



Long Term Plan		
Year 4		
Autumn Term	Spring Term	Summer Term
World Wanderers – Ancient Egypt and Beyond! (Including Ancient Egyptians)	Extreme Earth – from the Romans on. (Including Romans – volcano link)	Brilliant Britain – starting with the Anglo-Saxons. (Including - Anglo-Saxons)
Enquiry Question: Where in the world would you like to visit and why?	Enquiry Question: How should we treat the Earth and how does the Earth treat us?	Enquiry Question: What makes Britain what it is today?
Core texts: Secrets of a Sun King by Emma Carroll Christmas Dinner of Souls by Ross Montgomery	Core texts: Escape for Pompeii by Christina Balit Flood by Alvaro Villa Malamander by Thomas Taylor / SWEET PIZZA??? The Miraculous Journey of Edward Tulane by Kate DiCamillo	Core texts: Wolves in the Wall by Neil Gaiman Skeleton Keys by Guy Bass Podkin by Kieran Larwood
Educational visits/visitors and Community Projects: Be an archaeologist – digging for cartouches	Educational visits/visitors and Community Projects: Become a Roman soldier – making shields and practising battle formations Exploding volcano Frankie and Bennies pizza restaurant enterprise	Educational visits/visitors and Community Projects: Trip to Warwick Castle Burton Latimer Walk
As readers we will practise reading skills across the year-		
<p>Reading Read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. Follow RWI Spelling programme for Year 4, to read and spell words. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. Comparing Contrasting and ordering Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). Words in context and authorial voice Discuss vocabulary used to capture readers' interest and imagination. Inference and prediction Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. Justify predictions from details stated and implied. Poetry and performance Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>Comprehension skills – Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently -discuss the sequence of events in books and how items of information are related -become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -being introduced to non-fiction books that are structured in different ways. -recognise simple recurring literary language in stories and poetry -discuss and clarify the meanings of words, linking new meanings to known vocabulary -discuss their favourite words and phrases -continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: -draw on what they already know or on background information and vocabulary provided by the teacher -check that the text makes sense to them as they read, and correcting inaccurate reading -make inferences on the basis of what is being said and done -answer and ask questions -predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	
As readers we will cover through Whole class reading (Tues,Wed,Thur) a mixture of Fiction, Non- Fiction and Poetry/Song lyrics Armistice Day Children's Classics Vol 1 Children's Classics Vol 2 Disney Songs Electricity Guy Bass Jennifer Killick Mental health Witches and Wizards	As readers we will cover through Whole class reading (Tues,Wed,Thur) a mixture of Fiction, Non- Fiction and Poetry/Song lyrics Chinese New Year International Women's Day Migration Money Notable People Vol 1 Notable People Vol 2 Novels Vol 1 Novels Vol 2 States of Matter Romans	As readers we will cover through Whole class reading (Tues,Wed,Thur) a mixture of Fiction, Non- Fiction and Poetry/Song lyrics Picture Books Vol 1 Picture Books Vol 2 Poetry Vol 1 Poetry Vol 2 Rabbits Songs Songs from Musicals Sports People Teeth



