



# Gladstone Road Primary School Year 4

## LTP & National Curriculum Coverage 2020/2021

Y4	Autumn Term				Spring Term					Summer Term					
Maths ( STEM)	Number and Place Value 3 weeks	Calculations: Addition and Subtraction within 10000 4 weeks	Calculations: Multiplication and Division 4 weeks	Geometry: Properties of shapes 3 weeks	Calculations: Further multiplication and Division 2 weeks	Statistics: Graphs 1 week	Fractions 3 weeks	Measurement: Time 2 weeks	Measurement: Mass, Volume and Length 3 weeks	Decimals 4 weeks	Measurement: Money 2 weeks	Calculations: Further multiplication and Division 3 weeks	Measurement: Area of figures 2 weeks	Number and Place Value: Roman Numerals 1 week	Geometry: Position and direction 2 weeks
Science (STEM)	Sound		Electricity		States of Matter					Animas, including humans		Living things and their habitats			
Computing (STEM)	Coding (2Code)	Online Safety (2Connect, 2Investigate)	Spreadsheets (2Calcaulate)		Writing for different audiences (2Email, 2DIY, 2Connect)	Logo (Logo)		Animation (2Animate)		Effective searching (Browser)		Hardware Investigators (2Connect, 2Quiz)			
Design & Technology (STEM)	Textiles and Electricity Light up Christmas Stocking				Structures and Programming Minotaur Mazes and control a programmable toy around a maze.					Cooking and nutrition Afternoon Tea for parents/carers					
English (Writing and Spelling) (ARTS)	Anglo-Saxons - Fantasy Story (tick) *autumn 1 Diary – The Miraculous Journey		Information Text – following on from the Jorvik visits		Playscript – Aesop’s fables – spring 1 Ancient Greek Myth – spring 1 Spelling:		Write a vlog to demonstrate how the minotaur maze works. (DT) Spelling:		Newspaper reports – Tour de Yorkshire Ghost stories based on Room 13 Spelling:		Persuasion –leaflets for the Sealife Centre  Spelling:				



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	of Edward Tulane by Kate DiCamillo A rabbits diary Spelling: U1 – Adding pefix mis, revising un, dis, in. U2 – words ending in zhuh spelt sure. U3 – Adding prefix auto Special focus – short ‘u’ sound spelt ‘ou’	T’was the night before Christmas – narrative poetry – recite a classic poem Spelling: U4 – Adding suffix ly U5 – Adding prefix inter Special Focus - Homophones	U6 – words with ay sound spelt eigh, ei, ey U7 – Words ending in out- ous U8 – words with s sound spelt sc	U8 – words with s sound spelt sc Special Focus – Possessive apostrophe with plural words U9 – words ending in zhun spelt sion.  U10 – Adding il and revising un, in, mis, dis	U11 – The c sound spelt que and g sound spelt gue. Special focus – Homophones U12 – Adding the ir to words beginning with r.	U13 – Adding the suffix – ion  U14 – Adding suffix – ion.
<b>English (Reading) (ARTS)</b>	<b>Key /Class Texts:</b> <b>The Miraculous Journey of Edward Tulane by Kate DiCamillo</b>  <b>Further reading experiences:</b> Beowulf – poetry Non-Fiction:  Sound (science) Viking Newspaper: Striking Viking Axe Lindisfarne Viking and Anglo Saxon short texts: Toland’s diary Alwins Sacrifice – diary	<b>Key /Class Texts:</b> Arthur and the golden rope – picture book – Autumn 2  <b>Further reading experiences:</b> Christmas Story  Non-Fiction: Science - Electricity Who were the Anglo Saxons? Sutton Hoo	<b>Key /Class Texts:</b> The Odyssey <b>Further reading experiences:</b> Aesop’s fables – The Goose that Laid the Golden Egg  Greek Myths: <ul style="list-style-type: none"><li>• King Midas</li><li>• Arachne the Spinner</li><li>• Theseus and the Minotaur</li><li>• Perseus and Medusa</li></ul>	<b>Key /Class Texts:</b>  <b>Further reading experiences:</b> Model Vlog texts Non-Fiction: <ul style="list-style-type: none"><li>• A Sparta Childhood</li><li>• Wrestling</li></ul> States of matter – water cycle	<b>Key /Class Texts:</b> Room 13 – Robert Swindells  <b>Further reading experiences:</b> National Geographic – descriptions of cliffs (Geography references) Poetry – Yorkshire poetry  Science – digestive system/teeth	<b>Key /Class Texts:</b>  <b>Further reading experiences:</b> Sealife Centre – map of the destination (before visit) Non-Fiction living things and their habitats Local attraction leaflets
<b>Art &amp; Design (ARTS)</b>	Drawing Anglo-Saxon self portrait	Sculpture and Textiles Dragon eyes – clay	Collage Scratch Art Greek Pot	Painting Mythological Creature	Printing Yorkshire landscape using shape and print Artist - Kandinsky	



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		Artist – Christmas Stockings			
Music (ARTS)	Glockenspiel Stage 2		Mamma Mia		Reflect, Rewind, Replay
PE (ARTS)	<b>PE Focus – Co-ordination and balance; Personal and Social</b> HLTAs: Real PE Unit 1, Real PE Unit 2 Dance/Gymnastics (Q) or swimming Teacher: OAA		<b>PE Focus – Co-ordination and balance; Cognitive and Creative</b> HLTAs: Real PE Unit 3, Real PE unit 4, Dance/Gymnastics (Q) or swimming Teacher: Fitness		<b>PE Focus – Agility and Balance; Applying physical and Health and Fitness</b> HLTAs: Real PE Unit 5, Real PE Unit 6, Games (Net/wall – Volleyball) and swimming Teacher: Yoga
MFL (ARTS)	All Around Town		Going shopping		Holidays and Hobbies
Geography (HUMANITIES)	Where did the Anglo Saxons come from/settle? ( Locational Knowledge and human geography focus)		Modern Day Greece Study ( Place knowledge focus)		Physical Features of Yorkshire ( physical geography focus)
History (HUMANITIES)	Anglo-Saxons/Vikings - YORK		Ancient Greece		Local History - Yorkshire
PSHE (HUMANITIES)	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle	Me and My Future	Becoming an Active Citizen
RE (HUMANITIES)	L2.8 What does it mean to be a Hindu in Britain today? ( Hinduism)		L2.3 Why is Jesus inspiring to some people? ( Christianity)		L2.6 Why do some people think that life is a journey and what significant experiences mark this? ( Christianity, Hinduism, Judaism)

