



British Transport				
Value		Kind		
No Outsiders		The Flower		
		'To ask questions'		
Educational Visits and Enrichment Experiences		Local Canal Walk		
Subject		National Curriculum Objective	Knowledge	Skills
	Non-Fiction Persuasion 1 2	<p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To identifying how language, structure, and presentation contribute to meaning.</p> <p>To be able to use conjunctions, adverbs and prepositions to express time and cause.</p> <p>To plan their writing by discussing and recording ideas.</p> <p>To draft and write.</p>	<p>To know a varied and rich vocabulary.</p> <p>To know how to use paragraphs to sequence more extended narrative structures.</p> <p>To know how to use expanded noun phrases.</p> <p>To know how to use fronted adverbials to vary sentence structure.</p> <p>To know how to use commas after fronted adverbials.</p> <p>To know the standard English forms for verb inflections.</p> <p>To understand how to use plural and possessive s correctly</p> <p>To use inverted commas and other speech punctuation</p>	<p>Use a varied and rich vocabulary specific to the theme.</p> <p>Paragraphs to organise information and ideas around a theme.</p> <p>Expanded noun phrases (modifying adjectives, nouns and preposition phrases).</p> <p>Variety of sentence types (simple, compound and complex).</p> <p>Some use of determiners.</p> <p>Standard English forms for verb inflections.</p>
English	<p>Journey story.</p> <p>'Harry Potter and the Philosopher's Stone'</p> <p>3 4 5</p>	<p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To identifying how language, structure, and presentation contribute to meaning.</p> <p>To be able to use conjunctions, adverbs and prepositions to express time and cause.</p> <p>To plan their writing by discussing and recording ideas.</p> <p>To draft and write.</p> <p>To use the present perfect form of verbs in contrast to the past tense</p>	<p>To know a varied and rich vocabulary.</p> <p>To know how to use paragraphs to sequence more extended narrative structures.</p> <p>To know how to use expanded noun phrases.</p> <p>To know how to use fronted adverbials to vary sentence structure.</p> <p>To know how to use commas after fronted adverbials.</p> <p>To know the standard English forms for verb inflections.</p> <p>To understand how to use plural and possessive s correctly.</p> <p>To know how to use inverted commas and other speech punctuation.</p> <p>To know the present perfect form of verbs in contrast to the past tense.</p>	<p>To use a varied and rich vocabulary.</p> <p>To use paragraphs to sequence more extended narrative structures.</p> <p>To use expanded noun phrases.</p> <p>To use fronted adverbials to vary sentence structure.</p> <p>To use commas after fronted adverbials.</p> <p>To use standard English forms for verb inflections.</p> <p>To use plural and possessive s correctly.</p> <p>To use inverted commas and other speech punctuation.</p> <p>To use the present perfect form of verbs in contrast to the past tense</p>
	6 Poetry Free Verse	<p>To be able to recognise some different forms of poetry.</p> <p>To be able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To be able to write by composing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure.</p>	<p>To understand that there is no set length and no set rhythm.</p> <p>To understand that there is no rhyming pattern.</p> <p>To understand how word choice creates feelings and emotions.</p> <p>To understand how alliteration creates imagery.</p>	<p>To write a poem with no set length, rhythm or rhyming pattern.</p> <p>To choose words that create feelings and emotions.</p> <p>To use alliteration to create images in their poem.</p>



