

Year 4 Long Term Plan

1. Autumn
2. Spring
3. Summer



“Learn. Believe. Achieve.”
Resilient, Persistent, Self-Motivated, Creative
Risk Takers, Good Citizens, Entrepreneurial

	Maths <i>Herts suggested</i>	English <i>Herts suggested</i>	Science	Computing	Art	DT	Geography	History	Music	Performing Art							
Year 4	Term 1: Order and compare numbers beyond 1000; rounding, estimation; Securing Addition and Subtraction mental fluency; Securing Formal Written Addition and Subtraction Fluency; Counting in multiples of 6,7,9,25 and 100; Times Tables; Factor pairs; integer scaling; correspondence problems; problem solving including measures; multiply and divide by 10 and 100; conversion of units; time graphs; perimeter	Term 1 Narrative: Traditional Tales – Myths/Quests Non-Fiction: Report Poetry: Riddles	Working Scientifically - practical learning at every opportunity	Using Technology Safely PenTool Project using Scratch - block based programming using the pen tool to draw	Cultural Understanding Pencil Project - master pattern and texture techniques through the work of an artist	Cultural Understanding Carpentry Project - construct a structure using wood as a frame	Cultural Understanding Fieldwork - outdoor learning at every opportunity	Cultural Understanding	Cultural Understanding	Mime Project: Circus Showmanship Work collaboratively to produce a mimed sketch							
			Living Things and their Habitats - classification keys -changing environments								Animals, including Humans -digestive system -teeth -food chains	Acrylic Project - explore tint and tones through the work of an artist	Fashion Designer Project - create a textile product, including developing pattern pieces	Map Work Project - keys - grid references - compass directions	Invaders Project - Britain's settlement by Anglo-Saxons and Scots -Viking and Anglo-Saxon struggle for the Kingdom Of England	Pop Music Project - use voices with increasing accuracy, fluency, control and expression	Drama Project: Emotion Switch Act out a simple scene with the same script several times, changing the focus emotion for each rendition
			States of Matter - solids, liquids, gases - changing states -water cycle														
Year 4	Term 2: Properties of shape; symmetry; decimal calculation; money; problem solving with decimals to two decimal places; add/ subtract fractions with same denominator; finding fractions of quantity; fractions to measure; ordering/ comparing equivalent fractions; formal written layout to multiply and divide	Term 2 Narrative: - Play Scripts - Story Settings Non-Fiction: Persuasion Poetry: Narrative Structure	Electricity - appliances - series circuits (lamps and switches) -conductors and insulators	Presentation Project - present information using appropriate software	Wire Sculpture Project - texture form and space through the work of an artist	Electrician Project - explore and build with bulbs, buzzers and switches	Rivers Project - Water Cycle - Rivers	Revolution Project - focus on a revolutionary person (beyond 1066)	Instrument Project - use staff notation to compose music	Flashmob Project: Create a flashmob in a school setting Work collaboratively to perform a rehearsed flashmob							
											Micro.Bit Project - Build a working model; block-based programming to control physical systems	Textile Project - explore textile techniques through the work of an artist	UK Project - Explore the UK - key human and physical characteristics	Stevenage Project - local history study	Violin Project - treble clef notation -duration		
											Sound -vibrations - ear -pitch						
Year 4	Term 3: Time (analogue/ digital/12 and 24hr clock); statistics; roman numerals to 100; negative numbers; angles; properties of triangles; coordinates in 1 st quadrant/translation; geometry (position/direction/angles/ plotting points of a shape; multiplication and division review; area; fractions review; problem solving	Term 3 Narrative: Stories with a theme Non-Fiction: -Discussion -Explanation Poetry: Take one poet	Electricity - appliances - series circuits (lamps and switches) -conductors and insulators	Micro.Bit Project - Build a working model; block-based programming to control physical systems	Wire Sculpture Project - texture form and space through the work of an artist	Electrician Project - explore and build with bulbs, buzzers and switches	Rivers Project - Water Cycle - Rivers	Revolution Project - focus on a revolutionary person (beyond 1066)	Instrument Project - use staff notation to compose music	Flashmob Project: Create a flashmob in a school setting Work collaboratively to perform a rehearsed flashmob							
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Year 4	RE <i>Herts Scheme</i> Christianity Islam Sikhism	PSHCE <i>Jigsaw Scheme</i>	Languages SPANISH	PE
Autumn 1	<i>Beliefs and Practices; Ultimate Questions: harvest traditions</i>	Being me in my own world – class charter; being a school citizen	Greetings Numbers 1-100 Colours	Dance Invasion Games
Autumn 2	<i>Symbols and Actions; Ultimate Questions: trinity and incarnation</i>	Celebrating Difference – first impressions and acceptance	Days of the week Months of the year Christmas	Dance Invasion Games
Spring 1	<i>Identify and Belonging; Prayer, Worship and Reflection; Ultimate Questions: creation stories</i>	Dreams and Goals – resilience and setting new goals	Family Members	Striking and Fielding Invasion Games
Spring 2	<i>Beliefs and Practices; Ultimate Questions: Good Friday/sacred spaces</i>	Healthy Me – peer pressure	Animals Pets	Gymnastics Invasion Games
Summer 1	<i>Sources of Wisdom; Justice and Fairness: sacred texts/ethics</i>	Relationships – different points of view	Food and Drink	Athletics Net/Wall Games
Summer 2	<i>Human Responsibility and Values; Ultimate Questions: taking responsibility/ Jesus</i>	Changing Me - talk about physical differences between males and females as they grow up and how we feel about changes that are out of our control	Telling the Time	Athletics and Sports Day Activities OAA

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Rights Respecting School Articles

<p>Article 1 Everyone under 18 has these rights.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p> <p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.</p> <p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p> <p>Article 6 You have the right to be alive.</p> <p>Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p> <p>Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p> <p>Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.</p> <p>Article 11 You have the right to be protected from kidnapping.</p> <p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p> <p>Article 16 You have the right to privacy.</p> <p>Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p>Article 18 You have the right to be raised by your parent(s) if possible.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 20 You have the right to special care and help if you cannot live with your parents.</p> <p>Article 21 You have the right to care and protection if you are adopted or in foster care.</p> <p>Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p> <p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p> <p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p> <p>Article 26 You have the right to help from the government if you are poor or in need.</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p>Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> <p>Article 31 You have the right to play and rest.</p> <p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p> <p>Article 33 You have the right to protection from harmful drugs and from the drug trade.</p> <p>Article 34 You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p> <p>Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.</p> <p>Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p> <p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p> <p>Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.</p>
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