

CES Long Term Planning - Year 4

Term 1

Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9
Date	1.9.19	8.9.19	15.9.19	22.9.19	29.9.19	6.10.19	13.10.19	20.10.19	27.10.19	03.11.19	10.11.19	17.11.19	24.11.19	1.12.19 AW	8.12.19 AW	15.12.19
Days	3	5	5	5	5	3	4	Half-term	5	5	5	5	5	5	5	5
English	<p>Theme: Romans</p> <ul style="list-style-type: none"> ● Escape from Pompeii ● VIPERS – Fiction focus <p>Text Types:</p> <ol style="list-style-type: none"> 1. Biographical writing 2. Performance poetry 3. Descriptive Writing 4. Narrative 							<p>Theme: Natural Disasters</p> <ul style="list-style-type: none"> ● Non – Fiction: National Geographic (Extreme Weather) ● VIPERS – non-fiction focus <p>Text Types:</p> <ol style="list-style-type: none"> 1. News article / news bulletin 2. Non chronological report 3. Themed poetry and Kenning 								
Geography History	<p>History – Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> - Biography of Julius Caesar - Timeline - Non chronological report –Roman empire and the power of its army - Presentation using iPads (AURASMA)- Successful invasion by Claudius, including Hadrian’s Wall - Romanisation of Egypt 							<p>Geography - Natural Disasters</p> <ul style="list-style-type: none"> -Floods -Droughts -Tornadoes -Cyclones -Earthquakes <p>Location, Process and Compare</p> <p>Landscapes</p>								

CES Long Term Planning - Year 4

	(Maths Link: Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value)	Links to Aswan Dam
Computing	E-Safety Scheme of Work	Microsoft Word
PSHE	Motivation	Open-mindedness
Art/DT	<p>Mosaics – Basic Drawing skills (cross curricular links)</p> <p>Children create sketchbooks with personalised front covers to record their work and use them to review and revisit ideas.</p> <p>Art Focus: Roman Art</p> <p>Drawing skills, Paper mosaic (placement of shape to form a pattern), and Upcycling art project using old materials collected from home, to create a self-portrait using mosaic technique.</p>	<p>Portraits</p> <ul style="list-style-type: none"> ● Children create sketchbooks to record their observations and use them to review and revisit ideas. ● Children have a weekly focus on different aspects of the face. ● Shading techniques.
Science	<p>States of Matter</p> <p>Solid/liquid/gas</p> <p>Evaporation/Condensation</p>	<p>Properties and Changing of Materials</p> <p>Dissolving / mixing / Separating materials</p> <p>Reversible and Irreversible Change</p> <p>Heating and Cooling materials</p>
Maths	<p>1. Number and Place Value (1 week)</p> <ul style="list-style-type: none"> - To read and write numbers to 10,000 - To recognise place value in 4 and 5 digit numbers. - To partition in different ways. <p>2. Addition and Subtraction (1 week)</p>	<p>1. Statistics</p> <ul style="list-style-type: none"> - To represent and present data. - To interpret and present data. - To read and interpret scales. - To represent data using time graphs. - To explain what a time graph is.

CES Long Term Planning - Year 4

- To use mental methods for addition.
- To use mental methods for subtraction.
- To add and subtract numbers up to 5 digits using the column method.
- To solve 2 step problems in context.

3. Multiplication and Division (1 week)

- To multiply and divide any number by powers of 10.
- To use derive facts to multiply and divide mentally.
- To multiply 2 digits and 3 digit numbers by 1 digit using short multiplication.
- To divide numbers up to 3-digits by 1-digit using short division.
- To solve problems involving multiplication and division.

4 & 5. Fractions (2 weeks)

- To use the number line to identify fractions (include whole numbers)
- To understand place value in fractions up to hundredths.
- To compare and order unit fractions (with the same denominator)
- To recognize and show equivalent fractions (using diagrams)
- To recognize and show equivalent fractions (using derived facts).
- To identify common factors.

- To solve problems involving data.

2. Multiplication and Division

- To multiply and divide mentally.
- Identify factor pairs and understand commutativity.
- To recall and use multiplication facts for the 9 multiplication table.
- To multiply and divide using partitioning.
- To multiply and divide using chunking.

4. Fractions

- To order and compare fractions.
- To recognise and write decimal equivalents.
- To find fractions of a quantity.
- To add and subtract fractions.

5. Revision Week: Problem Solving

- To solve problems involving number and place value.
- To solve problems involving addition and subtraction.
- To solve problems involving time.
- To solve problems involving fractions.
- To solve problems involving multiplication and division.

6. Measures (Centimetres and Meters)

- To measure and draw using centimetres.
- To measure and draw using meters.

