

YEAR 4 DETAILED SUBJECT PLAN

<p><b>We believe reading and writing are the key to successful learning. Generous time is given to the teaching of English, both as a separate subject and across other curriculum areas. We have committed to the Lancashire 'We are Reading' initiative and promote reading wherever possible in school.</b></p> <p><b>All children participate in a daily lesson where skills are developed and improved through a combination of shared, guided and independent work. Children are encouraged to use them effectively to extend learning across the curriculum.</b></p> <p><b>Phonics and Spelling - Our school reading scheme is very well resourced and uses high quality texts. The 'Letters and Sounds' phonics scheme is used throughout EYFS/KS1 and we progress onto 'No Nonsense' spelling scheme once pupils are competent at phase six.</b></p> <p><b>Reading Scheme - Our recently updated reading scheme comprises a range of Oxford Reading Tree and Rigby Star texts, supplemented with a free reading books to further extend and engage pupils, helping to instil a love for reading.</b></p> <p><b>Our pupils are encouraged to read as widely as possible. We hand out 'Caught Reading' tickets if pupils are found reading outside of lessons and these are entered in a prize draw in our weekly celebration assembly. We set challenging reading targets every term and pupils are rewarded for reaching these by achieving bronze, silver and gold (Pupils who achieve their gold award have an extra special treat at the end of the year). We also engage in and actively promote local community reading projects such as the Euxton Library Reading Challenge.</b></p>					
Autumn		Spring		Summer	
Turn back time!	MAGIC!	Health Matters!	Finding Nemo!	Goodnight Mr Tom	The Fib
<b>Books &amp; Authors</b>					
Beowulf - Michael Morpurgo	Leon and The Place Between - McAllister / Baker-Smith	The Shirt Machine - Jon Davis	Digital Text - Film Study	Michelle Magorion	George Layton
<b>Unit A</b>					
<b>Narrative: Traditional Stories</b> Saxon & Viking Legends	<b>Narrative: Imaginary Worlds</b>	<b>Explanations</b>	<b>Information</b>	<b>Narrative: Historical Setting</b> WW2 / Evacuation	<b>Instructions - Gas Masks</b>
Grammar: Use of inverted commas and other punctuation to indicate direct speech	Grammar: Expanded Noun Phrases – by the addition of modifying adjectives, nouns and preposition phrases.	Grammar: Fronted Adverbial Phrases – time indicators (Following that, Meanwhile) Verb inflections – instead of local forms (was/were).	Grammar: Apostrophes to mark Plural possession Use of Paragraphs to organise ideas around a theme.	Grammar: Fronted Adverbial phrases (Without warning, ...) Use of comma after fronted adverbial phrases.	Grammar: Fronted Adverbial Phrases – time indicators (Following that, Meanwhile) – recap and application.
<b>Unit B</b>					
<b>Recount:</b> Newspapers - The Saxon Times	<b>Poetry:</b> Haikus, Kennings, limericks	<b>Non Chronological Report:</b> Human Health	<b>Senses &amp; Pattern Poetry</b>	<b>Recount:</b> Letter Writing	<b>Narrative:</b> Issues & Dilemmas - Familiar Setting
Grammar: Use of inverted commas and other punctuation to indicate direct speech To understand the difference between reported & direct speech. Fronted adverbials	Grammar: Revision of Autumn Term Grammar work and application. Appropriate choice of pronoun or noun to avoid ambiguity. Grammatical difference between plural and possessives.	Grammar: Use of Paragraphs to organise ideas around a theme. Apostrophes to mark singular and plural possession. Verb inflections was / were, did / done.	Grammar: Revision of Spring Term Grammar work and application Use of prefixes to alter meaning of nouns.	Grammar: Fronted Adverbial Phrases – time indicators – recap and application Use of comma after fronted adverbials.	Grammar: Revision of Summer Term Grammar work and application.