KS2 Y4 Units	Autumn Term ( 14 weeks)	Spring Term ( 11 weeks)	Summer Term ( 14 weeks)
	<p>Number and Place Value ( numbers to 10 000) – 3 weeks MNP Lessons Chapter 1 – 1 to 14</p> <p><b><u>Progression of skills</u></b></p> <p>count backwards through zero to include negative numbers L4: To be able to understand and use place value to count.</p> <p>count in multiples of 6, 7, 9, 25 and 1 000 L1: To be able to count in hundreds and twenty-fives. L2: To be able to count in thousands. L3: To be able to count in thousands, hundreds, tens and ones. L4: To be able to understand and use place value to count. L10: To be able to count in sixes, sevens and nines.</p> <p>find 1 000 more or less than a given number L8: To be able to make number patterns (using 100, 10, 1 more and less). L9: To be able to make number patterns (4-digit numbers). order and compare numbers beyond 1000 L6: To be able to compare and order numbers. L7: To be able to compare and order 4-digit numbers.</p> <p>compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)</p>	<p>Calculations: Further Multiplication and Division – 2 weeks MNP Lessons Chapter 4 – 1 to 11 (multiplying)</p> <p><b><u>Progression of skills</u></b></p> <p>count in multiples of 6, 7, 9, 25 and 1 000 (copied from Number and Place Value)</p> <p>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers) L3: To be able to understand commutativity.</p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers L1: To be able to multiply by 0 and 1. L2: To be able to divide by 1. L4: To be able to multiply three numbers. L5: To be able to multiply with multiples of 10. L8: To be able to multiply multiples of 100. L13: To be able to divide 3-digit numbers. L14: To be able to divide 2-digit numbers with a remainder.</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout L6: To be able to multiply 2-digit numbers without renaming. L7: To be able to multiply 2-digit numbers with renaming. L9: To be able to multiply 3-digit numbers without renaming. L10 L11: To be able to multiply 3-digit numbers with renaming.</p>	<p>Decimals – 4 weeks MNP Lessons Chapter 8 – 1 to 17 (1-8 writing decimals; 9-12 compare and order)</p> <p><b><u>Progression of skills</u></b></p> <p>compare numbers with the same number of decimal places up to two decimal places L8: To be able to read and write numbers as decimals. L9 L10 L11: To be able to compare and order numbers with the same number of decimal places up to 2 decimal places. L12: To be able to identify numbers, which are 1 tenth or 1 hundredth more/less in a number sequence.</p> <p>round decimals with one decimal place to the nearest whole number L13 L14: To be able to round numbers with 1 decimal place to the nearest whole number.</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths L1 L2 L3: To be able to recognise and write decimal equivalents of any number of tenths. L4 L5 L6 L7: To be able to recognise and write decimal equivalents of any number of hundredths.</p> <p>recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math> L15: To be able to recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</p> <p>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths L16: To be able to divide 1- or 2-digit numbers by 10. L17: To be able to divide 1- or 2-digit numbers by 100.</p>



	<p>identify, represent and estimate numbers using different representations</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)  <b>L5: To be able to recognise the place value of each digit in a 4-digit number.</b></p> <p>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths  (copied from Fractions)</p> <p>round any number to the nearest 10, 100 or 1000  <b>L11: To be able to round numbers to the nearest 1000.</b>  <b>L12: To be able to round numbers to the nearest 10, 100 or 1000.</b>  <b>L13 L14: To be able to round numbers to estimate.</b></p> <p>round decimals with one decimal place to the nearest whole number  (copied from Fractions)</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers  <b>L15: To be able to use knowledge of numbers to solve problems.</b></p>	<p><b>L12: To be able to divide 2-digit numbers.</b></p> <p>estimate and use inverse operations to check answers to a calculation  (copied from Addition and Subtraction)</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p>	
	<p><b>Calculations: Addition and Subtraction – 4 weeks</b>  <b>MNP Lessons Chapter 2 – 1 to 17 (1-7 addition; 8 – 14 subtraction; 15-17 word problems) NOT lesson 11</b>  <u><b>Progression of skills</b></u>  add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate  <b>L1: To be able to find the sum of two numbers.</b>  <b>L2: To be able to add two numbers without renaming.</b></p>	<p><b>Statistics: graphs – 1 week</b>  <b>MNP Lessons Chapter 5 – 1 to 4</b>  <u><b>Progression of skills</b></u>  interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  <b>L1: To be able to draw and read picture graphs and bar graphs.</b>  <b>L2: To be able to draw and read bar graphs.</b>  <b>L3 L4: To be able to draw and read line graphs.</b></p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p><b>Measurement: Money – 2 weeks</b>  <b>MNP Lessons Chapter 9 – 1 to 8</b>  <u><b>Progression of skills</b></u>  estimate, compare and calculate different measures, including money in pounds and pence  <b>L1 L2: To be able to write amounts of money as decimals.</b>  <b>L3: To be able to compare amounts of money.</b>  <b>L8: To be able to estimate amounts of money.</b></p> <p>round decimals with one decimal place to the nearest whole number</p>