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SPaG / Phonics	1	Spell words that are often misspelt.	Know different strategies to help spell words from the year 3/ 4 spelling list.	To use different strategies to spell words from the year 3/ 4 spelling list.
	2	Spell words that are often misspelt.	Know different strategies to help spell words from the year 3/ 4 spelling list.	To use different strategies to spell words from the year 3/ 4 spelling list.
	3	Spell words that are often misspelt.	Know different strategies to help spell words from the year 3/ 4 spelling list.	To use different strategies to spell words from the year 3/ 4 spelling list.
	4	Use further prefixes and suffixes and understand how to add them.	Know how to add the 'ous' suffix.	To use the 'ous' suffix correctly.
	5	Use further prefixes and suffixes and understand how to add them.	Know how to add the 'ous' suffix.	To use the 'ous' suffix correctly.
	6	Spell words that are often misspelt.	To improve spellings in independent writing.	Improvement in spelling independent in application.
Guided Reading	Weekly	<p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To develop positive attitudes to reading and understanding of what they read.</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>To understand what they read, in books they can read independently.</p>	<ul style="list-style-type: none"> • 2a give / explain the meaning of words in context • 2b retrieve and record information / identify key details from fiction and non-fiction • 2c summarise main ideas from more than one paragraph • 2d make inferences from the text / explain and justify inferences with evidence from the text • 2e predict what might happen from details stated and implied • 2f identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g identify / explain how meaning is enhanced through choice of words and phrases • 2h make comparisons within the text <p>CD: A, B, C, D, E</p> <p>GR: Every other week will focus with other CD (Retrieval/ inference)</p> <p>WCR/ Follow up: Other CD</p> <p>**See additional planning.</p>	



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		<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To retrieve and record information from non-fiction.</p> <p>To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>		
Maths	<p>1 2 3 Multiplication and Division</p>	<p>Recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>Use an informal method for multiplication.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</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>Basic division of 2 and 3 digit numbers with and without remainders .</p> <p>Solve division problems.</p> <p>Use the efficient multiplication method.</p>	<p>Know how to multiply two digit and three digit numbers by a one digit number using a informal written layout.</p> <p>Know how to multiply and divide mentally.</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>To know how to divide 2 and 3-digit numbers by a 1-digit number, with and without remainders.</p>	<p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Use multiplication and division facts for multiplication tables up to 12×12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including multiplying together three numbers.</p> <p>Divide 2 and 3-digit numbers by a 1-digit number using a formal written layout.</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>3 4 Length and perimeter</p>	<p>Convert between different units of measure [for example, kilometre to metre].</p> <p>Measure and calculate the perimeter of a rectangle, rectilinear figure and polygons in centimetres and metres.</p>	<p>To know how many metres in a kilometre.</p> <p>To know how to convert between kilometres and metres.</p> <p>To know what perimeter is and how to find it for rectangles, rectilinear shapes and polygons through measurement, calculation and counting squares in cm and m.</p>	<p>Convert between different units of measure [for example, kilometre to metre].</p> <p>Measure and calculate the perimeter of a rectangle, rectilinear figure and polygon in centimetres and metres.</p> <p>To find missing lengths of rectilinear shapes.</p>



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	<p>4/5 6 Fractions</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions. Know that fractions go beyond 1 and there are mixed and improper fractions. Know how to partition, order, compare and covert different forms of fractions.</p>	<p>To know fractions go beyond 1. To know how to partition a mixed number To know what a mixed numbers To know what an improper fraction is To know what an equivalent fraction is.</p>	<p>Count beyond 1. Partition, order and compare mixed numbers. To convert mixed numbers into improper fractions To convert improper fractions to mixed numbers. To find equivalent fraction families.</p>
<p>Science</p>	<p>1-6 Electricity</p>	<p>Pupils should be taught to: 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>	<p>To identify common appliances that run on electricity.</p>	<p>To name common appliances that require electricity to run.</p>
			<p>To identify and name the basic parts of a simple series circuit, including cells, wires, bulbs, switches and buzzers. To construct a simple series electrical circuit.</p>	<p>To create a simple circuit. Record findings using simple scientific language and drawings, labelled diagrams (I), keys (o), bar charts, tables.</p>
			<p>To 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.</p>	<p>To set up simple practical enquiries, comparative and fair tests. To gather, record, classify and present data in a variety of ways to help in answering questions. To record findings using simple scientific language and tables. To use straightforward scientific evidence to answer questions or to support their findings. To use results to draw simple conclusions and make predictions.</p>
			<p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>To set up simple practical enquiries, comparative and fair tests. To gather, record, classify and present data in a variety of ways to help in answering questions. To record findings using simple scientific language and tables. To use straightforward scientific evidence to answer questions or to support their findings. To use results to draw simple conclusions and make predictions.</p>
<p>To recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Setting up simple practical enquiries, comparative and fair tests. To gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language and drawings, labelled</p>			



