



Fairfield Spencer Academy - Year 4 Long Term Plan - Learning Journey 2024-2025

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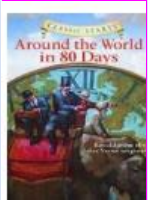
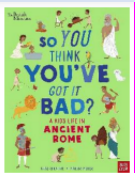
High Expectations

Independence

Never Give Up

Equality - Be Kind



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half term topic name	Around the world in 34 days.	What have the Romans done for us?	Go with the flow	Lightbulb moments	The savage Saxons	Vikings: Friend or Foe?
Main Narrative Focus Quality Text(s)	Around the World in 80 Days 	So You Think You've Got It Bad: Ancient Rome. 	Poems from a green and blue planet and a Shakespearean play – The Tempest 	Max and the Millions by Ross Montgomery 	Anglo Saxon Boy by Tony Bradman 	The Last Bear 
Supporting Quality Texts – fiction, non-fiction, poetry, videos or art	Atlas National Parks of USA Earth's incredible places: Grand Canyon Peak Peril – Sharna Jackson Vatnajökull Facts for Kids (kiddle.co)	See inside Ancient Rome- Katie Daynes The silver branch- Rosemary Sutcliff	Once upon a raindrop- James Carter The rhythm of rain- Grahame Baker-Smith The wonderful world of water: from dams to deserts- Sarah Garre Junior Shakespeare: The Tempest - English - Learning with BBC Bitesize - BBC Bitesize	An electric life- Azadeh Westergaard You wouldn't want to live without electricity- Ian Graham	Beowulf (Usborne)- Rob Lloyd Jones Men, women and children in Anglo-Saxon times- Jane Bingham	Everything Vikings: Incredible facts and fierce fun you can plunder- National Geographic Kids
SHINE Experiences	Wow Experience: Science visitor. Line of Enquiry: Science – Habitats – What impact do you have on habitats? Speech Scenario: Audio advertisement of the Grand Canyon. Active Citizenship: Recognise human impact on habitats across the world. Creative: immersive day – linked to different national parks across the world.	Wow Experience: Roman Day (dress up). Line of Enquiry: History – What have the Romans done for us? Speech Scenario: Romans – Speech from a Roman person of interest on the radio. Active Citizenship: To learn about minority groups and to raise their profile. Creative: To design and build a slingshot car that can be driven down a roman road.	Wow Experience: Water Day – VR experience in a storm. Line of Enquiry: Science – What makes it rain? Speech Scenario: Performance poetry Active Citizenship: Caring for our environment - To discuss water conservation for future generations Creative: Printing artwork- linked to water cycle	Wow Experience: : Wollaton field trip. Pre-visit - Saxon Cross. Line of Enquiry: Where does the Trent begin and end? Speech Scenario: Explain the function of a simple series circuit. Active Citizenship: To visit local church to see the Saxon cross, located in the churchyard – Finding out about my local history. Creative: Spring performance	Wow Experience: Saxon day/ Caythorpe PGL Line of Enquiry: How do I prepare for a night away? Speech Scenario: Pitch my torch design. Active Citizenship: Fringe week – Showing my talents. Creative: designing a functioning torch with a working switch	Wow Experience: Viking day (dress up). Line of Enquiry: Were the Vikings all that bad? Speech Scenario: Persuade my community to clean up the air. Active Citizenship: Caring for our local environment. Creative: Design and make a pavilion.
English Language and Literacy	Read Write Inc. Phonics (for those who need it) / Whole Class Reading/ Reading Plus / Daily Class Story / Poetry Oracy skills interwoven throughout Spelling: Sounds and Syllables programme Fairfield Grammar Overview (year group expectations), Fairfield Writing Knowledge Organisers, Alan Peat Exciting Sentences, SPAG Spotter (Vocabulary Ninja) & Rainbow Grammar Year 4 Word Reading Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					



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Y4 Inference Focus:

Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' **feelings, thoughts** and motives from their actions, and justifying inferences with **direct evidence from the text**.