CES Long Term Planning - Year 4

- To recognize and write equivalents between fractions and decimals (up to hundredths).
- To add and subtract fractions with the same denominator (using diagrams).
- To calculate fractions of a quantity.

6. Measurement (Time)

- To convert between different units of time.
- To read, write and convert time between analogue and digital 12-hour clocks.
- To solve problems involving converting time from hours to minutes and seconds.
- To solve problems involving converting from years to months and weeks to days.

7. Geometry (Properties of Shapes)

- To identify properties of 2-D shapes.
- To compare and classify quadrilaterals.
- To compare and classify 2-D geometric shapes.
- To identify the properties of 3-D shapes.

- To measure, compare and calculate different measures.
- To convert between units of measure.
- To solve problems involving converting.

7. Shape and Measure

- To identify the properties of 2D shapes.
- To identify properties of triangles.
- To identify properties of quadrilaterals.
- To compare and classify geometric shapes.
- To identify lines of symmetry.

8. Measures: Area and Perimeter

- To measure the perimeter of simple 2D shapes in cm and meters.
- To calculate perimeter of rectilinear figures.
- To find the area of irregular shapes.
- To find the area of rectilinear shapes.
- To solve problems involving area and perimeter.

9. Investigations – consolidation

- To solve problems involving data.
- To solve problems involving multiplication and division.
- To solve problems involving fractions.
- To solve problems involving measures.
- To solve problems involving shapes.

CES Long Term Planning - Year 4

Trips	Art Café – Mosaics	River cruise - observe the river Nile
-------	--------------------	---------------------------------------

CES Long Term Planning - Year 4

Term 2

Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6
Date	08.01.20	12.01.20	19.01.20	26.01.20	02.02.20	09.02.20 PTC	16.02.20	23.02.20	01.03.20	08.03.20	15.03.20	22.03.20	28.03.20	05.04.20
Days	2	5	5	5	5	4	5	2	5	5	5	5	5	5
English	<p>Theme: Saxons</p> <ul style="list-style-type: none"> Myths and Legends Reading: Beowulf Vipers <p>Text Types:</p> <ol style="list-style-type: none"> War Poem Myth Play script 								<p>Theme: Rivers</p> <ul style="list-style-type: none"> Reading: Raging Rivers Horrible Geography Poetry: Creating images, language and word play Vipers <p>Text Types:</p> <ol style="list-style-type: none"> Narrative: Explanation text Diary Narrative 					
Geography History	<p>History – Settlements by Anglo Saxons and Scots</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 								<p>Geography – Journey of a River (Link to the River Nile)</p> <ul style="list-style-type: none"> Water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] or coasts [for example, beach], and the processes of erosion and deposition that affect them. How settlements differ and change, including why they differ in size and character [for example, commuter village, seaside town], and an issue arising from changes in land use. (Link: English) 					
Computing	<p>Turtle Logo and Scratch 2.0</p> <p>The students will embed their user of directional language and understanding of angles to create a variety of polygons and shapes using Microsoft Logo and the Scratch programming software. This will end with them creating their own complex patterns using the software.</p>													

CES Long Term Planning - Year 4

PSHE	Reflective	Tolerant
Art/DT	<p>DT Focus: Costume Design (Link Anglo Saxon Art & Culture)</p> <ul style="list-style-type: none"> ● Materials research ● Aesthetics of materials and suitability ● Purpose of the design, the products function? ● Design, Make & Evaluate 	<p>Art Focus: Landscapes</p> <p>Artist Focus: Georges Seurat</p> <ul style="list-style-type: none"> ● Pointillism (Impressionist movement) Drawing, Painting using different items to achieve the technique (cotton buds, end of a pencil, fingertips etc.) to build up a portfolio linked to River theme.
Science	<p>Electricity:</p> <ul style="list-style-type: none"> ● Circuits ● Symbols ● Drawing circuits ● Problem solving circuits <p>(To include: Y6 Electricity – buzzers, motors etc.)</p>	<p>Sound</p> <ul style="list-style-type: none"> ● Vibrations ● How does sound travel? ● Musical instruments and their sound
Maths	<p>1. Number and Place Value</p> <ul style="list-style-type: none"> - To partition a four-digit number into thousands, hundreds, tens and ones - To partition numbers with one decimal place into ones and tenths - To identify and represent numbers up to 10,000 using models - To compare two numbers up to 10,000 (using >, < or =) - To compare two or more numbers with tenths and hundredths identifying which has less or more (>, < or =) <p>2. Multiplication and Division (1 week)</p> <ul style="list-style-type: none"> - To recognise the relationship between a known fact and a related calculation - To represent multiplication of three numbers using arrays - To use partitioning to calculate a three-digit number multiplied by a single digit number using grid method 	<p>1. Number and Place Value (1 week)</p> <ul style="list-style-type: none"> - To round any number to the nearest 10, 100, or 1000 - To round decimals (one decimal place) to the nearest whole number - To count in multiples of 1000 and 25 - To count in multiples of 9, 6 and 7 - To label positive and negative numbers on a demarcated number line - To count backwards through zero to include negative numbers <p>2. Statistics (1 week)</p> <ul style="list-style-type: none"> - To interpret and present discrete data using bar charts and an appropriate scale - To choose the appropriate scale when representing data in a bar chart - To explain what a time graph is showing

