

Morley Memorial Primary School Long Term Planning 2020 - 21 Year 4 Teachers: SB KB KK



Learning Dispositions	Motivated	Resilient	Courageous	Curious	Collaborative	Reflective
Subjects/ Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 <i>Y4 Times Tables Check</i>
Topic Question	Historic Kingdom of Benin <i>What Was life like in Benin 500 years ago?</i>	Antarctica <i>What do you need to survive?</i>	Anglo Saxons <i>Do you have what it takes to be an Anglo-Saxon?</i>		Blood, Bones and Body Bits <i>What are you made of?</i>	Stone to Iron Age <i>How did tools improve the life of our ancestors?</i>
Main & Secondary Subject Focus	History Science Art	Geography Science	History Geography English		Science	History
Assessment Focus <i>Statutory, NFER, WR etc</i>	Science/ Topic Assessment Art evaluation	Science/ Topic Assessment DT evaluation	Science and Topic Assessments NFER Tests: Reading, Maths, Punctuation and Grammar		NFER - Reading, Maths	Teacher Assessment - reports
'Wow' Starter	<i>Recovery Curriculum</i>	<i>Survival Day: shelters for Polar Exploration</i>	<i>Anglo Saxon Day - crafts and stories. Making coil pots from clay, making Anglo Saxon brooches. Anglo Saxon myths around the fire. tbc</i>		<i>Amazing facts about the body. Making poo experiment.</i>	<i>Stone Age Trip tbc</i>
Final Outcome	Benin Bronze Tiles	Present arguments on whether Scott was to blame for his mission's failure.	Writing own Myth. Information/ persuasive leaflet on West Stow.		Report on the digestive system of an alien!	Stone Age story.
Creative Provision <i>Arts & culture, community links etc</i>	African Dancing (?) Making African Masks	DT - sewing and designing our own hot water bottle cover Making shelters	See crafts above. Reading / role-playing Beowulf. Illuminated Letters		DT experiment making electric motor cars	Cave painting
Trips & Visits		Scott Polar Research Institute not in 20-21	West Stow- not in 20-21		Local trip (if possible)	Celtic Circle Trip (if possible)
English	Narrative Non fiction Chronological texts	Diary entries Poetry	Myths and legends Stories with historical settings Poetry - kennings	Varjak Paw Writing suspense and exciting narrative	Instructions and Explanations Poetry	Stig of the Dump Narrative - developing characters and settings



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				Writing a persuasive leaflet		
Class Texts: Core Books or Visual Text	Core text - Lila and the Secret of Rain, Mirror,	Shackleton's Journey - core text. Poetry	Beowulf	Varjak Paw		Stig of the Dump Stone Age Kid
Whole school extended writing task	Jungle narrative (based on an image of a bridge)	Letter	Narrative based on an image http://www.pobble365.com/raining-diamonds/	Book review - Read it Again	Narrative based on an image (for Summer Fete display)	Words of wisdom - letter to the next year group
Phonics EY & KS1						
Spelling / Grammar	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (sentences).</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!" (Punctuation)]</p> <p>Use of paragraphs to organise ideas around a theme (text)</p> <p><i>Possessive apostrophes</i></p> <p><i>Homophones</i></p> <p><i>Words from statutory word list.</i></p>	<p>Fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (sentences).</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!" (Punctuation)].</p> <p><i>Prefixes 'in' 'il' 'im' 'ir'</i></p> <p><i>Words with 'eigh' 'ei' 'ch' 'ey' or 'ou'</i></p> <p><i>Suffixes 'ing' 'er' 'en' 'ed'</i></p> <p><i>Words from statutory word list.</i></p>	<p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (text)</p> <p>The grammatical difference between plural and possessive – s (word).</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"</p> <p><i>The g sound spelt 'gu'</i></p> <p><i>Endings 'ture'</i></p> <p><i>Possessive apostrophes</i></p> <p><i>Homophones</i></p> <p><i>Words from statutory word list.</i></p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (sentences).</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>I done</i>]</p> <p>Use fronted adverbials (sentence) Use commas after fronted adverbials (punctuation).</p> <p>Use of paragraphs to organise ideas around a theme (text)</p> <p><i>Prefixes 'anti', 'inter'</i></p> <p><i>Endings 'cian', 'sion', 'tion', 'ssion'</i></p> <p><i>Words from statutory word list.</i></p>	<p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (text)</p> <p>Use of paragraphs to organise ideas around a theme (text)</p> <p>The grammatical difference between plural and possessive – s (word).</p> <p>Endings 'sion'</p> <p>Possessive apostrophe</p> <p>Homophones</p> <p>Words from statutory word list.</p> <p><i>Endings 'sion'</i></p> <p><i>Possessive apostrophe</i></p> <p><i>Homophones</i></p> <p><i>Words from statutory word list.</i></p>	<p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>].</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!" (Punctuation)].</p> <p>Use fronted adverbials (sentence) Use commas after fronted adverbials (punctuation).</p> <p><i>Suffix 'ous'</i></p> <p><i>Prefixes 'un' 'dis' 'in' 're' 'inter' 'super' 'anti' 'auto'</i></p> <p><i>Suffix 'ly'</i></p>
Maths	Place Value Addition and subtraction	Measurement - Length and perimeter	Multiplication and division Measurement - Area	Fractions Decimals Consolidation	Decimals Money Time	Statistics Properties of shapes Position and directions