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				<p>diagrams (l), keys (o), bar charts, tables.</p> <p>To use straightforward scientific evidence to answer questions or to support their findings.</p> <p>To use results to draw simple conclusions and make predictions.</p>
			To know who Thomas Edison and Lewis Howard Latimer were.	Asking relevant questions and using different types of scientific enquiries to answer them.
RE	1	Christianity - Parables	To look at links between stories Jesus told and other aspects of communities I am investigating.	<p>I can talk about rituals which Christians and disciples follow.</p> <p>I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>I can discuss morals that I and others make.</p>
	2		To know that Jesus used the parable of the Tax Collector to explain about humility and pride.	To understand varied worldviews and can explain, with reason, their meaning and significance to individuals and communities.
	3		To know Jesus taught about God through parables.	<p>I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>To explain, with reason, meanings and significance of the parable Prodigal Son to individuals.</p>
	4		To think about what the parable of The Friend At Midnight teaches Christians.	<p>I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>I can discuss moral decisions that I and others make.</p>

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	5		<p>To learn about key beliefs about God expressed in and through a parable.</p> <p>To think about how Christians live their lives as disciples.</p>	<p>I can understand meanings of religions and worldviews to individuals and communities.</p> <p>I can empathise with others.</p>
	6		<p>To explore the concept of the Kingdom of God through the parable The Mustard Seed.</p> <p>To understand how different religions and worldviews impact individuals and communities.</p>	<p>To retell a parable.</p> <p>To respond thoughtfully to significant worldviews and religions.</p>
PE	1	OAA	OAA	<p>Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully. Pupils will apply an ability to evaluate and improve strategies to solve the problems. Pupils will develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges. Pupils will demonstrate leadership attributes as they take responsibility for their team members.</p> <p>Health Related Exercise</p> <p>Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p>
	2	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Health Related Exercise</p> <p>Develop flexibility, strength, technique, control and balance. Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully. Pupils will apply an ability to evaluate and improve strategies to solve the problems. Pupils will develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges. Pupils will demonstrate leadership attributes as they take responsibility for their team members.</p> <p>Health Related Exercise</p> <p>Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p>	
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1	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>To describe how the first trains and railways were developed.</p> <p>To order important events in history of rail travel.</p>	<p>Place events from period studied on time line.</p>	
2		<p>To explain why some steam locomotives are historically significant.</p> <p>To explain the positive impact of the first railways on different aspects of society.</p>	<p>Communicate knowledge and understanding. Summarise the evidence available. Evaluate the usefulness of different sources.</p>	