<b>Writing Opps</b>					
<u>Scaffolded Outcomes</u> Recount - Newspaper Article – Invasion Diary Entry – Day in the life of a Saxon. Short Narrative – Historical setting. Character Study – Linked to Historic Legend.	<u>Scaffolded Outcomes</u> Creative writing – Post card from the place between Narrative Portal Escape in paragraphs based on Leon text Persuasive writing – Letter to Boy in Pantaloon trousers	<u>Scaffolded Outcomes</u> Non Chronological Report – Healthy Humans / Plants. Explanation – How Shirt Machine works	<u>Scaffolded Outcomes</u> Digital Text – information text – Sea Wildlife Poetry – Link to Rivers.	<u>Scaffolded Outcomes</u> Short Story in Chapters – Evacuee Book Review – GNMT Creative emotional response – writing in role (William).	<u>Scaffolded Outcomes</u> Short story in paragraphs – issue / dilemma Instructions – Gas Mask use & importance.
<u>Independent Outcomes</u> Narrative: my favourite school memory Diary extract: write as a Saxon Character description: describe a character from a well loved tale.	<u>Independent Outcomes</u> Recount: Newspaper Article linked to recent event in school Tradition retelling: Story told from different character viewpoint (e.g. RRH from Wolf's perspective). Instructions: writing linked to Science – Materials and their properties.	<u>Independent Outcomes</u> Creative narrative: retell an event. Christmas Morning... Information Leaflet: Science link, endangered animals. Persuasive letter: Send your child to Primrose Hill.	<u>Independent Outcomes</u> Explanation: Journey of a river Recount: The Lighthouse, animation Thank you letter: Cuerdon Valley Visitor Centre	<u>Independent Outcomes</u> Instructions: based on WW2 recipe Information Leaflet: Air Raid Advice Creative Narrative: Own story based on Gorilla by Anthony Browne	<u>Independent Outcomes</u> Letter: evacuee focus Historical Scene Description: based on Art Work / Blitz / London

Enrichment				
Mere Tun visit	Adrian Bowden - Science Show	Visit - Cuedon Valley Park	Visit - Buddhist Temple - Ulverston Evacuation Experience	
Cross Curricular Links				
History - Saxons and Vikings Science - States of Matter	RE - Christmas Theme - Traditional Story	Science - All living things (Human Health - skeletal / digestion).	Geography - River Studies (Cuedon Valley).	History - WW2 Unit Art - Blitz Scenes
<p><b>We see Mathematics as an essential life skill and a practical tool with which children can make sense of the world around them. We offer children a comprehensive foundation in all areas of Mathematics through a varied experience of the subject.</b></p> <p><b>All children participate in a daily hour and skills are consolidated and extended through our curriculum areas.</b></p> <p><b>Emphasis is placed on the understanding of number. Mental arithmetic is used effectively to develop children's mathematical abilities and independent thinking and to create a positive attitude to Maths.</b></p>				
Autumn		Spring		Summer
M A T H S	<p><b>Number: Place Value</b> Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	<p><b>Number: Multiplication and Division</b> Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. 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><b>Decimals</b> Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 1, 1 and 3 Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p>	
	<p><b>Number: Addition and Subtraction</b> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>	<p><b>Measurement: Area</b> Find the area of rectilinear shapes by counting squares.</p>	<p><b>Measurement: Money</b> Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	
	<p><b>Measurement: Length and perimeter</b> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Convert between different units of measure [for example, kilometre to metre].</p>	<p><b>Number: Fractions</b> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator.</p>	<p><b>Measurement: Time</b> Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	
<p><b>Number: Multiplication and Division</b> Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>. Count in multiples of 6, 7, 9, 25 and 1000 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. 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><b>Decimals</b> Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometre to metre].</p>	<p><b>Statistics</b> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>		
