

### Lodge Farm Year 4 Long Term Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>English</b></p> <p>Reading, spelling and grammar objectives are tracked back to those not taught in Year 5 due to lockdown.</p> <p>Some objectives are further tracked back to Year 4 and Year 3, to close any gaps in knowledge and understanding to accelerate progress</p>	<p><i>Narrative: The Journey by Aaron Becker</i></p> <p><i>Narrative: Arthur and the golden rope</i></p> <p><i>Persuasive speech: The King who banned the Dark</i></p> <p><i>Non-fiction writing: animals</i></p>	<p><i>Non-fiction writing: animals</i></p> <p><i>Narrative: HfL Roman Myths</i></p> <p><i>Poetry: Vocabulary Building (HfL)</i></p> <p><i>Christmas poems</i></p>	<p><i>Last unit Year 4 Back on Track</i></p> <p><i>Sentence structures: Persuasion: The Spider and the Fly</i></p> <p><i>Non-fiction: Persuasion – place of interest</i></p>	<p><i>Narrative: Various Genres – Leon and the Place Between (HfL)</i></p> <p><i>Non-fiction: HfL Explanation Charlie Small Gorilla City</i></p> <p><i>Non-fiction: Discussion</i></p>	<p><i>Poetry: Narrative Highwayman</i></p> <p><i>Non-fiction: HfL Explanation Charlie Small Gorilla City</i></p>	<p><i>Non-fiction: Non-chronological Report</i></p> <p><i>Narrative: Playscripts – Alice (HfL)</i></p>
<p style="text-align: center;"><b>Guided Reading</b></p>	<p><i>Throughout the year, all Guided Reading will focus on the following aspects to enable pupils to achieve ARE.</i></p> <p><b>Vocabulary:</b> Give/explain the meaning of words in context</p> <p><b>Infer:</b> Make inference from the text/ explain and justify using evidence from the text.</p> <p><b>Predict:</b> Predict what might happen from the details stated and implied.</p> <p><b>Explain:</b> Identify/explain how information / narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.</p> <p><b>Retrieve:</b> Retrieve and record key information/key details from fiction and non-fiction.</p> <p><b>Summarise:</b> Summarise main ideas from more than one paragraph.</p>					
<p style="text-align: center;"><b>Maths</b></p> <p>Place value and number objectives are tracked back to those not taught in Year 5 due to lockdown.</p> <p>Some objectives are further tracked back to Year 4 and Year 3, to close any gaps in knowledge and understanding to accelerate progress.</p>	<p style="text-align: center;"><b>Back on track maths</b></p> <p><i>Reactivation: Rounding to the nearest 10 and 100, place value, telling the time.</i></p> <p><i>Mental strategies for addition and subtraction.</i></p> <p><i>Place value, addition and subtraction, number facts, problem solving, measure, statistics, perimeter</i></p>		<p><i>Geometry, decimals, measure: money, multiplication, written methods for multiplication and division.</i></p>		<p><i>Time, statistics, Roman numerals, geometry, multiplication, division, area, fractions.</i></p>	
<p style="text-align: center;"><b>History</b></p>	<p><i>Roman Empire &amp; Impact on Britain</i></p>		<p><i>Britain's settlement by Anglo-Saxons and Scots</i></p>		<p><i>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	
<p style="text-align: center;"><b>Geography</b></p>	<p><i>World and Continents Prime/ Greenwich Meridian latitude and longitude time zone</i></p>		<p><i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p>		<p><i>Establish an understanding of the interaction between physical and human processes.</i></p>	
<p style="text-align: center;"><b>Art</b></p>	<p><i>Artist – Warhol</i></p>		<p><i>Observation sketching – Toucan</i></p> <p><i>Clay – Rainforest animal (Spring 2)</i></p>		<p><i>Talking Textiles – Create a 2 or 3-dimensional piece based on a story or myth</i></p> <p><i>Links to Anglo-Saxons (Bayeux Tapestry)</i></p> <p><a href="http://www.thegrid.org.uk/learning/art/ks1-2/resources/index.shtml#5">http://www.thegrid.org.uk/learning/art/ks1-2/resources/index.shtml#5</a></p> <p><i>(Summer 1 and 2)</i></p>	

<b>DT</b>	<i>Sewing – Christmas stockings</i>		<i>Musical instruments</i>		<i>Designing a vehicle that uses an electrical system</i>	
<b>Music</b>	<i>Mamma Mia</i>	<i>Glockenspiel Stage 2</i>	<i>Stop</i>	<i>Lean on me</i>	<i>Blackbird</i>	<i>Reflect, rewind, replay</i>
<b>Science</b>	<i>Living Things and Their Habitats</i>	<i>Digestive system and teeth</i>	<i>States of Matter</i>		<i>Sound</i>	<i>Electricity</i>
<b>Computing</b>	<i>Coding crash course (Purple Mash)</i>	<i>Online safety- How to stay safe online, Plagiarism, (Purple mash)</i>				
<b>PSHE</b>	<i>Health and Wellbeing</i>		<i>Relationships / SRE</i>		<i>Living in the Wider World Drugs Education</i>	
<b>RE</b>	<i>Belonging - Hindu teachings</i>	<i>Christianity and Christmas</i>	<i>Belonging babies – Christian and Sikhism Importance of Sharing Food - Easter</i>		<i>Special Books Sacred Texts</i>	
<b>PE</b>						
<b>French</b>						