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			To explain the negative impact of the first railways on different aspects of society.	
	3		To explain how and why steam locomotives changed over time. To describe the similarities and differences of different steam locomotives.	Use terms related to the period and begin to date events.
	4		To name and recall facts about the lives of people who built aspects of British transport.	Ask a variety of questions. Recall, select and organise historical information.
	5		To describe how and why the railway network in Britain grew and changed over time.	Place events from period studied on time line.
	6		To describe how and why the railway network in Britain grew and changed over time.	Place events from period studied on time line.
Art and Design (1 full afternoon fortnightly)	2	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	To have an understanding of making informed choices in drawing including paper and media. To explain relationships between line and tone, pattern and shape, line and texture.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Drawing Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Use their sketchbook to record observations. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.
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Design Technology Torches	Day 1	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	To be able to generate ideas and write the purposes for my designs. To know that making labelled drawings from different views, sharing specific features and details are part of the planning process. To know how to evaluate products and identify criteria that can be used for own design To know the appropriate tools and techniques to make my product. To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques. To know how to join and combine materials in temporary and permanent ways. To know how to evaluate my product against a design criteria. To know how to evaluate during and at the end. To know how to plan and carry out appropriate tests to evaluate my product.	Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.
	Day 2	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.		
PSHE I Decision	1	Feelings and Emotions	To know different feelings and emotions. To know how feelings and emotions drive us to behave in different ways. Understand how we can support others who feel lonely, jealous or upset. Learn a range of strategies for managing unpleasant emotions caused by feelings of jealousy.	Support others who feel lonely, jealous or upset. Use a range of strategies for managing unpleasant emotions caused by feelings of jealousy.
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Music	1	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Treat instruments carefully and with respect. Create a melody using crotchets, minims, quavers and their rests, in keeping with the style of the backing track. Begin to understand the structure of the composition. Reflect on the performance and how well it suited the occasion.	Know and understand the stories, origins, traditions, history and social context of the music they are listening to and playing. To know the meaning of time signatures. Explore and begin to create personal musical ideas using the given notes for the unit. Understand the difference between creating a rhythm pattern and a pitch pattern. Know and understand what a musical introduction is and its purpose. To know hoe to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor.	Follow a steady beat and stay 'in time'. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor. Rehearse and perform their parts within the context of the unit song. Treat instruments carefully and with respect. Play the right notes with secure rhythms.
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			<p>To know how to treat instruments carefully and with respect.</p> <p>To know what good posture and technique is when playing their instruments.</p> <p>To know crotchets, minims, quavers and their rests.</p> <p>To know what a simple structures within compositions, eg introduction, verse and chorus or AB form is.</p> <p>To know how to compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p>	<p>Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture and technique.</p> <p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Start to use simple structures within compositions, eg introduction, verse and chorus or AB form.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p>
Computing Making Music	1	Pupils select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<p>To discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture</p> <p>To know appropriate musical language to discuss a piece of music.</p>	<p>To identify the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture</p> <p>To use appropriate musical language to discuss a piece of music.</p> <p>To identify sounds in a piece of music. To explain how a piece of music makes them feel.</p>
	2		<p>To understand rhythm and tempo.</p>	<p>To experiment with rhythm and tempo.</p> <p>To identify and recall a simple rhythm.</p> <p>To explain what tempo is, and how changing it can change the mood of a piece of music.</p> <p>To create their own simple rhythm.</p>
	3		<p>To show an understanding of melody.</p> <p>To know how to create a melodic phrase.</p> <p>To know a variety of notes.</p>	<p>To create a melodic phrase.</p> <p>To use a variety of notes, experimenting with pitch.</p>
	4		<p>To know how to compose a piece of electronic music.</p>	<p>To compose a piece of electronic music (experimenting with pitch, rhythm, and melody to</p>
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				create a piece of house music).
MFL	1	Pupils listen attentively to spoken language and show understanding by joining in and responding	<p>To recap on language already learned and to use “avoir” to ask and say if we have classroom objects</p> <p>To recap on the French alphabet sounds and how to ask and tell how words are spelled</p>	Pupils identify specific sounds, phonemes and words.
	2	Pupils develop more accurate pronunciation and intonation	To hear some vocabulary for colours and consolidate knowledge alphabet sounds by spelling colour adjectives	S: Pupils use some correct pronunciation in spoken work
	3	Pupils listen attentively to spoken language and show understanding by joining in and responding	<p>To consolidate vocabulary for colours and spell words</p> <p>To begin to notice word order and adjectival agreements when using colour adjectives and nouns</p>	Pupils recognise categories of words (e.g. colours)
	4	To understand basic grammar appropriate to the language being studied, including 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	To notice word order and adjectival agreements when describing colours of objects	Pupils recognise and apply simple agreements (e.g. gender, plural, singular).
	5	To understand basic grammar appropriate to the language being studied, including 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>To consolidate learning word order/adjectival agreements when describing colours of objects</p> <p>To use “avoir” (As- tu...?) to ask for different coloured objects and to begin to apply the above grammatical knowledge</p>	Pupils recognise and apply simple agreements (e.g. gender, plural, singular).
	6	Pupils engage in conversations; ask and answer questions	To ask for different coloured sweets in French using “Je voudrais”, beginning to use correct word order to build sentences	Pupils use question forms.



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