<ul style="list-style-type: none"> As writers we will... Script writing for an online news article – link to computing Writing informal and formal letters. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. Increase legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch). We will discuss writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Assessing the effectiveness of their own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> As writers we will... Write non-narrative material such as non-chronological reports using organisational devices (headings and subheadings) and diary entries. Draft and write by organising paragraphs around a theme. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Use expanded noun phrases, fronted adverbials, conjunction, adverbs and prepositions to express time and clause. Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within inverted commas Using commas after fronted adverbials Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Indicating possession by using the possessive apostrophe with plural nouns Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined. 	<ul style="list-style-type: none"> As writers we will... We will be consolidating the skills below through grammar lessons. The genres we will focus on this term are Newspaper reports, Story writing and poetry Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials Writing for effect, building suspense using adventurous vocabulary. Use a thesaurus to find synonyms. Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Continue to increase and maintain legibility, consistency and quality of handwriting
<p>In phonics/spelling we will...</p> <p>We will be learning the Year 3 and 4 CEW - children will learn 10 each week and then will be tested once per week.</p> <p><u>Spelling</u> Use further prefixes and suffixes and understand how to add them Spell words that are often misspelt Use the first 2 or 3 letters of a word to check its spelling in a dictionary Place the possessive apostrophe accurately in words with regular plurals (for example girls' or children's) Write from memory two simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>In phonics/spelling we will...</p> <p>We will be learning the Year 3 and 4 CEW – children will learn 10 each week and then will be tested once per week.</p> <p><u>Spelling</u> Use further prefixes and suffixes and understand how to add them Spell words that are often misspelt Use the first 2 or 3 letters of a word to check its spelling in a dictionary Place the possessive apostrophe accurately in words with regular plurals (for example girls' or children's) Write from memory two simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>In phonics/spelling we will...</p> <p>We will be learning the Year 3 and 4 CEW - children will learn 10 each week and then will be tested once per week.</p> <p><u>Spelling</u> Use further prefixes and suffixes and understand how to add them Spell words that are often misspelt Use the first 2 or 3 letters of a word to check its spelling in a dictionary Place the possessive apostrophe accurately in words with regular plurals (for example girls' or children's) Write from memory two simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
<p>As mathematicians we will...</p> <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more and 1000 less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousand, hundreds, tens and ones) Order and compare numbers beyond 1000 	<p>As mathematicians we will...</p> <ul style="list-style-type: none"> Recall multiplication and division facts for up to 12x12 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. Recognise and use factor pairs and commutativity in mental calculations. 	<p>As mathematicians we will...</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents to $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ 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. Round decimals with one decimal place to the nearest whole number.



<ul style="list-style-type: none"> Identify, represent and estimate using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. 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. Add and subtract numbers with upto 4 digits using the formal written methods of columnar addition and columnar subtraction. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. Convert between different units of measure (for example, kilometre to metre; hour to minute) Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. 	<ul style="list-style-type: none"> Multiply two-digit and three-digit numbers by one-digit number using formal written layout. 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. Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 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. Add and subtract fractions with the same common denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Find the area of rectilinear shapes by counting squares. 	<ul style="list-style-type: none"> Compare number with the same number of decimal places upto two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms and other graphs. Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert between analogue and digital 12 and 24 hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; years to days.
<p>As scientists we will ...</p> <p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors 	<p>As scientists we will ...</p> <p>Sound</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases <p>States of matter</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$) – spreadsheet link to computing identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>As scientists we will ...</p> <p>Animals including humans</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things <p>Living things and their habitats</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things
<p>As historians we will ...</p> <ul style="list-style-type: none"> Learn about the Ancient Egyptians. Use evidence, such as written records and archaeology to ask questions and find answers to questions about the past. 	<p>As historians we will ...</p> <ul style="list-style-type: none"> Learn about the Roman Empire and Roman Britain. Suggest causes and consequences of the fall of the Roman Empire. Investigate the influence of the Romans on our local area. 	<p>As historians we will ...</p> <ul style="list-style-type: none"> Learn about the Anglo-Saxons and Scots. Investigate the influence of the Anglo-Saxons on our local area and modern culture – link to computing.