	<p>L3: To be able to add two numbers with renaming in the ones column.  L4: To be able to add two numbers with renaming in the tens and ones columns.  L5: To be able to add two numbers with renaming in the hundreds, tens and ones columns.  L6 L7: To be able to add using mental strategies (making tens, hundreds and thousands).  L8: to be able to find the difference between two numbers.  L9: To be able to subtract without renaming (using columnar subtraction)  L10: To be able to subtract with renaming in the tens and ones columns.  L11 L12: To be able to subtract with renaming in the hundreds, tens and ones columns.  L13: To be able to subtract with renaming in the thousands, hundreds, tens and ones columns.  L14: To be able to subtract using mental strategies.</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why  L15: To be able to solve word problems involving addition and subtraction.  L16 L17: To be able to solve two-step word problems involving addition and subtraction.</p>		<p>L4: To be able to round amounts of money to the nearest £1 and £10.</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.  L5: To be able to solve word problems involving addition and subtraction of money.  L6: To be able to solve word problems involving multiplication of money.  L7: To be able to solve word problems involving division of money.</p>
	<p><b>Half- Term</b>  <b>Calculation: Multiplication and Division – 4 weeks</b>  <b>MNP Lessons Chapter 3 – 1 to 17 (1-7 multiply; 8-12 divide; 13-17 word problems)</b>  <u><b>Progression of skills</b></u>  <i>count in multiples of 6, 7, 9, 25 and 1000</i>  (copied from Number and Place Value)</p>	<p><b>Fractions – 3 weeks</b>  <b>MNP Lessons Chapter 6 – 1 to 13 (Lesson 12 over two lessons)</b>  <u><b>Progression of skills</b></u>  count up and down in hundredths  L1: To be able to count in hundredths.</p> <p>recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p>	<p><b>Number: Roman Numerals – 1 week</b>  <b>MNP Lessons Chapter 14 – 1 to 2</b>  <u><b>Progression of skills</b></u>  read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value  L1: To be able to write Roman numerals to 20.  L2: To be able to write Roman numerals to 100.  recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p>





<p>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>  recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)  L1: To be able to multiply by 6.  L2: To be able to multiply by 7  L3: To be able to multiply by 9.  L4: To be able to multiply by 9 using relational understanding.  L5: To be able to multiply by 11.  L6: To be able to multiply by 11 by counting in tens.  L7: To be able to multiply by 12.  use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  L8: To be able to divide by 6.  L9: To be able to divide by 7.  L10: To be able to divide by 9.  L11: To be able to multiply and divide by 11 and 12.  L12: To be able to divide with a remainder.</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout – covered spring term</p> <p><i>estimate and use inverse operations to check answers to a calculation</i>  (copied from Addition and Subtraction)</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects  L13 L14: To be able to solve word problems involving multiplication and division.  L15: To be able to solve multi-step word problems involving multiplication and division (in the context of measures).  L16: To be able to solve word problems involving multiplication and division (all possibilities).  L17: To be able to solve multi-step word problems involving multiplication and division.</p>	<p>recognise and show, using diagrams, families of common equivalent fractions  L4 L5: To find equivalent fractions.</p> <p>add and subtract fractions with the same denominator  L8: To be able to add fractions with the same denominator.  L9: To be able to add fractions with the same denominator and record answers as mixed numbers  L10: To be able to add fractions with the same denominator and record the answers in the simplest form.  L11: To be able to subtract a fraction from a whole number.  L12: To be able to subtract a fraction from a mixed number.</p> <p>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number  L13: To be able to solve word problems involving fractions</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.  L13: To be able to solve word problems involving fractions</p> <p>L2: To be able to write mixed numbers.  L3: To be able to show mixed numbers on a number line.  L6: To be able to simplify mixed numbers  L7: To be able to simplify improper fractions.</p>	
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	<p><b>Geometry: Properties of shapes – 3 weeks</b> MNP Lessons Chapter 12 – 1 to 10 (1-4 shapes; 5-9 symmetry; 10 sorting)</p> <p><b><u>Progression of skills</u></b></p> <p>identify lines of symmetry in 2-D shapes presented in different orientations L5: To be able to identify lines of symmetry in 2-D shapes. L6: To be able to identify lines of symmetry in 2-D shapes. L8: To be able to draw a line of symmetry for a 2-D shape.</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry L7: To be able to complete a simple symmetric figure with respect to a specific line of symmetry. L9: To complete symmetrical figures.</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes L3: To be able to compare and classify triangles. L4: To be able to compare and classify quadrilaterals. L10: To be able to compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size L1: To be able to identify right, acute and obtuse angles. L2: To be able to compare and order angles by size.</p>	<p><b>Half-term</b> <b>Measurement: Time– 2 weeks</b> MNP Lessons Chapter 7 – 1 to 6 (Pre-teaching and extra consolidation needed) <b><u>Progression of skills</u></b> estimate, compare and calculate different measures, including money in pounds and pence</p> <p>read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting) L1: To be able to tell the time on a 24-hour clock.</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days L2: To be able to convert time in minutes to seconds. L3: To be able to convert time in hours to minutes. L4: To be able to solve word problems involving duration of time. L5: To be able to convert years to months and weeks to days L6: To be able to solve word problems involving duration of time and conversion.</p>	<p><b>Half-term</b> <b>Measurement: Area of figures – 2 weeks</b> MNP Lessons Chapter 11 – 1 to 6 <b>Lesson 1 &amp; 2 combined.</b> (1-4 by counting; 5 by multiplying) <b><u>Progression of skills</u></b></p> <p>find the area of rectilinear shapes by counting squares L1: To be able to measure the surface an object covers. L2: To be able to find the area of rectilinear shapes by counting squares. L3: To be able to find the area of rectilinear shapes by counting squares. L4: To be able to find the area of rectilinear shapes by counting squares. L5: To be able to find the area of rectilinear shapes by counting squares. L6: To be able to find the area of rectilinear shapes by counting squares.</p>
		<p><b>Measurement: Mass, Volume and Length – 3 weeks</b> MNP Lessons Chapter 10 – 1 to 12 (1-3 mass; 4-6 volume; 7-11 height/length) <b><u>Progression of skills</u></b> estimate, compare and calculate different measures, including money in pounds and pence</p>	<p><b>Calculations: Further Multiplication and Division – 2 weeks</b> MNP Lessons Chapter 4 – 12 to 18 (12 – 16 Division; 17-18 Word Problems) <b><u>Progression of skills</u></b></p>