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of **fiction**, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

participate in discussion about both books that are read to them and

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, **poetry, plays**, non-fiction and reference books or textbooks
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- identifying how language, structure, and presentation contribute to meaning

participate in discussion about both books that are read to them

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of **fiction**, poetry, plays, non-fiction and reference books or textbooks
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and **justifying inferences with evidence**
- identifying main ideas drawn from more than 1 paragraph and summarising these

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of **fiction**, poetry, plays, non-fiction and reference books or textbooks
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and **justifying**



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	those they can read for themselves, taking turns and listening to what others say		and those they can read for themselves, taking turns and listening to what others say			inferences with evidence predicting what might happen from details stated and implied participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
	Please refer to the curriculum overview for the writing process: 1. English Curriculum Writing Overview.docx					
	Narrative based on 'The Present' Fact file of the Grand Canyon	Write a biography on an influential Roman Leader. To create a narrative based on the Romans (from Now Press Play)	Write a story of Robbie the Raindrop's journey. Descriptive poetry on the water cycle.	Write a newspaper article on Thomas Edison. Write a mini world setting description (linked to WCR book).	Write an information leaflet of how to be a Saxon. Narrative- linked to the Saxons (Now Press Play)	Narrative based on a picture Write a persuasive a letter to reduce air pollution (Last Bear link).
Punctuation and Grammar	*Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (with confidence). -Sentence (Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, fronted adverbials). Terminology: Determiner / pronoun	*Using the present perfect form of verbs in contrast to the past tense. *Using fronted adverbials. *Using commas after fronted adverbials. *Indicating possession by using the possessive apostrophe with plural nouns. *Using and punctuating direct speech. -Punctuation (inverted commas, apostrophes to mark plural possession, use of commas after fronted adverbials). Terminology: possessive pronoun / adverbial	*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Word (the grammatical difference between plural and possessive -s, Standard English forms for verb inflections).	-Text (paragraphs to organise ideas around a theme, appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition).		*Using conjunctions, adverbs and prepositions to express time and cause.
Spelling	Words with /s/ spelled <sc> Words with /ch/ spelled <t> Words with /k/ spelled <ch> Words with /sh/ spelled <ch> Words with /s/ spelled <st> Year 3-4 Word List	Words with /i/ spelled <y> Words with /g/ spelled <gh> and <gu> Words ending with <gue> and <que> Year 3-4 Word List	Words beginning with <il>, <im>, <in> and <ir> Words beginning with <inter> Words beginning with <over> and <super> Words beginning with <sub> and <under> Year 3-4 Word List	Words beginning with <anti> and <auto> Multisyllable words with double consonants Write from memory simple sentences, dictated by teacher, that include words and punctuation taught so far. Year 3-4 Word List	Words ending with <ian> Words ending with <ation> Possessive apostrophe Use the first two or three letters of a word to check its spelling in a dictionary Year 3-4 Word List	Words ending with <sion> in which /zh/ is spelled <si> Words ending with <sion>, <ssion> and <tion> Homophones Year 3-4 Word List



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Maths - Maths No Problem	Number and Place Value: Numbers to 10 000		Calculations: Further Multiplication and Division		Measurement: Money	
	Calculations: Addition and Subtraction within 10 000		Fractions and Decimals (S1)		Measurement: Length, Mass and Volume	
	Calculations: Multiplication and Division		Measurement: Time (S1)		Measurement: Area and Perimeter of Figures	
	Calculations: Further Multiplication and Division		Measurement: Money		Geometry – Properties of Shapes: Geometry	
			Statistics: Graphs		Geometry – Position and Direction	
Regular us of ‘Fluent in 5’ to support fluency. Regular times table fluency supported by TTRockstars.						
Science	WORKING SCIENTIFICALLY - Asking relevant questions and using different types of scientific enquiries to answer them. - Setting up simple practical enquiries, comparative and fair tests. - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identifying differences, similarities or changes related to simple scientific ideas and processes. - Using straightforward scientific evidence to answer questions or to support their findings.					
	Living things and their habitats NC: Recognise that living things can be grouped in a variety of ways. NC: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. NC: Recognise that environments can change and that this can sometimes pose dangers to specific living things.	Sound NC: Identify how sounds are made, associating some of them with something vibrating NC: Recognise that vibrations from sounds travel through a medium to the ear. NC: Find patterns between the pitch of a sound and features of the object that produced it NC: Find patterns between the volume of a sound and the strength of the vibrations that produced it NC: Recognise that sounds get fainter as the distance from the sound source increases.	States of Matter NC: Compare and group materials together, according to whether they are solids, liquids or gases NC: 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 (°C) NC: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Electricity NC: Identify common appliances that run on electricity. NC: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. NC: 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. NC: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. NC: Recognise some common conductors and insulators, and associate metals with being good conductors.	Animals including humans NC: Describe the simple functions of the basic parts of the digestive system in humans. NC: Identify the different types of teeth in humans and their simple functions.	Animals including humans NC: Construct and interpret a variety of food chains, identifying producers, predators and prey.