<ul style="list-style-type: none"> Understand the types of sources information that historians have used to learn about Ancient Egypt. 	<ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times. Compare Ancient Egypt with Ancient Rome. Use primary and secondary evidence for historical enquiry to gain a more accurate understanding of the Romans. 	<ul style="list-style-type: none"> Suggest causes and consequences of the Romans' departure, the Anglo-Saxon invasion and the cessation of Anglo-Saxon rule. Create a time line to show change over time in Britain and our locality from Roman through Anglo-Saxon times Understand the limitations of some types of evidence for historical enquiry.
<p>As geographers we will ...</p> <ul style="list-style-type: none"> Locations of geographical features of countries across the world and learn technical vocabulary in relation to the globe. Identify the position and significance of the Northern and Southern Hemisphere. Understand how geographical features are marked on a map. (e.g. mountains, rivers, volcanoes). Describe and understand key human features: Look at pictures of different historical settlements over time. Produce pictures and own geographical diagrams Ask and answer questions e.g. what resources were used, why were they used and compare. 	<p>As geographers we will ...</p> <ul style="list-style-type: none"> Explore Europe through human and physical geography. Locate major capital cities in Europe using maps, atlases, globes and digital mapping. Locate mountains and volcanoes around the world and identify their environmental regions, including those in Italy and the UK. Compare a mountainous area in the UK with a mountainous area in a European country. Investigate, compare, contrast and ask questions about the climates and living conditions of European countries and draw conclusions. Describe and understand the key physical features of volcanoes and earthquakes. Discuss how natural disasters affect human life. Explore the distribution of natural resources focusing on geothermal energy. Explore the three main climate zones- polar, temperate and tropical. 	<p>As geographers we will ...</p> <ul style="list-style-type: none"> Geography of our country. Name and locate counties that surround Northamptonshire. Through fieldwork, record, present and analyse data of different weather phenomena through observation and by using standard measurement devices (e.g. thermometer, rain gauges and anemometers). Understand how geographical features are marked on a map. (e.g. mountains, rivers, volcanoes). Classify types of buildings on a map. Describe and understand key human features: Look at pictures of different historical settlements over time. Produce pictures and own geographical diagrams Ask and answer questions e.g. what resources were used, why were they used and compare.
<p>As artists we will ...</p> <ul style="list-style-type: none"> Learn about Egyptian art Create Canopic jars from clay using the coil method. In sketch books, develop, adapt and refine ideas from starting points, collect information, ideas, resources and annotate ideas and add comments around them using visual language; explore ideas in a variety of ways; adapt and refine ideas Use shape to create recognisable forms, starting by producing nets Create sculptures that use other forms of modelling materials 	<p>As artists we will ...</p> <ul style="list-style-type: none"> Learn about the artist Gaudi and Warhol Explore and make mosaics using different materials. Create a themed quilted volcano decoration by quilting and padding out fabric pieces that have been joined together – using running stitch (revisited), back stitch (new) and adding detail to an existing design using cross stitch (new) In sketch books, develop, adapt and refine ideas from starting points, collect information, ideas, resources and annotate ideas and add comments around them using visual language; explore ideas in a variety of ways; adapt and refine ideas Use annotations next to sketches to explain ideas Use textured materials (rough, smooth, plain and patterned) Create original pieces that are inspired by artists studied Create images and sound - Unit covered in computing modules – Logos and Animations. 	<p>As artists we will ...</p> <ul style="list-style-type: none"> Learn about the artist William Turner Use watercolour paints to create mood Make sketches of our local landscape In sketch books, develop, adapt and refine ideas from starting points, collect information, ideas, resources and annotate ideas and add comments around them using visual language; explore ideas in a variety of ways; adapt and refine ideas Use brushes of various thicknesses and shapes (such as fan brushes) and produce different textures and patterns_ Mix watercolour washes and use as a background colour then add detail_ Use two different B and H pencils to create shade and texture in a drawing Use hatching and cross hatching as well as shading with different pencils to create texture and tone Identify artists they have studied and techniques used