		<p><b>Geometry: Properties of shape</b> Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.</p>		
		<p><b>Geometry: Properties of Direction</b> Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>		

S C I E N C E	<p>The world of Science is a magical one for children. In following the National Curriculum, we provide a broad based experience of Science and, in particular, encouraging enquiring minds. Emphasis is placed on scientific investigation with hands on activities to consolidate knowledge and develop understanding of the world around them, to enable every child to experience success in this area of the curriculum.</p>		
	Autumn	Spring	Summer
	<p><b>States of Matter</b> Changes of state &amp; water cycle</p>	<p><b>All Living Things</b> Habitats Grouping of living things Classification keys Changing environments</p> <p><b>Animals including Humans</b> Skeletal/Muscular System &amp; Digestive System Compare animals</p>	<p><b>Electricity</b> Simple circuit Switches Conductors and Insulators</p> <p><b>Sound</b> How sounds are made by vibrations Pitch</p>
A R T & D E S I G N	<p>Children are encouraged to become visually perceptive and are given a wide range of experiences and materials to develop their artistic skills. An interest and understanding of art, craft and design from other times and places is also developed.</p>		
	Autumn	Spring	Summer
	<p><b>Textiles</b> Handmade Felt Artist Linda Irving Link with DT</p>	<p><b>Collage</b> River Scene Mixed Media Megan Coyles link with Geography</p>	<p><b>Sculpture</b> Blitzed Landscape Clay Tile Link with History</p>
C O M P U T I N G	<p>In addition to discrete subject teaching including programming and networking, computers are an essential curriculum tool and all children are given opportunities to develop their skills. Skill based work focuses around areas such as word processing, data handling and graphic design. Children are actively encouraged to apply their skills to other curriculum areas to support their learning.</p>		
	Autumn	Spring	Summer
	<p><b>Programming</b> Scratch</p> <p><b>Animation</b> I Can Animate</p> <p><b>Online Safety</b> Make judgements - stay safe online</p>	<p><b>Coding</b> Purple mash unit</p> <p><b>Online</b> Emails Link with English / Geography</p> <p><b>Online Safety</b> Social Networking sites</p>	<p><b>Online</b> Blogging - Link with Evacuee work in English</p> <p><b>Multimedia</b> Video (iMovie) (Link to History Evacuee)</p> <p><b>Online Safety</b> Tell an adult if something worries them online</p>
D & T	<p><b>DESIGN &amp; TECHNOLOGY</b> Technology is a subject that requires children to apply knowledge and skills to solve practical problems. Children begin by exploring with practical materials, gradually developing their ability to plan, design, criticise and refine their own work.</p>		
	Autumn	Spring	Summer
	<p><b>Textiles</b> Wallets link to Art (making own felt)</p> <p><b>Food Tech</b> Changes in state Science link - Christmas treats</p>	<p><b>Structures</b> Bridges - link to Geography rivers</p> <p><b>Food Tech</b> Fishing - investigation of catching &amp; cooking methods</p>	<p><b>Electrical Alarms</b> Link to air raid alarms &amp; sound work</p> <p><b>Food Tech</b> Rationing WW2 - link with English Recipe work</p>

L A N G U A G E S	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>RIGOLO 1</b> Unit 4: Les Animaux  <b>Cultural:</b> Famous French people		<b>RIGOLO 1</b> Unit 5: Ma Famille  <b>Cultural:</b> Mardi Gras  <b>British Values</b> Respect other cultures		<b>RIGOLO 1</b> Unit 6: Bon Anniversaire  <b>Cultural:</b> Bastille Day	
G E O G R A P H Y	<b>Children learn about different places, the human and physical processes that shape them and the people who live with them. This helps children to make sense of their surroundings and the wider world. Geographical skills are developed throughout the school and environmental issues explored.</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>SETTLEMENT</b> European Countries Map skills France  <b>British Values</b> Migration between countries - acceptance		<b>RIVER STUDIES</b> Visit - Cuerden Valley Country Park European Rivers and Cuerden Valley				