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		<p>L1: To be able to estimate mass to the nearest kilogram.  L2: To be able to measure mass.  L4: To be able to measure volume in litres using decimals.  L5: To be able to measure volume in litres using decimals.  L7: To be able to measure height in metres using decimals.  L8: To be able to measure length in centimetres.  convert between different units of measure (e.g. kilometre to metre; hour to minute)  L3: To be able to convert between different units of measure for mass.  L6: To be able to convert different units of measure for volume.  L9: To be able to convert between centimetres and metres.  L10: To be able to convert between metres and kilometres.</p> <p>measure and calculate the <b>perimeter</b> of a rectilinear figure (including squares) in centimetres and metres  L11: To be able to measure perimeter in centimetres and millimetres and convert between the two units.  L12: To be able to solve word problems involving measurements.</p>	<p>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>  L12: To be able to divide 2-digit numbers.</p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  L13: To be able to divide 3-digit numbers.  L14: To be able to divide 2-digit numbers with a remainder.  L15: To be able to divide 3-digit numbers with renaming.  L16: To be able to divide 3-digit numbers with a remainder.</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects  L17: To be able to solve word problems involving multiplication and division.  L18: To be able to solve word problems involving multiplication and division</p>
			<p><b>Geometry: Position and Direction – 2 weeks</b>  <b>MNP Lessons Chapter 13 – 1 to 5</b>  <b><u>Progression of skills</u></b></p> <p>describe positions on a 2-D grid as coordinates in the first quadrant  L1 L2: To be able to describe positions on a 2-D grid as coordinates in the first quadrant.  L3: To be able to plot specified points and draw sides to complete a given polygon.</p> <p>describe movements between positions as translations of a given unit to the left/right and up/down  L4 L5: To be able to describe movements between positions as translations of a given unit to the left/right and up/down.</p>



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Lower KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y4 - Science</b>	<p><u>Sound</u></p> <p>How sounds are made, associating them with something vibrating. Vibrations from sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Sounds gets fainter as the distance from the source increases.</p>	<p><u>Electricity</u></p> <p>Identify appliances that run on electricity. Construct simple circuits, naming parts, cells, wires, bulbs, switches and buzzers. In a simple circuit identify if the lamp will light. Switches open and close a circuit and associate this with whether or not a lamp will light. Recognise common conductors and insulators and associate metals with being good conductors.</p>	<p><u>States of matter.</u></p> <p>Compare and groups materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled. Identify the art played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>		<p><u>Animals, including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>Living Things and their habitats</u></p> <p>Living things can be grouped in a variety of ways. Use classification keys to group and identify living things in the local and wider environment. Recognise that environment can change and this can pose danger to living things.</p>

Low er KS1	Autumn Term			Spring Term Greeks			Summer Term Yorkshire	
Y4	<b>Coding (2Code)</b>  <b>Skills</b> ~ To use selection in coding with the 'if/else' command. To understand and use variables in 2Code. To use flowcharts for design of algorithms including selection. To use the 'repeat until' with variables to determine the repeat. To learn about and use computational	<b>Online Safety (2Connect, 2Investigate)</b>  <b>Skills</b> ~ To understand how children can protect themselves from online identity theft. Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To Identify the risks and benefits of installing software including apps. To understand that copying	<b>Spreadsheets (2Calculate)</b>  <b>Skills</b> ~ Formatting cells as currency, percentage, decimal to different decimal places or fraction. Using the formula wizard to calculate averages. Combining tools to make spreadsheet activities such as timed times tables tests.	<b>Writing for Different Audiences (2Email, 2DIY, 2Connect)</b>  <b>Skills</b> ~ Explore how font size and style can affect the impact of a text. ~ Use a simulated scenario to produce a news report. ~ Use a simulated scenario to write for a community campaign.	<b>Logo (Logo)</b>  <b>Skills</b> ~ Learn the structure of the coding language of Logo. ~ Input simple instructions in Logo. ~ Using 2Logo to create letter shapes. ~ Use the Repeat function in Logo to create shapes. ~ Use and build procedures in Logo.	<b>Animation (2Animate)</b>  <b>Skills</b> ~ Discuss what makes a good animated film or cartoon. ~ Learn how animations are created by hand. ~ Find out how 2Animate can be created in a similar way using the computer. ~ Learn about onion skinning in animation. ~ Add backgrounds and sounds to animations. ~ Learn about 'stop motion' animation.	<b>Effective searching (Browser)</b>  <b>Skills</b> ~ Locate information on the search results page. ~ Use search effectively to find out information. ~ Assess whether an information source is true and reliable.	<b>Hardware Investigators (2Connect, 2Quiz)</b>  <b>Skills</b> ~ Understand the different parts that make up a computer. ~ Recall the different parts that make up a computer.



	thinking terms decomposition and abstraction.	the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.	Using a spreadsheet to model a real-life situation. To add a formula to a cell to automatically make a calculation in that cell.			~ Share animation on the class display board and by blogging.		
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Lower KS2	Autumn Term	Spring Term Greeks	Summer Term Yorkshire
<b>Y4 – Design and Technology</b> <b>Key person/event</b> History of Betty's Tearoom/key individual	<b>D &amp; T Element – Textiles and Electricity</b> <b>Light up Christmas stockings</b>  <u>Skills to be developed:</u> -Investigate and analyse a range of existing products. -Select from and use a wider range of tools to perform practical tasks. -Construct a simple series, electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers. -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. -Generate, develop, model and communicate their ideas through discussion, annotated sketches. -Select from and use a wider range of materials and components including textiles according to their functional properties and aesthetic qualities. -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<b>D &amp; T Element – Structures &amp; Programming</b> <b>Minotaur mazes and control a programmable toy around a maze</b>  <u>Skills to be developed:</u> -Investigate and analyse a range of existing products. -Generate, develop, model and communicate their ideas through discussion, annotated sketches. -Select from and use a wider range of tools and equipment to perform practical tasks accurately. -Apply their understanding to strengthen, stiffen and reinforce more complex structures. -Develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at individuals and groups. -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<b>D &amp; T Element – Cooking &amp; Nutrition</b> <b>Afternoon Tea for parents/carers</b>  <u>Skills to be developed:</u> -Investigate and analyse a range of existing products. -Understand and apply the principles of a health varied diet. -Understand how key events and individuals in design technology have helped shape the world. -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. -Use research and develop design criteria, to inform the design of innovation, functional and appealing products that are fit for purpose, aimed at individuals and groups. -Generate, develop, model and communicate their ideas through discussion, annotated sketches.  -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.





