



# SS Simon and Jude CE Primary School

## Long Term Planning: Year 4 2020-2021



| Subjects                              | Overview of learning experiences  |   |  |  |   |  |  |
|---------------------------------------|---|---|--|--|---|--|--|
|                                       | Return to school  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
| <b>English</b>                        | Jigsaw PSHE Recovery Curriculum:<br><br>1. Coming Together<br>2. Coronavirus<br>3. Belonging and Feeling Safe at School<br>4. Reconnecting with Friends<br>5. Being positive and looking forward to learning  | Fiction (Dilemma): Lost or Stolen<br>Information text: Gadget Magic<br><b>Suggested Reading:</b> Cinderella – a fairy tale.<br><b>Guided Reading:</b> Mary Anning: The girl who cracked open the world. | Fiction: 'The Balloons', 'At the end of a school day' and 'My Sari'<br>Journalistic writing: The Daily Blab<br><b>Suggested Reading:</b> The Worst Witch<br><b>Guided Reading:</b> Death of the dinosaurs. | Narrative verse: 'The Bogey Man and the trolls next door'<br>Explanation texts: 'How the Voice Works'<br>Poetry: Jabberwocky and other poems<br>Non-fiction: The Stellar Stage School<br><b>Suggested Reading:</b> Jabberwocky and other poems<br><b>Guided Reading:</b> Daring Deeds! | Playscript: 'The Fly and the Fool'<br><br>Evaluation evidence: Junior Detective<br><b>Suggested Reading:</b> The Brothers Grimm<br><b>Guided Reading:</b> Daring Deeds! | Stories with historical evidence: Runaways<br><br>Newspaper: London Herald<br><br><b>Suggested Reading:</b> Hetty Feather<br><b>Guided Reading:</b> Myths of the sea | Stories from other cultures: Sugarcane Juice<br><br>Persuasive text: Viper<br><br><b>Suggested Reading:</b> Seasons of Splendour<br><b>Guided Reading:</b> A tale of two poggles |
| <b>Mathematics</b>                    | 6. Managing worries and fears<br>7. Gifts of Gratitude<br>8. Bereavement  | Number and place value – 4 digit numbers  | Number – Addition and Subtraction<br>Measurement- perimeter<br>Multiplication and division   | Multiplication and division<br>Measurement – area<br>Fractions (including decimals)  | Fractions (including decimals)<br>Fractions (including decimals)  | Fractions (including decimals)<br>Measurement – money<br>Measurement – time  | Statistics<br>Geometry – Properties of shape<br>Geometry – position and direction  |
| <b>Science</b>                        | IPC – Brainwave   | Turn It Up!   |  | Land, Sea and Sky  |   | They Made a Difference   |  |
| <b>IPC</b>                            |   | Temples, Tombs and Treasures  |  | Island Life  |   | Bright Sparks!   | Shake It!  |
| <b>Computing</b>                      |   | Digital Citizenship   | Digital Literacy   | Computer Science   |   | Information Technology   | Digital Literacy /Computer Science   |
| <b>RE</b>                             |   | Digging Deeper - Creation – What do Christians Learn from the Creation Story?<br><br>Gospel – What kind of World did Jesus want?  | Prayer in other religions<br><br>Hanukkah  | People of God – What is it like to follow God<br><br>Jewish Shabbat  | Salvation – Why do Christians Call the Day Jesus Died 'Good Friday'   | Kingdom of God – When Jesus left what was the impact of Pentecost?   | Incarnation/God – What is the trinity?   |
| <b>PE</b>                             |   | ABC<br><br>SAQ (Key PE Sports)  | Attack and Defend<br><br>Send and receive (Key PE Sports)  | Basketball<br><br>Dance Circus (Key PE Sports)   | Hockey<br><br>Gymnastics (1-6) (Key PE Sports)  | Tactics and Strategies<br><br>Strike and field (Rees Sports)   | Athletics<br><br>Competitive (Rees Sports)   |
| <b>Relationships Education (PSHE)</b> | Being me in my world  | Celebrating difference  | Dreams and Goals   | Healthy Me   | Relationships   | Changing me  |  |
| <b>MFL</b>                            | Unit 7: Encore  | Unit 8: Quelle heure est-il   | Unit 9: Les fetes  | Unit 10: Ou vas-tu   | Unit 11: On mange   | Unit 12: Le cirque   |  |
| <b>Music</b>                          | Violins (Bolton Music Service)<br><i>Learn about how musicians organise sounds, recognise and explore ways that sounds can be organised and used expressively, perform pieces of music rhythmically, compose simple pieces of music, choose sounds and instruments to create a piece of music</i> |   |  |  |   |  |  |