3 Spreadsheets (3-8) Microbits - Nature art (9-12) 	<ul style="list-style-type: none"> Scratch Project (1-4) Unit 4.6 Animation (5-7) 	<ul style="list-style-type: none"> Unit 4.4 writing for different audiences (8-14)
MFL French	<ul style="list-style-type: none"> Greetings European Languages Day Classroom Instructions 	<ul style="list-style-type: none"> Colours Animals Christmas 	<ul style="list-style-type: none"> Epiphany (culture) Number Animals Revision 	<ul style="list-style-type: none"> Stories /Literature Body Parts 	<ul style="list-style-type: none"> Clothing Describing People Adjective Agreement 	<ul style="list-style-type: none"> Describing People Continued Assessments
Music	<p><i>Let Your Spirit Fly</i> (3 A1)</p> <p>Developing Notation Skills How does music bring us closer together?</p>	<p>Christmas concert preparation and performance</p> <p><i>Stop!</i> (4 Sp 1) Hip Hop Course including Hip Hop YuStudio</p> <p>Enjoying Improvisation What stories does</p>	<p><i>Glockenspiel Stage 1</i></p> <p>Composing Using Your Imagination How does music make the world a better place?</p>	<p><i>Recorders - Changa Blown Away Recorder Book 1</i></p> <p>Sharing Musical Experiences How does music help us get to know our community?</p>	<p><i>Lean on Me</i> (4 Sp2) Gospel</p> <p>Learning More about Musical Styles How does music make a difference to us every day?</p>	<p><i>Baroque Period Study</i> (See MTP)</p> <p>Vivaldi, Bach, Handel</p> <p>Recognising Different Sounds How does music connect us with our planet?</p>

		music tell us about the past?				
PE	Dance Football	Fitness Hockey	Gymnastics Tag Rugby	Fundamentals Y3/4 OAA	Tennis Golf	Athletics Cricket
PSHE/RSE	Being Me in My World -Being part of a class team -Being a school citizen -Rights, responsibilities and democracy (school council) -Rewards and consequences -Group decision-making -Having a voice -What motivates behaviour	Celebrating Difference -Challenging assumptions -Judging by appearance -Accepting self and others -Understanding influences -Understanding bullying -Problem-solving -Identifying how special and unique everyone is -First impressions	Dreams and Goals -Hopes and dreams -Overcoming disappointment -Creating new, realistic dreams -Achieving goals -Working in a group -Celebrating contributions -Resilience -Positive attitudes	Relationships -Jealousy -Love and loss -Memories of loved ones -Getting on and Falling Out -Girlfriends and boyfriends -Showing appreciation to people and animals	RSE Life to the Full -We don't have to be the same -Respecting our bodies -What is puberty? -Changing bodies -What am I feeling? -What am I looking at? -I am thankful	