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White Rose SoW <i>inc end of unit assessments</i>		Multiplication and division Consolidation	Fractions			Consolidation
Science	Living Things and Habitats. (classification, food chains and adaptation)	States of matter (different materials, heating and cooling, insulation).	Sound How sounds are made, the structure of the ear, pitch and volume.		Living Things- teeth and digestive system.	Electricity, including circuits. Insulators and conductors.
Computing <i>discrete & embedded</i>	Programming: Using (if... else...)		Programming: Variables (Scratch)		Understanding Technology/Digital Literacy (including internet safety and understanding networks)	
Design & Technology		Textiles: hot water bottle cover		Structures and Electrics: making an electric motor vehicle	Food Technology: healthy, balanced meal	
Art	Adrinka patterns and African art. 3D sculpture.		Clay coil pots Painting illuminated Letters		Using digital images to make a collage	Cave paintings: Awesome Art unit
History	A non-European society that provides contrasts with British history. Benin AD 900-1300.	History of the race to the South Pole - looking at contrasting sources and investigating a historical debate	British settlement by Anglo-Saxons and Scots. Enquiry unit 'Were the Anglo Saxons peaceful settlers or blood-thirsty invaders?'			Changes in Britain: Stone Age to Iron Age Investigation – Were Neolithic people more than just hunter-gatherers?
Geography	Using maps, atlases & Globes Locating Africa on a map, locating Nigeria, locating physical features (River Niger etc) and human features (Lagos etc)	Identify the position and significance of the Arctic and Antarctic Circle (use maps, atlases, and globes to locate countries. Use the 8 points of a compass, symbols and key. Climate zone of Antarctica	Map work. Anglo-Saxon settlements. Modern settlements. Describe and understand key aspects of: human geography, types of settlement and land use. Britain in Anglo-Saxon times and then now. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. The water cycle and rivers.			
Music Adapted for C19 limitations Ukuleles in Sum	Mamma Mia (ABBA)	Five Gold Rings (Christmas)	Glockenspiel Stage 3 Ukulele Class Group A (Learning basic instrumental skills)	Benjamin Britten Cuckoo ! (Western Classical, Folk, Big Band, Jazz)	Lean On Me (Gospel)	Reflect, Rewind, Replay (Western Classical Music)
RE Cambs Agreed Syllabus	The Bible and Harvest		Creation	Easter	Sikhism	
Outdoor P.E.	Recovery Curriculum Multi-skills Challenges inc. Personal Best		Cambs PE SoW: Invasion Games	Cambs PE SoW: Net Games	Cambs PE SoW: Net Games	Cambs PE SoW: Athletics - Pentathlon



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	Cambs PE SoW: Invasion Games Football Focus		Hockey Focus			
Indoor P.E.	Dance - African beat	Swimming (not in 2020-21)	Gymnastics	Team-building games	Dance	Gymnastics
	During the 2020-21 academic year, access to indoor resources will be limited and swimming will not take place. Where possible, indoor units of work will take place outside but this may be limited by weather etc.					
P.S.H.E. Cambs PDP Year A 19-20 Year B 20-21	Citizenship: Rights, RULes and Responsibilities 8	Myself and My Relationships: Anti-bullying 12 Anti-bullying Week 16-20th November	Citizenship: Working Together 6	Myself and My Relationships: My Emotions 10 Healthy and Safer Lifestyles: Digital Lifestyles	Healthy and Safer Lifestyles: Managing Safety and Risk	Myself and My Relationships Managing Change 13
Long term home learning (KS2)	Create a 3D habitat in a shoebox.	Show the Race to the South Pole in whichever way you would like.	Build an Anglo-Saxon house.		Create a model of a body part of your choice.	Make a Stone Age time capsule.
Independent Core Skills Opportunities <i>e.g. role play in EY & KS1, learning environment, opportunities for children to access curriculum topics independently etc</i>	Research an African country using the internet and search engines for children Books (stories from Africa) and information books on display	Role - play- imagining being on the Endurance. Letter writing - applying for a position on Shackleton's team. Presenting individual arguments on whether Scott was a hero or a failure.	Pairs research areas in the UK and design a leaflet advertising their chosen country/ town or city in. Chd have the opportunity to interview parent's guardian's neighbours etc about their favourite book (homework) UK is introduced with children bringing in photos / memorabilia of places they have visited in the UK.		Creating a model of a body part of their choice and presenting it to the class, explaining how it works.	Researching using newspapers etc about the recent Stone age/ Iron Age findings in Cambridgeshire.