LKS2	Autumn Term	Spring Term	Summer Term
Y4-Writing /Spelling	<p><b>Writing Experiences</b></p> <p><b>Anglo Saxons</b></p> <p>Fantasy Story</p> <p>Diary – The Miraculous Journey of Edward Tulane by Kate DiCamillo A rabbits diary</p> <p>Information Text – following on from the Yorvik visits</p> <p>T'was the night before Christmas – narrative poetry – recite a classic poem</p> <p><b>Skills to be developed:</b></p> <p>increase the legibility, consistency and quality of their handwriting</p> <p>U1 – Adding prefix mis, revising un, dis, in.</p> <p>U2 – words ending in zhuh spelt sure.</p> <p>U3 – Adding prefix auto</p> <p>Special focus – short 'u' sound spelt 'ou'</p> <p>U4 – Adding prefix ly</p> <p>U5 – Adding prefix inter</p> <p>Special Focus - Homophones</p> <p>discussing writing similar to that which they are planning, recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively</p>	<p><b>Writing experiences</b></p> <p><b>Ancient Greece</b></p> <p>Playscript – Aesop's fables – spring 1</p> <p>Ancient Greek Myth – spring 1</p> <p>Write a vlog to demonstrate how the minotaur maze works. (DT)</p> <p><b>Skills to be developed:</b></p> <p>increase the legibility, consistency and quality of their handwriting</p> <p>U6 – words with ay sound spelt eigh, ei, ey</p> <p>U7 – Words ending in out- ous</p> <p>U8 – words with s sound spelt sc place the possessive apostrophe accurately in words with regular and irregular plurals</p> <p>U8 – words with s sound spelt sc</p> <p>Special Focus – Possessive apostrophe with plural words</p> <p>U9 – words ending in zhun spelt sion.</p> <p>U10 – Adding il and revising un, in, mis, dis</p> <p>discussing writing similar to that which they are planning, recording ideas</p> <p>organising paragraphs around a theme in narratives, creating characters and plot</p>	<p><b>Writing experiences</b></p> <p><b>Yorkshire</b></p> <p>Persuasion –leaflets for the Sealife Centre</p> <p>Newspaper reports – Tour de Yorkshire</p> <p>Ghost stories based on Room 13</p> <p><b>Skills to be developed:</b></p> <p>increase the legibility, consistency and quality of their handwriting</p> <p>U11 – The c sound spelt que and g sound spelt gue.</p> <p>Special focus – Homophones</p> <p>U12 – Adding the ir to words beginning with r.</p> <p>U13 – Adding the suffix – ion</p> <p>U14 – Adding suffix – ion.</p> <p>use and understand the use and understand the grammatical terminology in English (Y1/2/3/4) accurately and appropriately when discussing their writing and reading.</p> <p>assessing the effectiveness of their own and others' writing and suggesting and making improvements</p> <p>Consolidation of all Y3/4 curriculum outcomes.</p>



	<p>building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Developing the use of figurative language</p> <p>organising paragraphs around a theme in narratives, creating settings, and plot</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>with guidance, assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proof-read and propose changes for grammar, spelling and punctuation errors for consistency</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials marked with commas</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>use and punctuating direct speech</p> <p>reading aloud and performing poetry</p>	<p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proof-read for grammar, spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials marked with a comma accurately</p> <p>using commas after fronted adverbials</p> <p>using and punctuating direct speech</p> <p>using the present perfect form of verbs in contrast to the past tense</p>	
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LKS2	Autumn Term	Spring Term	Summer Term
<b>Year 4 - Reading</b>	<p><b>Key /Class Texts:</b> The Miraculous Journey of Edward Tulane by Kate DiCamillo – Autumn 1</p> <p>Arthur and the golden rope – picture book – Autumn 2</p> <p><b>Further reading experiences:</b> Beowulf – poetry Viking and Anglo Saxon short texts:</p> <ul style="list-style-type: none"> <li>Toland's diary</li> <li>Alwins Sacrifice – diary</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>Who were the Anglo Saxons?</li> <li>Sutton Hoo</li> </ul> <p>Viking Newspaper: Striking Viking Axe Lindisfarne</p> <p>Christmas Story</p> <p>Poetry - T'was the Night Before Christmas</p> <p><b>Skills to be developed:</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes <b>2F</b></p>	<p><b>Key /Class Texts:</b> The Odyssey</p> <p><b>Further reading experiences:</b> Aesop's fables – The Goose that Laid the Golden Egg</p> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>A Sparta Childhood</li> <li>Wrestling</li> </ul> <p>Greek Myths:</p> <ul style="list-style-type: none"> <li>King Midas</li> <li>Arachne the Spinner</li> <li>Theseus and the Minotaur</li> <li>Perseus and Medusa</li> </ul> <p>States of matter – water cycle</p> <p>Model Vlog texts</p> <p><b>Skills to be developed:</b> comment on the impact of specific figurative language e.g. similes/metaphors/personification <b>2F 2G</b> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <b>2F</b></p>	<p><b>Key /Class Texts:</b> Room 13 – Robert Swindells</p> <p><b>Further reading experiences:</b> Sealife Centre – map of the destination (before visit) Non-Fiction: Living things and their habitats Local attraction leaflets National Geographic – descriptions of cliffs (Geography references) Poetry – Yorkshire poetry</p> <p><b>Skills to be developed:</b> Consolidation of all year 3 and 4 key skills</p>



	<p>identify themes and conventions in a wide range of books <b>2F</b></p> <p>use a dictionary to check the meaning of words that they have read <b>2A</b></p> <p>identify main ideas drawn from more than one paragraph and summarise these <b>2C</b></p> <p>use evidence in the text to describe how a character's feelings/thoughts and motives from their actions <b>2D</b></p> <p>predict what might happen from details stated and implied <b>2E</b></p> <p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure and presentation contribute to meaning <b>2F</b> <b>2G</b></p> <p>retrieve and record information from non-fiction <b>2B</b></p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>retrieve and record information from non-fiction <b>2B</b></p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>2D</b></p>	
<b>Y4</b>	<p><b>National Curriculum Skills being developed across the year</b></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> </ul>		