<p>As designers we will ...</p> <ul style="list-style-type: none"> • Make an Egyptian tunic with decorated collar - Cut materials accurately and safely by selecting appropriate tools. - Measure and mark out to the nearest mm. - Apply appropriate cutting and shaping techniques that include cuts within a perimeter e.g. slots/cut outs - Select appropriate joining techniques. - Understanding the need for a seam allowance. - Join textiles selecting an appropriate stitch - Thread and use a sewing (thin metal) needle - Select the most appropriate techniques to decorate textiles. - Design with a purpose by identifying opportunities to design. - Make products by working efficiently by carefully selecting materials, tools and techniques - Refine work and techniques as work progresses, continually evaluating the product design. - Use software to design, refine and represent product designs. 	<p>As designers we will ...</p> <ul style="list-style-type: none"> • Investigate, design and create a pizza product to sell and fundraise money for next term's trip. - Understanding why we use different utensils for meat and other ingredients. - Select utensils from a range and explain why they are appropriate. - Measure ingredients to the nearest gram accurately. - Understand seasonality of produce. - Cook ingredients and control temperature of an oven. - Adapt an existing recipe - Design, prepare and cook a savoury product - Identify some of the great designers in all of the areas of study to generate ideas for designs. - Improve upon existing designs, giving reasons for choices. - Disassemble products and understand how they work. 	<p>As designers we will ...</p> <ul style="list-style-type: none"> • Investigate levers to make a collapsible and portable gate that Anglo-Saxon farmers could have used in their animal pens. - Choose suitable techniques to construct and repair products. - Strengthen materials by selecting an appropriate technique. - Apply scientific understanding of the transference of forces to select an appropriate mechanism for a product
<p>In music we will ...</p> <ul style="list-style-type: none"> • Learn how to play the ukulele - NMPAT 	<p>In music we will ...</p> <ul style="list-style-type: none"> • Learn the song Mamma Mia • Listen, appraise and play an instrument, improvising and composing music and then perform using the song Stop. 	<p>In music we will ...</p> <ul style="list-style-type: none"> • Listen, appraise and play an instrument, improvising and composing music and then perform using the song Lean on Me. • Listen, appraise, play an instrument, improvising and composing music and then performing using the song Black Bird.
<p>In RE we will ...</p> <ul style="list-style-type: none"> • Learn about Sikhs in Britain. • Discuss why Sikhs believe we are all special. • What influences the ways people behave, and what is expected of an individual choosing the Sikh way of life? • Learn about different Christians worship places • Learn about the significance of BC/AD dating system. <p>Make connections:</p> <ul style="list-style-type: none"> • Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank). • Discuss and compare two religions, their different beliefs and practices. 	<p>In RE we will ...</p> <ul style="list-style-type: none"> • Learn about commitment and belonging. • Explore if Easter a Festival of New Life or Sacrifice? <p>Could you look at Islam?</p> <ul style="list-style-type: none"> • Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. <p>Make connections:</p> <ul style="list-style-type: none"> • Discuss and compare two religions, their different beliefs and practices. 	<p>In RE we will ...</p> <ul style="list-style-type: none"> • Discuss what is good and evil – What makes a person good or bad? • • Look at the importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it. <p>Make connections:</p> <ul style="list-style-type: none"> • Study human relationships and companionship; our ability to empathise with other humans and animals. • Discuss and compare two religions, their different beliefs and practices.
<p>In computing we will ...</p> <ul style="list-style-type: none"> • Learning coding (Unit 4.1) • how to write for different audiences – link to writing (Unit 4.4) 	<p>In computing we will ...</p> <ul style="list-style-type: none"> • How to program spreadsheets.- link to science • Logos 	<p>In computing we will ...</p> <ul style="list-style-type: none"> • Learning how to complete effective searching – link to history. • Hardware investigators