CES Long Term Planning - Year 4

<ul style="list-style-type: none">- To divide two-digit numbers by a single digit number using the chunking method where there is a remainder- To estimate division by rounding to the nearest multiple of 10 of the divisor and using related facts <p>3. Fractions (1 week)</p> <ul style="list-style-type: none">- To count on in steps of any unit fraction crossing ones boundaries- To count back in steps of any fraction crossing ones boundaries- To compare and order unit fractions and fractions with the same denominator- To use pictorial representations such as fraction walls to recognise where fractions are equivalent where one fraction is a unit fraction- To use pictorial representations such as fraction walls to recognise where fractions are equivalent where both fractions are non-unit fractions <p>4 & 5 Measures (2 weeks)</p> <ul style="list-style-type: none">- To recognise how place value columns, relate to money notation- To recognise that one hundred 1p coins equals £1- To recognise that 1p coin is 1/100 of £1, hence 1p being written as £0.01- To add and subtract amounts of money including money notation where the pence is a multiple of 10p- To know that 10mm=1cm, 100cm=1m, 1000m=1km- To use the relationship between units of length to identify the calculation necessary for conversion- To know 1000g=1 kg and vice versa- To know 1000ml = 1 litre and vice versa- To problem solve <p>6. Statistics (1 week)</p> <ul style="list-style-type: none">- To use Venn diagrams with two intersecting sets to compare and sort objects, numbers and shapes including items that do not fit the criteria and placing these in the universal set. (2 sessions)	<ul style="list-style-type: none">- To solve comparison, sum and difference problems using information presented in bar charts, tables and other graphs. (2 sessions) <p>3. Geometry – properties of shapes (1 week)</p> <ul style="list-style-type: none">- To know and use the terms: scalene, isosceles, equilateral, regular and irregular- To identify and name 2D shapes (including all triangles)- To know that any angle less than a right angle is called ‘acute’ and an angle between a right angle and a straight line is ‘obtuse’- Identify acute and obtuse angles where one of the lines is horizontal and where one of the lines is vertical- To identify acute and obtuse angles in any orientation <p>4. Position and Direction (1 week)</p> <ul style="list-style-type: none">- To know that vertical lines on a grid can be identified by the value on the x axis from which they originate- To know that horizontal lines on a grid can be identified by the value on the y axis from which they originate- To plot a single point on a coordinate grid from a given coordinate pair- To describe movement of a specified point as a translation of a given unit using left and right- To describe movement of a specified point as a translation of a given unit using up and down <p>5. Shape (1 week)</p> <ul style="list-style-type: none">- To name 3D shapes including all prisms and pyramids according to their properties- To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes- To identify from a set of shapes those with vertical or horizontal line of symmetry and those without
---	--

CES Long Term Planning - Year 4

	<ul style="list-style-type: none"> - To use two criteria Carroll diagrams to compare and sort objects, numbers and shapes - Problem solving <p>7 and 8. Addition and Subtraction (2 weeks)</p> <ul style="list-style-type: none"> - To recognise calculations can be reordered to make calculating more efficient - To recognise calculations that require counting on or back mentally - To recognise calculations that require mental partitioning - To recognise calculations that require counting on mentally to find the difference - Problem solving: select a mental strategy appropriate for the numbers involved in the calculation - To recall and use addition and subtraction facts for 100 - To recall and use +/- facts for multiples of 100 totalling 1000 - To derive and use addition and subtraction facts for 1 and 10 (with decimals to one decimal place) - To select an appropriate strategy to solve a calculation based upon the numbers involved 	<ul style="list-style-type: none"> - To identify lines of symmetry in 2D shapes presented in different orientations
Trips	Tolerant	Kind