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Art and Design	NC: 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. - 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. Develop Ideas: - Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. Comment on artworks using visual language. Inspiration from the Greats: - Replicate some of the techniques - Create original pieces influenced by artist, designer /architect					
	Master techniques - Drawing Context: To create maps (cartography) of all the places we visit on our world journey. -Use shading to create texture. -Practise different techniques to achieve shade, space, depth and contrast. -Show body language in sketches and paintings -Organise line, tone, shape and colour to represent figures and forms in movement. Inspiration from the Greats: John Gibson (Cartographer)		Master techniques – Printing Context: Water/Nature -Use layers of two or more colours. -Replicate patterns observed in natural or built environments. - Make printing blocks (e.g. from coiled string glued to a block). -Make precise repeating patterns. Inspiration from the Greats: Rachel Newling			Master techniques – Painting Context: Paint Viking settlement. -Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. -Mix colours effectively. -Use watercolour paint to produce washes for backgrounds then add detail. -Experiment with creating mood with colour. -Use shadowing to use light and shadow. Inspiration from the Greats: Sara Sherwood
Design and Technology	Design: - 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 Make: - 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 Evaluate - 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 Technical Knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]					



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	apply their understanding of computing to program, monitor and control their products Cooking and Nutrition: - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
	Textiles: Fastenings Autumn 1 - To explain the advantages and disadvantages of different types of fastening type Mechanical systems: Making a slingshot car Autumn 2 - Work independently to produce an accurate, functioning car chassis. - Design a shape that is suitable for the project. - Attempt to reduce air resistance through the design of the shape. - Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. - Construct car bodies effectively. - Conduct a trial accurately and draw conclusions and improvements from the results	Cooking and nutrition: Adapting a recipe Spring 1 - To evaluate existing biscuit products - To prepare and cook a dish.	Electrical systems: Torches Summer 1 - Identify electrical products and explain why they are useful. - Help to make a working switch. - Identify the features of a torch and how it works. - Describe what makes a torch successful. - Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria Structure: Pavilions Summer 2 - Produce a range of free-standing frame structures of different shapes and sizes. - Design a pavilion that is strong, stable and aesthetically pleasing. - Select appropriate materials and construction techniques to create a stable, free-standing frame structure. - Select appropriate materials and techniques to add cladding to their pavilion
History	Working Historically: (NC) - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources. Working Historically - Chronological Understanding - Understand that a timeline can be organised into BC/AD, BCE/CE and eras - Use mathematical skills to help work out the time differences between certain major events in history - Describe and order significant events and dates on a timeline using prepositional language - Describe significant events within a period of history and how they have evolved over time New vocabulary: significant, connections Working Historically - Investigate and interpret the past - Analyse and evaluate primary and secondary sources to collect evidence about the past - Ask questions and find answers about the past, from a range of sources, evaluating the reliability - Look at different versions of the same event in history and identify differences, in order to formulate a hypothesis - Know that people in the past represent events or ideas in a way that persuades others Working Historically - Understanding of events, people and changes in the past - Research what life was like and the key features of a given time period - Identify similarities and differences between social classes and the causes behind them - Identify reasons for and results of people's actions in the past and the explain the impact on modern day life		