H I S T O R Y	<b>We aim to arouse an interest in the past and develop an understanding of other times. We encourage children to develop the ability to acquire evidence from historical sources and understand interpretations of history.</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>SAXONS &amp; VIKINGS</b> Britain's Settlement - Anglo Saxons and Scots Vikings (Edward the Confessor)  <b>British Values</b> Respect – invasion of monasteries / monks – discuss emotions				<b>LOCAL STUDY - WW2</b> Evacuee's story  <b>British Values</b> Responsibility - actions of individuals / democracy - every supporting		
M U S I C	<b>Children are given opportunities to perform and compose music, from simple sound making to reading from simple notation. They are encouraged to develop concentrated listening skills and to appraise the music of others. We enjoy close links with Lancashire Music Service, Broughton Music Service and Chorley Silver Band where many of our children take up on the opportunity of learning a musical instrument.</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Brass Tuition		Brass Tuition		Brass Tuition		
P E & S P O R T	<b>PHYSICAL EDUCATION &amp; SPORT</b> <b>Children enjoy indoor and outdoor facilities and the emphasis is on dance, games and gymnastics.</b> <b>Pupils in Key Stage One and Two attend the local swimming pool for lessons and presently Year 5 and 6 children have the opportunity to experience outdoor pursuits during two activity holidays.</b> <b>Through the year groups, children are also able to take part in a wide range of extra-curricular sporting activities and to compete throughout the year in district Football, High Fives, Golf, Rugby, Rounders, Cricket, Athletics, Cross-Country Running and Swimming.</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Invasion Games</b> Core Task - 'On the Attack'  <b>Gymnastics</b> Core Task - 'Partner Work'		<b>Dance</b> Superhero  OAA - Core Task - 'Teamwork and Problem Solving'  <b>Net/Wall</b> Core Task - 2		<b>Athletics</b> Core Task - Furthest Five, Pass the Baton, Take Aim  <b>Striking and Fielding</b> Core Task - Rounders - Run the Loop		

P S H E	<b>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION</b> At Primrose Hill, personal and social development is seen as central to the education of our children, and permeates the whole curriculum. Personal and social development is concerned with acquiring attitudes and values, knowledge and understanding, abilities and skills necessary for the development of the self, the self in relation to others, social responsibility and morality. “We will encourage self-reliance, self-confidence and self-discipline in our children so that they may become responsible and responsive members of society.” The cross-curricular elements contribute to personal and social development as do pastoral care, the organisation of the school and the quality of relationships between all members of the school community. Our philosophy of emphasising the talents and positive achievements of children does much to develop self-confidence and a positive self-image essential to learning and to personal growth. “We will emphasise the positive achievements of children in school, and in their outside activities.”		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Core Skills</b>  <b>Being a Risk Taker</b>  <b>British Values</b> Rule of Law	<b>Healthy Body</b> Drug, alcohol, tobacco awareness  <b>Being Different</b>  <b>British Values</b> Individual Liberty	<b>Emotional Health</b> Anti Bullying  <b>Sex &amp; relationships</b>  <b>British Values</b> Respect for others & Tolerance.
R E	<b>RELIGIOUS EDUCATION</b> In R.E. the Lancashire Syllabus is followed. The focus of this is exploring:- Shared human experiences, Religious traditions, Beliefs and values, Personal meaning. <i>Parents may withdraw children from these lessons if they wish.</i>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>HOW SHOULD WE LIVE OUR LIVES?</b>  <b>Hindu Dharama</b> What do the religions say about doing good?  <b>Christianity - God</b> What lights our way?  <b>British Values</b> Respect other religions.	<b>HOW SHOULD WE LIVE OUR LIVES?</b>  <b>Islam</b> What is expected of a person in following a religion or belief?  <b>Christianity - Jesus</b> What are we prepared to sacrifice/not sacrifice?  <b>British Values</b> Individual Liberty.	<b>HOW SHOULD WE LIVE OUR LIVES?</b>  <b>Christianity - The Church</b> Why are some occasions sacred to believers?  <b>Buddhism</b> What are our rules?  <b>British Values</b> Respect other religions / Individual Liberty.