CES Long Term Planning - Year 4

Term 3

Week	1	2	3	4	5	6	7	8	9	10
Date	19.04.20	26.04.20	03.05.20	10.05.20	17.05.20	24.05.20	31.05.20	07.06.20	14.06.20	21.06.20
Days	3	5	5	5	3	2	5	5	5	3
English	<p>Theme: Vikings</p> <ul style="list-style-type: none"> • Animation: Jotun - Journey of A Viking <p>Text Types:</p> <ol style="list-style-type: none"> 1. Setting description 2. Deductive writing – boats scene in animation as a starting point 3. Narrative: story writing (incorporating suspense) 4. Poetry: Performance poetry 									
History	<p>History: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> – Viking raids and invasion (Newspaper report) – Resistance by Alfred the Great and Athelstan, first King of England – Further Viking invasions and Danegeld (story) – Anglo-Saxon laws and justice – Edward the Confessor and his death in 1066 									
Computing	<p>Back to the Future Project</p> <p>In this project, children will create their own blog detailing what they learn from research that they will complete throughout the six sessions. Children will learn about different technologies both old and new, about inventors and the different components of a computer.</p>									
PSHE	Empathetic									
Art/DT	<p>DT Focus: Viking Jewellery with presentation packaging</p> <ul style="list-style-type: none"> • Design, make, evaluate, present <p>Children use a range of materials (clay, paper, straws, string, cardboard, Papier Mache etc.) to create a piece of decorative Viking jewellery.</p>									

CES Long Term Planning - Year 4

Science	<p>Living things and their Habitats</p> <ul style="list-style-type: none">-Animals including humans- Animals around the world and their habitats-Desert/Savannah/rainforest/mountains/Countries
Maths	<p>1. Addition and Subtraction (1 week)</p> <ul style="list-style-type: none">- To add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place- To add and subtract numbers with up to 4 digits and decimals with one decimal place using formal written methods- To estimate; use inverse operations to check answers to calculations- To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why- To solve addition and subtraction problems involving missing numbers <p>2. and 3. Multiplication and Division (2 weeks)</p> <ul style="list-style-type: none">- To multiply two-digit and three-digit numbers by a one-digit number using formal written layout- To divide numbers up to 3 digits by one-digit number using the formal written method of short division and interpret remainders appropriately- To use estimation and inverse to check answers to calculations and determine, in the context of a problem- To choose appropriate strategies to solve a calculation- To recognise and use factor pairs and commutativity in mental calculations- To recall multiplication and division facts for multiplication tables up to 12x12- Use partitioning to double or halve any number, including decimals to one decimal place- To use place value, known and derived facts to multiply and divide mentally- To solve problems involving multiplying and division <p>4. and 5. Fractions (2 weeks)</p> <ul style="list-style-type: none">- To understand that a fraction is one whole number divided by another- To find and write fractions of discrete set of objects including those with a range of numerators and denominators- To recognise that hundredths, arise when dividing an object by one hundred and dividing tenths by ten- Count on and back in unit fractions

CES Long Term Planning - Year 4

- To compare and order unit fractions with the same denominators
- To demonstrate using diagrams, families of common equivalent fractions
- To recognise and write decimal equivalents of any number of tenths or hundredth
- Recognise and write decimal equivalents
- Add and subtract fractions with the same denominator
- Solve problems with fractions to calculate quantities
- Solve measure and money problems involving fractions

6. Number and Place Value (1 week)

- To read and write numbers to at least 10,000 with up to two decimal places
- To recognise the place value of each digit in a four-digit number up to two decimal places
- Order and compare numbers beyond 1000 with the same number of decimal places up to two decimal places
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers

7. Measures (1 weeks)

- To measure and calculate the perimeter of a rectilinear figure including squares in centimetres and metres
- To order temperatures including those below 0°C
- To measure and calculate the perimeter of a rectilinear figure in centimetres and metres
- To find the area of rectangles on squared paper where the sides are horizontal and vertical by counting squares
- To find the area of rectilinear shapes by counting squares
- To know area is a surface within a given boundary

8. Statistics (1 week)

- To use Venn diagrams with two intersecting sets to compare and sort objects, numbers and shapes including items that do not fit the criteria and placing these in the universal set. (2 sessions)
- To use two criteria Carroll diagrams to compare and sort objects, numbers and shapes
- Problem solving

9. Position and Direction (1 week)

- To know that vertical lines on a grid can be identified by the value on the x axis from which they originate
- To know that horizontal lines on a grid can be identified by the value on the y axis from which they originate

CES Long Term Planning - Year 4

	<ul style="list-style-type: none">- To plot a single point on a coordinate grid from a given coordinate pair- To describe movement of a specified point as a translation of a given unit using left and right- To describe movement of a specified point as a translation of a given unit using up and down <p>10. Investigations – consolidation</p> <ul style="list-style-type: none">- To solve problems involving data.- To solve problems involving multiplication and division.- To solve problems involving fractions.- To solve problems involving measures.- To solve problems involving shapes.
Trips	Museum Of Modern Egyptian Art – inspiration for jewellery craft project