<ul style="list-style-type: none"> • explore key concepts relating to online safety (Unit 4.2) • understand the function, features and layout of a search engine (Unit 4.7) • 	<ul style="list-style-type: none"> • Animations. 	
<p>In PE we will ...</p> <ul style="list-style-type: none"> • netball, • fitness, • gymnastics • basketball 	<p>In PE we will ...</p> <ul style="list-style-type: none"> • tag rugby • dodgeball • football 	<p>In PE we will ...</p> <ul style="list-style-type: none"> • cricket • rounders • tennis • athletics
<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Positive friendships, including online • Responding to hurtful behaviour; managing confidentiality; recognising risks online • Respecting differences and similarities discussing difference sensitively. <p>Protective Behaviours Networks and using them – Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything and understand why it is important to tell our network people we have chosen them. Rights, Responsibility and Feelings – Know what a ‘right’ is and what the rights of children are. Understand that responsibilities come along with having rights and discuss what feelings we might experience in different scenarios.</p>	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • What makes a community; shared responsibilities • How data is shared and used • Making decisions about money; using and keeping money safe. <p>Protective Behaviours Networks and using them – Recapping who is on our hand of safety. Safe and Unsafe Feelings – Discuss what it means to feel safe and what it means to each of us. Recap ‘Early Warning Signs and scenarios that are ‘fun-to-feel-scared’.</p>	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Maintaining a balanced lifestyle; oral hygiene and dental care • Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty • Medicines and household products; drugs common to everyday life. <p>Protective Behaviours Networks and using them – Recapping who is on our hand of safety. Exploring Theme 2, Secrets – Recap what our ‘Early Warning Signs’ and discuss what the person I tell will do when I tell them a secret. We will understand that adults can’t always keep secrets because sometimes it is not safe.</p>
<p>In Spanish we will ...</p> <ul style="list-style-type: none"> • Focus on numbers 1-31, days of the week, months, dates, asking for and giving birthday information, language for birthday celebrations and also revisit the knowledge from Year 3 such as greetings. • Use the new language to understand and create invitations, understand songs, stories and video about birthdays and other celebrations. • We will then finish the unit by learning about how Christmas is celebrated in Spain and then learn some Christmas songs to perform. • Listen attentively to spoken language and show understanding by joining in and responding by using greetings • Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Present ideas and information orally to a range of audiences • Read carefully and show an understanding of words, phrases and simple writing <p>Numbers, days of the week, songs, stories, phonics and Christmas</p> <p>Year 4 Listening</p>	<p>In Spanish we will ...</p> <ul style="list-style-type: none"> • Develop the same linguistic skills in different contexts and apply skills learnt in year 3 and the year 4 autumn term. • Focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. • Use familiar verb forms in this new context to describe pictures they create. • Learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso). • Speak in sentences, using familiar vocabulary, phrase and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences • Read carefully and show an understanding of words, phrases and simple writing • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<p>In Spanish we will ...</p> <ul style="list-style-type: none"> • Develop the same linguistic skills in different contexts and consolidate skills learnt in year 3 and the year 4 autumn, spring term. • Learn the language for family members. • Re-tell the story 'The giant turnip'. • Focus on how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. • Learn and use adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are). • Write phrases from memory, and adapt theses to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to the Spanish, including; 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 • Appreciate stories, songs, poems and rhymes in the language

- **Listen attentively and show understanding by joining and responding** by asking and answering questions confidently about birthdays, ages, time, times tables and simple calculations.
- **Link the spelling, sound and meaning of words by developing phonics knowledge and confidence** through: days in the month rhyme, Christmas songs (Rodolfo el reno, Frosty, Navidad), birthday songs

Year 4 Speaking

- **Ask and answer questions** about birthdays, ages, dates, times and simple maths.
- **Express opinions and respond to those of others using** En mi opinión (In my opinion), Pienso que (I think that)
- **Ask for clarification and help** - Signal a problem: Señor(a), tengo un problem Ask for help: ¿Puede ayudarme?
- **Speak in sentences** - Use these sentence structures: Mi cumpleaños es el...de.. / Son las dos – es la una / Hoy es el ...de... (Ayer fue el...de... - Mañana será el ...de...)Empieza a las... / Termina a las...Es / No esTiene / No tieneHay / No hay
- **Describe people, places, things and actions to a range of audiences** by speaking about their birthday/appearance (describe hair/eyes of self and others/ describe pictures/paintings in terms of shape and position.

Year 4 Reading

- **Read and show understanding of words, phrases and simple texts** by exploring a range of Spanish stories such as Spot the Dog, Perritos and reading and understanding the details on birthday invitations, diary entries and lists of things to do
- **Appreciate stories, songs, poems and rhymes in the language** by learning he numbers songs, birthday and Christmas songs, Pocoyo, months/days rhymes.
- **Read aloud with accurate pronunciation** by reading numbers aloud and being able to read and add questioning intonation.
- **Understand new words that are introduced into familiar written material** by Otra vez (again!) / Todos preparados – qué voy (Coming ready or not!) / Pocoyo, birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary
- **Dictionary skills** are not needed until year 5 however children will begin to become familiar with the Spanish dictionary.

Year 4 Writing

- **Write words and phrases from memory** by writing short exclamations and questions with from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to Pocoyo video) Write ' My birthday es on the ... of ...' from memory with accurate spelling.
- **Adapt phrases to create new sentences** by completing animals maths, creating birthday and Christmas cards, plan and write party invitations including time/date/making plans for a party – to do list – using 'Voy a + verbs, time and exercise
- **Describe people, places, things and actions in writing** by revising colours and numbers, writing character descriptions, describing pictures/paintings in terms of shapes and their position, describing emotions – happy, sad, describing hair / eyes of self and others, making birthday cards and invitations.

