EWANRIGG JUNIOR SCHOOL
LOWER SCHOOL LONG TERM PLAN
CYCLE 1
YEAR 4

<table>
<tr><th></th><th colspan="2">Autumn term</th><th colspan="2">Spring term</th><th colspan="2">Summer term</th></tr>
<tr><td>Texts studied:</td><td>Belonging by Jeanie Baker</td><td>Pirates:
Piratology
Pirates and Pistols
Top ten worst pirates</td><td>Pirates:
Piratology
Jake Carpenter: Cabin Boy
Treasure Island
Pirates and Pistols
Top ten worst pirates</td><td>Tales of Ancient Egypt by Michael Rosen
Ancient Egypt- Tales of Gods and Pharaohs
By Marcie Williams The Plot on the Pyramid by Terry Deary
There's a Pharoah in our bath By Jeremey Strong</td><td>Stone Age news

The Stone Boy
Ug -Boy Genius of the Stone Age
The Firework maker's daughter
Mouse, Snake, Bird, Wolf</td><td>Playscripts</td></tr>
<tr><td>Writing genres include:</td><td>Poetry</td><td>Fact File</td><td>Adventure Story
Postcard</td><td>Description
Non Chronological Report</td><td>Persuasive</td><td>Playscript</td></tr>
<tr><td>Maths</td><td colspan="6">Number - number and place value

Pupils should be taught to:

• count in multiples of 6, 7, 9, 25 and 1,000
• find 1,000 more or less than a given number
• count backwards through 0 to include negative numbers
• recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
• order and compare numbers beyond 1,000
• identify, represent and estimate numbers using different representations
• round any number to the nearest 10, 100 or 1,000
• solve number and practical problems that involve all of the above and with increasingly large positive numbers
• read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Number - addition and subtraction

Pupils should be taught to:

• 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</td></tr>
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- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Number - multiplication and division

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 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 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Number - fractions (including decimals)

Pupils should be taught to:

- 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 100 and dividing tenths by 10
- 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
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

Measurement

Pupils should be taught to:

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks

<table>
<tr><td></td><td colspan="5">
solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
Geometry - properties of shapes

Pupils should be taught to:

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
identify acute and obtuse angles and compare and order angles up to 2 right angles by size
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

Geometry - position and direction

Pupils should be taught to:

describe positions on a 2-D grid as coordinates in the first quadrant
describe movements between positions as translations of a given unit to the left/right and up/down
plot specified points and draw sides to complete a given polygon

Statistics

Pupils should be taught to:

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

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<tr><td>Science</td><td>
Moving and Growing (Animals including Humans)
How can Usain Bolt move so quickly?

identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
identify that humans and some other animals have skeletons and muscles for support, protection and movement.

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Teeth and Eating (animals including humans)
What happens to the food we eat?

describe the simple functions of the basic parts of the digestive system in humans
identify the different types of teeth in humans and their simple functions
construct and interpret a variety of food chains,

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Helping plants grow well

identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary

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Volcanoes/Rocks and Soils

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
describe in simple terms how fossils are formed when things that have lived are trapped within rock
recognise that soils are made from rocks and

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Sound

identify how sounds are made, associating some of them with something vibrating
recognise that vibrations from sounds travel through a medium to the ear
 find patterns between the pitch of a sound and features of the object that produced it
 find patterns between the volume of

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			identifying producers, predators and prey.	from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	organic matter. **Magnets and Frictions (Science Week)** • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.	a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. •
History			**Ancient Egypt** **Depth C** • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		**Stone Age to Iron Age** **Skim C** • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture	
Geography	**United Kingdom** • 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 • locate the world's countries, using maps to focus on Europe					

P.E.	**Multi-skills** • use running, jumping, throwing and catching in isolation and in combination **Circuits / parachutes** • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	**Dance** • perform dances using a range of movement patterns **Gymnastics** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics	**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. **Dance/Gymnastics** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics • perform dances using a range of movement patterns	**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. **Football/netball/Rugby** • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Athletics (multiskills)** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Cricket/tennis / golf** • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Art **D.T.**	**Graffiti- Banksey** about great artists, architects and designers in history.	**Christmas art**	**Pirate portraits** **Clay modelling- teeth** • 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] **Pop up books** • use research and develop design criteria to inform the design of innovative, functional, appealing	**Hieroglyphics** **Paper making** **Clay pots** • 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	**Cave and rock art** **Investigate ancient cave art in France, Spain, North America.** • to create sketch books to record their observations and use them to review and revisit ideas