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		Context: To understand the influence Romans had on our life and what it was like to be a Roman in Britain. NC: The Roman Empire and its impact on Britain When did the Romans invade Britain and why? Who was Boudicca and why do we remember her? What did the Romans bring to Britain?			Context: To explore what life was like in Britain for the Anglo-Saxons and Scots. <i>*Visit to local Saxon stone cross in Stapleford</i> NC: Britain’s settlement by Anglo-Saxons and Scots Who were the Anglo-Saxons/Scots and where did they come from? How was Anglo-Saxon Britain ruled? What was the impact of the Anglo – Saxons on everyday life?	Context: To explore what Viking life was like in Britain and why they may have chosen to settle in certain places. NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Who were the Vikings and what skills did they have? Why did the Vikings invade Britain and fight the Anglo-Saxons? How did the Viking era come to an end?
Geography - -Locational knowledge (LK) - -Place knowledge (PK) -Human and physical geography (HPG) - -Geographical skills and fieldwork (GSF)	Context: Complete area studies of a region within North America, a region within a European country and a region within the UK. 1. LK: locate the world’s countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 2. PK: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Context: Complete area studies of a region within North America, a region within a European country and a region within the UK. GS&F: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Where are the Peak District, Grand Canyon and Vatnajokull national parks located and what		Context: Wollaton Field Trip GSF: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. GSF: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Context: The River Trent HPG: describe and understand key aspects of: physical geography, including: rivers and the water cycle. How can we use the eight points of a compass, grid references (four and six-figure), symbols, and keys (including Ordnance Survey maps) to explore and understand different locations and features of the United Kingdom? How can we use fieldwork to explore and document the human and physical features in our local area, using methods like sketch maps, plans, graphs, and digital technologies? How do rivers contribute to the water cycle, and what are the key processes involved in the journey of water from land to sea?		Context: Exploring regions of the UK LK: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time What are the characteristics of different land uses? What are the key topographical features like hills, rivers, and coasts in different geographical regions of the UK, and how are these features used by people? How have land-use patterns in the United Kingdom changed over time, and	



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	geographical information can we get from maps of these places? What are the similarities and differences in the physical geography and human geography between a region in the Peak District, Grand Canyon and Vatnajökull national parks? How can you use maps, atlases, globes, and digital tools to locate a country and identify its key physical features and human features?					what are some examples of how land has been used differently in the past compared to now?
Computing and E-Safety Teach Computing: NCCE	Computing National Curriculum (KS2): 2.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output 2.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2.4 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 2.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 2.6 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 2.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	Context: The internet - Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. NC content: 2.4, 2.5, 2.6, 2.7	Context: Audio editing - To create a podcast about birds - Capturing and editing audio to produce a podcast, ensuring that copyright is considered. NC content: 2.5, 2.6, 2.7	Context: Create a code to build shapes - Using a text-based programming language to explore count-controlled loops when drawing shapes. NC content: 2.1, 2.2, 2.3, 2.6	Context: Accurately collect and record data of science experiments. Recognising how and why data is collected over time, before using dataloggers to carry out an investigation. NC content: 2.2, 2.6	Context: To edit a photo to improve its aesthetic - manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled. NC content: 2.5, 2.6, 2.7	Context: Create a code to build a game - Using a block-based programming language to explore count-controlled and infinite loops NC content: 2.1, 2.2, 2.3, 2.6
National Online Safety	Self-image and identity (3) Game show – identifying what is true or false identity information	Online relationships (2) Using emojis and acronyms (3) The difference between online and in life friends	Managing online information (2) Fact, belief or opinion – judging online content.	Health, wellbeing and lifestyle (2) Screen time	Privacy and security (2) Connected devices - devices can be connected to each other and information that is present on one device will also be present on other devices (3) Passwords – correct use	Copyright and ownership (2) Ownership and the internet
Religious Education	The Agreed Syllabus for RE in Nottingham City and Nottinghamshire - Intentions, Implementation and Impact: 2021-2026 - Know about and understand religions and world views. - Express ideas and insights into religions and world views. - Gain and deploy the skills for learning from religions and world views.					
	Buddhism 1 Is it possible for everyone to be happy?	Christianity What is the most significant part of the nativity story for Christians today?	Buddhism 2 Can the Buddha's teachings make the world a better place?	Christianity Is forgiveness always possible for Christians?	Buddhism 3 What is the best way for a Buddhist to lead a good life?	Christianity Do people need to go to church to show they are Christians?