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|  | <ul style="list-style-type: none"><li>• discussing words and phrases that capture the reader's interest and imagination</li><li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li><li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• asking questions to improve their understanding of a text</li><li>• predicting what might happen from details stated and implied</li><li>• identifying main ideas drawn from more than one paragraph and summarising these</li><li>• identifying how language, structure, and presentation contribute to meaning</li><li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li></ul> |
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Lower KS2	Autumn Term	Autumn Term	Spring Term Greeks	Spring Term Greeks	Summer Term Yorkshire	Summer Term Yorkshire
Y4 - Art	<b>Art Skill – Drawing</b> Anglo Saxon Self Portrait  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Make accurate drawings of whole people including proportion and placement</li> <li>➤ Experiment with different tones using graded pencils</li> <li>➤ Solidify infill shapes with charcoal</li> <li>➤ Express different feelings through drawing</li> <li>➤ Identify and draw the effect</li> </ul>	<b>Art Skill – Sculpture &amp; Textiles</b> Dragon eyes – clay Artist – Christmas stockings  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Experiment with different tones using graded pencils</li> <li>➤ Clay and Modroc to create a 3D sculpture</li> <li>➤ Shape, form, model and construct from imagination.</li> </ul>	<b>Art Skill – Collage</b> Scratch art Greek pot  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Sketch</li> <li>➤ Create tessellations patterns</li> <li>➤ Use paint and equipment correctly and with increasing confidence</li> <li>➤ Draw using a variety of tools and surfaces (paint, wax crayon)</li> <li>➤ Technique of overlaying - building up layers on the surface/colour mixes</li> </ul>	<b>Art Skill – Painting</b> Mythological creature  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Line, tone, shape and form.</li> <li>➤ Colour wheel to mix different shades of the same colour</li> <li>➤ Mix and match colours (create palettes to match images)</li> <li>➤ Experiment with watercolour, exploring intensity of colour to develop shades</li> <li>➤ Understand how to use</li> </ul>	<b>Art Skill – Printing</b> Yorkshire landscape using shape and print Artist – Kandinsky  <b>Skills to be developed:</b> <ul style="list-style-type: none"> <li>➤ Use roller and inks and take prints from other objects (leaves, fabric, corrugated card) to show texture.</li> <li>➤ Use relief and impressed printing processes.</li> <li>➤ Colour mix blend through overlapping colour prints</li> <li>➤ Interpret environmental and manmade patterns</li> <li>➤ Mix and match colours (create palettes to match images)</li> <li>➤ Competently work with different consistencies of paint</li> </ul>	





	of light scale and proportion	<ul style="list-style-type: none"> <li>➤ Investigate ways of joining clay - scratch and slip</li> <li>➤ Analyse and interpret natural and manmade forms of construction</li> <li>➤ Can use surface patterns/ textures</li> </ul>		tints and tones - to lighten and darken with the use of black and white  ➤ Competently work with different consistencies of paint	
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Year 4 - Music	Autumn	Spring	Summer
Units of work	Mamma Mia	Glockenspiel Stage 2	Reflect, Rewind, Replay
Progression in skills			
Listen & Appraise	To listen to and recall patterns of sounds with increasing accuracy. To understand and begin to use established and invented musical notations to represent music.	To recognise and explore the ways sounds can be combined and used expressively and explain why the music was successful or unsuccessful.	To understand how different musical elements are combined and used expressively. To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians eg Beethoven, Mozart and Elgar.
Performance: singing & instruments	To sing in unison maintaining the correct pitch and using increasing expression.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To think about others while performing with an awareness of the audience.



Improvisation & composition	To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
Share & evaluate	To comment on the effectiveness of own work, identifying and making Improvements.	To comment on the effectiveness of own work, identifying and making Improvements.	To comment on the effectiveness of own work, identifying and making Improvements.
Key vocabulary progression	pitch, tempo, timbre, dynamics,		
Progression in notation	5-note range, crotchet, quaver, minim,		
Composers/ musical styles	Pop,	Various	Classical,
	Mamma Mia by Abba Dancing Queen by Abba The Winner Takes It All by Abba Waterloo by Abba Super Trouper by Abba Thank You For The Music by Abba	Mardi Gras Groovin' Good, Better, Best Two-Way Radio Flea Fly Rigadoon	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba - Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal March/Chorus by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)



Lower KS2	Autumn Term Anglo-Saxons and Vikings	Spring Term Ancient Greeks	Summer Term Yorkshire
Y4	<p><b>PE Focus –</b> <i>Co-ordination and balance; Personal and Social</i>            HLTAs: Real PE Unit 1, Real PE Unit 2            Dance/Gymnastics (Q) or swimming            Teacher: OAA</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>~ Know where I am with my learning</li> <li>~ Begin to challenge myself</li> <li>~ Co-ordination – footwork</li> <li>~ Static balance on one leg</li> <li>~ Show patience and support others</li> <li>~ Listen well to them about our work.</li> <li>~ Show and tell my ideas</li> <li>~ Dynamic balance – jumping and landing</li> <li>~ Static balance – seated</li> <li>~ Read a map using more complex keys and symbols to complete a variety of orienteering exercises</li> <li>~ Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc.</li> <li>~ Construct a basic shelter in a safe environment</li> <li>~ Respond to more varied challenges in different environments</li> </ul>	<p><b>PE Focus –</b> <i>Co-ordination and balance; Cognitive and Creative</i>            HLTAs: Real PE Unit 3, Real PE unit 4,            Dance/Gymnastics (Q) or swimming            Teacher: Fitness</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>~ Understand the simple tactics of attacking and defending.</li> <li>~ Explain what I am doing well</li> <li>~ Identify areas for improvement</li> <li>~ Dynamic balance on a line</li> <li>~ Co-ordination – ball skills</li> <li>~ Make up my own rules and versions of activities.</li> <li>~ Respond differently to a variety of tasks or music</li> <li>~ Recognise similarities and differences in movements and expression</li> <li>~ Co-ordination – sending and receiving</li> <li>~ Counter balance – In pairs</li> <li>~ Understand the importance of warming up and cooling down properly (preparing body and preventing injury)</li> <li>~ Learn fitness skills during circuit training</li> <li>~ Practise and improve fitness skills</li> <li>~ Measure and record results</li> <li>~ Begin to measure their pulse rate accurately</li> </ul>	<p><b>PE Focus –</b> <i>Agility and Balance; Applying physical and Health and Fitness</i>            HLTAs: Real PE Unit 5, Real PE Unit 6,            Games (Net/wall – Volleyball) and swimming            Teacher: Yoga</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>~ Perform and repeat longer sequences with clear shapes and controlled movement.</li> <li>~ Select and apply a range of skills with good control and consistency</li> <li>~ Agility, reaction and response</li> <li>~ Static balance – floor work</li> <li>~ Describe how and why my body feels during and after exercise.</li> <li>~ Explain why we need to warm up and cool down</li> <li>~ Agility – ball chasing</li> <li>Static balance – Stance</li> <li>~ Keep a strong foundation when performing balances.</li> <li>~ Strengthen body in standing, seated and balanced poses and forwards and backward bends</li> <li>~ Know how breathing techniques can help me to feel calmer</li> </ul>