Year 4 Grammar



<ul style="list-style-type: none"> • Gender of nouns – definite and indefinite articles by focusing on the active use of indefinite articles in singular and plural and definite articles in both singular and plural • Singular and plural forms of nouns by using plural nouns in writing • Adjectives (place and agreement) by using adjectives (agreement and position) with more confidence. • Conjugation of key verbs (and making verbs negative) by creating a greater variety of sentences using key verb forms from year 3. Also by using <i>tiene</i> (3rd person <i>tener</i>) and <i>está</i> (3rd person <i>estar</i>), retell story with 3rd person AR verbs (non-explicit focus) and <i>se</i> future tense (<i>Voy a + infinitive verb</i>), infinitives • Connectives and qualifiers, adverbs of time and prepositions of place - Use sequencers - <i>un día, luego, después al final</i> and use preposition of place (<i>arriba, encima de etc..</i>) 		
<p>As confident individuals (basic skills)</p> <ul style="list-style-type: none"> • Support each other through beginning our learning journey by, showing kindness and using peer assessment which will allow us to express opinion of others work while being thoughtful. • reflect and be positive about their own work • Increase confidence in speaking by completing whole class discussions, group work and reading our work for others. <p>As Meadowside representatives (school values)</p> <ul style="list-style-type: none"> • Show respect to others by learning about other cultures and religions through the history and RE topics. • When learning new things, we will be resilient and try our best through learning new challenging skills such as adding and subtracting using 4 digit numbers in Maths and learning how to write expanded noun phrases in English. • Edit and improve our work in which we will be able to reflect on our learning. • Be responsible by showing respect for the school rules and values and be tolerant of others. <p>As British citizens (British Values)</p> <ul style="list-style-type: none"> • When making the class charter, that everyone signs at the beginning of the year • Make decisions together, listen to others viewpoints and show respect and follow rules. • Show tolerance towards different faiths and cultures. 	<p>As confident individuals (basic skills)</p> <ul style="list-style-type: none"> • Continue to support each other through our learning in the spring term by being thoughtful to others and apply our skills such as reflecting on our own work as well as others by suggesting improvements. • Consolidate the skill of being confident speakers by sharing our stories in writing. We will continue to be positive individuals taking pride in our work. <p>As Meadowside representatives (school values)</p> <ul style="list-style-type: none"> • Show respect to others by learning about other cultures and religions through the RE topic. • When learning new things, we will be resilient and try our best through learning new challenging skills such as adding fractions in Maths and learning how to write speech with the correct punctuation in English. • Edit and improve our work in which we will be able to reflect on our learning. • Be responsible by showing respect for the school rules and values and be tolerant of others. <p>As British citizens (British Values)</p> <ul style="list-style-type: none"> • Through our work and behaviour we will demonstrate British values including freedom of speech and have the right to make own choices. • Continue to follow the class charter and schools rules. 	<p>As confident individuals (basic skills)</p> <ul style="list-style-type: none"> • Continue to support each other through the final stage of our learning journey in year 4 by being thoughtful and consolidate our skills such as peer assessment through writing and Art. • There will be more opportunities for children to reflect and be positive about their own work. • Consolidate the skill of being confident speakers. <p>As Meadowside representatives (school values)</p> <ul style="list-style-type: none"> • Show respect to others by learning about other cultures and religions through the history and RE topics. • When learning new things, we will be resilient and try our best through learning new challenging skills such as learning to read the time in Maths and learning how to add an apostrophe accurately in English. • There will be opportunities to edit and improve our work in which we will be able to reflect on our learning. • Be responsible by showing respect for the school rules and values and be tolerant of others. <p>As British citizens (British Values)</p> <ul style="list-style-type: none"> • Through learning about British historical events we will investigate the reasons behind them and how they affect the world we live in today. • This will lead to democratic discussions about the monarchy through our Art topic.