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French	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the 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* - speak in sentences, using familiar vocabulary, phrases 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 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 - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - understand basic grammar appropriate to the language being studied, including (where relevant): 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. - Describe people, places, things and actions orally and in writing.					
	Context: To say the date. - Numbers (20-31) - Days and Months - Dates	Context: To sing a French poem. - Bonfire poetry - Hobbies + Days + Opinions - La Fête de Saint Nicolas (book)	Context: To describe a fictional monster. - Parts of the Face - Va-t'en Grand Monstre Vert book	Context: To describe a fictional monster. - Va-t'en Grand Monstre Vert book (continued) - Life Cycle of a Plant	Context: To describe my family and the weather conditions. - Brothers and Sisters - Weather	Context: To celebrate Bastille Day. - Time on the hour - Bastille Day
French Phonics	Phonics focus: an/am/en/em l in j r	Phonics focus: é eu oi	Phonics focus: a eu Silent -s and -x at the end of words	Phonics focus: an c (before e/i/y) ou	Phonics focus: ai/é l qu	Phonics focus: e/è/ei eu silent h at the start of words
Physical Education	Indoor- Core real PE- Personal Context: Footwork and one leg balances -use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Indoor- Real Gym - Social Context: Balance, rotation, flight and travel develop flexibility, strength, technique, control and balance (NC)	Indoor- Real Dance- Cognitive Context: Artistry, partnering, circles and shapes perform dances using a range of movement patterns (NC)	Core real PE- Creative Context: Coordination (sending and receiving) and counter balances with a partner -use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Indoor- Real Gym - Social Context: Balance, rotation, flight and travel develop flexibility, strength, technique, control and balance (NC)	Indoor- Real Dance- Cognitive Context: Artistry, partnering, circles and shapes perform dances using a range of movement patterns (NC)
	Classes 4TP & 4FB - Swimming (12 weeks)		Classes 4SJ & 4KE - Swimming (12 weeks)			
	Outdoor - Tennis - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Outdoor - Basketball (Premier Education Coach)- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC)	Outdoor - Tennis - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Outdoor - Basketball (Premier Education Coach)- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC)	Outdoor - Cricket (Premier Education Coach)- play competitive games, modified where appropriate (cricket) and apply basic principles suitable for attacking and defending (NC)	Outdoor - Athletics (Premier Education Coach)- use running, jumping, throwing and catching in isolation and in combination (NC)



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Successful High Expectations Independence Never Give Up Equality - Be Kind

		-use running, jumping, throwing and catching in isolation and in combination (NC)		-use running, jumping, throwing and catching in isolation and in combination (NC) Residential -take part in outdoor and adventurous activity challenges both individually and within a Team (NC)		- compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC) <i>*Sports day</i>
Context: Swimming. Real classes will happen when classes are not swimming. Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.						
RSHE - (SCARF)	Context: Me and My Relationships Recognising feelings, Bullying, Assertive skills. - Human machines - Ok or not ok? (part 1) - Ok or not ok? (part 2) - An email from Harold! - Different feelings - Under pressure	Context: Valuing Difference (British Values) Recognising and celebrating difference (including religions and cultural difference), Understanding and challenging stereotypes. - Can you sort it? - What would I do? - The people we share our world with - That is such a stereotype! - Friend or acquaintance? - Islands	Context: Keeping Myself Safe Managing risk, Understanding the norms of drug use (cigarette and alcohol use), Influences. - Danger, risk or hazard? - How dare you! - Keeping ourselves safe - Raisin challenge (2) - Picture wise - Medicines: check the label	Context: Rights and Responsibilities Decisions about spending money, Media influence, Making a difference (different ways of helping others or the environment). - Who helps us stay healthy and safe? - It's your right - How do we make a difference? - In the news! - Safety in numbers - Why pay taxes?	Context: Being My Best Having choices and making decisions about my health, Taking care of my environment. - What makes me ME! - Making choices - SCARF hotel - Harold's Seven Rs - My school community (1) - Basic first aid	SCARF: Growing and Changing (RSE) Managing difficult feelings, Relationships including marriage, Body changes during puberty. - Moving house - My feelings are all over the place! - All change! - Preparing for changes at puberty (formerly Period positive/preparing for periods) - Secret or surprise? - Together
Music	English Model Music Curriculum using the Charanga Music Scheme - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.					
	<u>Classes 4SJ & 4KE</u>		<u>Classes 4TP & 4FB</u>			
	Musical Spotlight: Musical Structures Step: Hoedown (Orchestral) Musical Spotlight: Exploring Feelings When You Play Step: Take Time in Life (Folk) Musical Spotlight: Compose With Your Friends Step: Bringing Us Together (Disco)		Musical Spotlight: Musical Structures Step: Hoedown (Orchestral) Musical Spotlight: Exploring Feelings When You Play Step: Take Time in Life (Folk) Musical Spotlight: Compose With Your Friends Step: Bringing Us Together (Disco)		Musical Spotlight: Feelings Through Music Step: Let Your Spirit Fly (Contemporary R&B)	Musical Spotlight: Expression and Improvisation Step: Oh Happy Day (Gospel)



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Successful

High Expectations

Independence

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All Y4: *Spring Musical Performance*