# Gladstone Road Primary School Year 4

## LTP & National Curriculum Coverage 2020/2021

	<p>~ Recognise what is needed to keep themselves and others safe</p> <p>~ The need for and correct use of specialist equipment</p> <p>~ Describe what they and others have done using an increasing range of vocabulary in order to improve their performances</p> <p>~ Make use of ICT to view performances</p>	<p>~ Begin to evaluate the effect of fitness activity on pulse rate</p>	<p>~ Create and sequence paired yoga poses that reflect the theme of the session.</p> <p>~ Understand the value of relaxation on both my body and mind.</p> <p>~ Respond imaginatively to stimuli related to character/music/ story.</p> <p>~ Evaluate my own and others' work.</p> <p>~ Identify and apply techniques for hitting a volley ball.</p> <p>~ Develop the techniques for strokes and volleys.</p> <p>~ Develop the basic skills in volleyball – passing, serving, digging and spiking (blocking and setting)</p> <p>~ Practise all techniques.</p> <p>~ Use the scoring system and court for volleyball.</p> <p>~ Play a volleyball game using a serve and the correct selections of shots.</p>
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Lower KS2	Autumn Term	Spring Term	Summer Term
<b>Y4 – MFL</b>	<p><b>All Around Town</b></p> <p><u>Skills to be developed:</u></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	<p><b>Going Shopping</b></p> <p><u>Skills to be developed:</u></p> <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Understand basic grammar appropriate to the language being</li> </ul>	<p><b>Holidays and Hobbies</b></p> <p><u>Skills to be developed:</u></p> <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Present ideas and information orally to a range of audiences.</li> </ul>



	<ul style="list-style-type: none"><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• present ideas and information orally to a range of audiences</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li></ul>	<p>studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<ul style="list-style-type: none"><li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li><li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li></ul>
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Lower KS2	Autumn Term Anglo Saxons and Vikings	Spring Term Greeks	Summer Term Yorkshire
<b>Y4 - Geography</b>	<p><b>Starting point: ‘Where did the Anglo Saxons come from/settle?’</b> (Locational Knowledge and human geography focus)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>-To locate some countries in Europe and North and South America on a map or atlas.</li> <li>- To describe some European and North and South American cities using an atlas.</li> <li>-To begin to relate a continent to a country.</li> <li>- To describe where the UK is located, and name and locate some major urban areas.</li> <li>-To locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</li> <li>-To locate and describe some human and physical characteristics of the UK.</li> <li>-To identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</li> <li>- To identify and sequence a range of settlement sizes from a village to a city.</li> <li>- To describe the characteristics of settlements with different functions, e.g. coastal towns.</li> <li>- To use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</li> <li>- To learn and begin to use four figure grid references.</li> <li>- To use the eight points of a compass to give direction instructions.</li> </ul>	<p><b>Modern Day Greece study</b> (place knowledge focus)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- To understand the physical and human geography of an area of the UK and its contrasting human and physical environments.</li> <li>- To explain why some regions are different from others.</li> <li>- To describe the physical and human characteristics of a region in Europe, and describe similarities and differences with an area of the UK.</li> <li>-To understand how the human and physical characteristics of one region in Europe are connected and make it special.</li> <li>- To understand how physical processes can cause hazards to people.</li> <li>- To describe some advantages and disadvantages of living in hazard-prone areas.</li> </ul> <p><u>To be covered through science:</u></p> <ul style="list-style-type: none"> <li>- To describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</li> </ul>	<p><b>Physical Features of Yorkshire</b> (physical geography focus)</p> <p><b>Skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- To indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</li> <li>- To use simple geographical vocabulary to describe significant physical features and talk about how they change.</li> <li>- To describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</li> <li>- To use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas</li> </ul>
	<p style="text-align: center;"><b><u>Continuous Skills*</u></b></p> <div> <div> naming the four countries of the U.K.  - naming the capital cities of the U.K. </div> <div> - naming the seas around the UK  - naming physical/human features </div> <div> - 4/8 points of a compass, 2/4 figure grid references  - significance of Equator/North and South Pole </div> </div>		





# Gladstone Road Primary School Year 4

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|  | <ul style="list-style-type: none"><li>- naming the continents</li><li>- naming countries in Europe</li><li>- meaning of rural/urban</li></ul> | <ul style="list-style-type: none"><li>- what is a continent/country/county/city/town/village?</li><li>- naming countries in North/South America</li><li>- significance of latitude/longitude</li></ul> | <ul style="list-style-type: none"><li>- location of tropics, Arctic/Antarctic circles, Prime/Greenwich Meridian</li></ul> |
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- (\* link to EAL children in your class/children with family members of friends around the world – where possible to do so)



Lower KS2	Autumn Term	Spring Term	Summer Term
Y4 History	<p><b>History-</b> Anglo-Saxons/Vikings – YORK – touch on it</p> <p><b>Essential Skills to be developed:</b></p> <p><b>Chronology:</b> Continue to develop chronologically secure knowledge of History</p> <p><b>Historical Knowledge:</b> Note connections, contrasts and trends over time throughout the Saxon/Viking period. Identify Historically significant people and events from the studied topic area</p> <p>Establish clear Narratives within and across periods studied</p> <p><b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...</p> <p>Address historically valid questions through discussion/ in writing.</p>	<p><b>History-</b> Ancient Greece</p> <p><b>Essential Skills to be developed:</b></p> <p><b>Chronology:</b> Continue to develop chronologically secure knowledge of History including comparison between previous/ future (where appropriate) time periods and this one. Develop the appropriate use of Historical terms in terms of chronology.</p> <p><b>Interpreting:</b> Develop further understanding that different versions of the past may exist, giving reasons for this</p> <p><b>Research:</b> Understand how knowledge of the past is constructed from a range of sources</p>	<p><b>History-</b> Local History- Yorkshire</p> <p><b>Essential Skills to be developed:</b></p> <p><b>Historical Knowledge:</b> Note connections, contrasts and trends over time using appropriate Historical language</p> <p><b>Research:</b> Understand how knowledge of the past is constructed from a range of sources</p> <p>Identify Historically significant people and events from the studied topic area</p> <p>Establish clear Narratives within and across periods studied</p> <p><b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...</p> <p>Address historically valid questions through discussion/ in writing.</p>
	<p><b>Skills to run in the background:</b></p> <p><b>Interpreting:</b> Develop further understanding that different versions of the past may exist, giving reasons for this (possible guided reading?)</p> <p><b>Research:</b> Understand how knowledge of the past is constructed from a range of sources</p>	<p><b>Skills to run in the background:</b></p> <p><b>Historical Knowledge:</b> Note connections, contrasts and trends over time</p> <p>Identify Historically significant people and events from the studied topic area</p> <p>Establish clear Narratives within and across periods studied</p> <p><b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...</p> <p>Address historically valid questions through discussion/ in writing.</p>	<p><b>Skills to run in the background:</b></p> <p><b>Chronology:</b> Continue to develop chronologically secure knowledge of History</p> <p>Develop the appropriate use of Historical terms.</p> <p><b>Interpreting:</b> Develop further understanding that different versions of the past may exist, giving reasons for this</p>



Core Themes- Year 4	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle	Me and My Future	Becoming an Active Citizen
<b>Key Vocabulary</b>  <b>PSHE</b>	<ul style="list-style-type: none"> <li>I feel good about myself and my body and having an understanding of how the media presents 'body image'.</li> <li>I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body.</li> <li>I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people</li> <li>I know that there are different kinds of families and partnerships (includes same sex) and I</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what risk means to me both on and offline.</li> <li>I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline.</li> <li>I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency</li> <li>I have some effective strategies to cope</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors.</li> <li>I understand what is meant by a healthy diet. (including understanding calories, and nutritional content)</li> <li>I can make informed choices about healthy eating and exercising.</li> <li>I understand safe and unsafe exposure to the sun, and how to</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate how to look after and save money.</li> <li>I can begin to develop an understanding that people have different financial circumstances.</li> <li>I can begin to understand the different values and attitudes that people have with regard to money.</li> <li>I recognise the range of jobs carried out by people they know.</li> <li>I can explain how I will develop skills for work in the future.</li> <li>I am aware that the learning choices I make will affect my future options.</li> <li>I can identify my strengths, areas for improvement and set high aspirations and goals.</li> </ul>	<ul style="list-style-type: none"> <li>I can acknowledge that others have different points of view both on and offline.</li> <li>I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school.</li> <li>I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers.</li> <li>I can begin to respond to, or</li> </ul>



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	<p>understand the importance of stable, loving and caring relationships.</p> <ul style="list-style-type: none"> <li>• I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out.</li> <li>• I can respond appropriately to other people's feelings.</li> <li>• I can recognise my worth as an individual and the worth of other people.</li> <li>• I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention.</li> <li>• I understand a range of feelings and how these make me feel both</li> </ul>	<p>with peer influence and peer pressure both on and offline.</p> <ul style="list-style-type: none"> <li>• I know how to recognise and display respectful behaviour online.</li> <li>• I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games.</li> <li>• I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable.</li> <li>• I understand the need to keep some information private in order to protect myself when communicating online and I can</li> </ul>	<p>reduce the risk of sun damage.</p> <ul style="list-style-type: none"> <li>• I understand a range of feelings and how these make me feel both emotionally and physically.</li> <li>• I have a range of strategies for managing and controlling strong feelings and emotions.</li> <li>• I can respond appropriately to other people's feelings.</li> <li>• I can recognise my worth as an individual and the worth of other people.</li> <li>• I can identify positive things about myself, recognise some of my mistakes and learn from them.</li> <li>• I understand what being resilient means to me and I have strategies I can use.</li> <li>• I can make some changes quickly and easily but also understand that some changes are</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify positive achievements during my time in Year 4.</li> <li>• I can identify my strengths, areas for improvement and set myself some goals for Year 5.</li> </ul>	<p>challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism.</p> <ul style="list-style-type: none"> <li>• I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints.</li> <li>• I understand how my choices may impact on the environment.</li> <li>• I can describe the values of the school and know why they are important.</li> <li>• I can describe the 'British Values' and give examples of what they mean in school and in society.</li> <li>• I can demonstrate respect and tolerance both on and offline towards</li> </ul>
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	emotionally and physically.	<p>implement strategies to do this.</p> <ul style="list-style-type: none"><li>• I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this.</li></ul>	hard and can take a long time.		people different from my themselves.
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# Gladstone Road Primary School Year 4

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Lower KS2	Autumn Term <i>L2.8 What does it mean to be a Hindu in Britain today?</i>	Spring Term <i>L2.3 Why is Jesus inspiring to some people?</i>	Summer Term <i>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</i>
<b>Y4 - RE</b> <b>The threefold aim of RE:</b> A) Know about & Understand B) Express & Communicate C) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**	<b>Religions Studied:</b> Hinduism  <b>Skills to be developed:</b> <b>Living strand</b> A) Know about & Understand A1, A2, A3 B) Express & Communicate B1, B2, B3 C) Gain & Deploy Skills C1, C2	<b>Religions Studied:</b> Christianity  <b>Skills to be developed:</b> <b>Believing strand</b> A) Know about & Understand A1, A2 B) Express & Communicate B1 C) Gain & Deploy Skills C2, C3	<b>Religions Studied:</b> Christianity Hinduism Judaism  <b>Skills to be developed:</b> <b>Expressing strand</b> A) Know about & Understand A1, A2, A3 B) Express & Communicate B1, B2, B3 C) Gain & Deploy Skills C1, C2