			products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work			
COMPUTING	**2.4 WORD PROCESSING WE ARE RESEARCHERS- TEETH EATING MOVING AND GROWING ENG DESIGN PSHCE HIS GEOG** **3.4 WE ARE NETWORK ENGINEERS DT GEOG SC** **THINKMYSELF WEB SITE** Pupils should be taught: **2.4** 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. Be discerning in evaluating digital content use technology safely, respectfully and responsibly;	**5.4 E-SAFETY WE ARE WEB DESIGNERS** **PSHCE ENG** Pupils should be taught: **5.4** -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 -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -Use search technologies effectively, Appreciate how search results are selected and ranked and be discerning in evaluating digital content	**5.6 WE ARE ARCHITECTS** **MA SC ART DESIGN DT** **4.1 WE ARE SOFTWARE DEVELOPERS-CODING MA** **3.2 WE ARE BUG FIXES- ENG MA SC** Pupils should be taught: **4.1** Design, write and debug programs that accomplish specific goals, Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **3.2**-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**3.1 WE ARE PROGRAMMERS-** **ANIMATION-MARVEL OR SCRATCH ART DESIGN ENG MUSIC** **5.3 WE ARE ARTISTS- ANCIENT EGYPT** **ART DESIGN MATH HIS GEOG** Pupils should be taught: **3.1-** Design, write and debug programs that accomplish specific goals Solve problems by decomposing them into smaller parts. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors	**4.2 WE ARE TOYMAKERS (INPUT/OUTPUT)MORE ABLE TO USE SCRATCH** **DT MUSIC LANGUAGE ENG** **CODING.org** Pupils should be taught: **4.2** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **coding** Use sequence, selection, and repetition in programs Use logical reasoning to explain how some simple	**WE ARE STATICIANS- SPREADSHEETS MA ENG HIS** **3.6 WE ARE OPINION POLLSTERS** **ENG MA PSHCE** Pupils should be taught: -appreciate how results are selected and ranked, and be discerning in evaluating digital content -select, use and combine a variety of software on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **3.6**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

	recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **3.4-** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, SCIENCE Data loggers to be used in class Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use search technologies effectively. Use search technologies effectively.	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. debug programs that accomplish specific goals **5.6**-use search technologies effectively, appreciate how results are selected and ranked, evaluating digital content -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.	in algorithms and programs. - Select, use and combine a variety of software to design and create **5.3** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information	algorithms work and to detect and correct errors in algorithms and programs.	content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web.for communication
Music	**Music afternoons- 1 every half term** **Recorders** **Class Orchestra** **Serious Jocking** • 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.			**Drumming** **Signing** **Boom whackers** • 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.		

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<tr><td rowspan="5">SMSC</td><td>S</td><td>SEALS: New Beginnings

School council caps elections
Responsibility Cap applications</td><td>SEALS: Getting on and falling out
Anti Bullying

Olds folks tea
Christmas nativity production
Ewanriggs Got talent
Remembrance Day
Firework safety
Christmas choir performance</td><td>SEALS: Going for goals

Easter fayre</td><td>SEALS: Good to be me

Rock Challenge</td><td>SEALS: Relationship

Residential trips</td><td>SEALS: Changes

Sports day
Summer performance</td></tr>
<tr><td>M</td><td colspan="2"><u>Feelings and relationships (Assembly & PCSO Visit)</u>
Different relationships
Friendship
Playground behaviour
Bullying
Cybersafety</td><td colspan="2"><u>Money (Assembly)</u>
Can we afford it?
Where money comes from
Money differences
Where money goes
Savings accounts
Value for money</td><td colspan="2"><u>Choices (Assembly)</u>
Making choices
Expressing opinions
Hobbies and sport
Choosing a career
Choosing a present
Using money wisely</td></tr>
<tr><td rowspan="2">S</td><td colspan="2">Church visit - Nativity
RE Immersion Day – Sacred Texts and Stories (AT1 – Learning about religion & AT2 – Learning from religion)
Lower School – Hinduism, Islam and Judaism</td><td colspan="2">Church visit - Easter
RE Immersion Day – Responsibility and Duty (AT1 & AT2)
Lower School – Hinduism, Islam and Judaism</td><td colspan="2">Church visit – presentation assembly
RE Immersion Day – Gods/Deities/Important figures (AT1 & AT2)
Lower School – Hinduism, Islam and Judaism</td></tr>
<tr><td colspan="3">10 week block – Traditions and Festivals(AT1 & AT2)
Hinduism, Sikhism, Buddhism, Christianity, Islam and Judaism</td><td colspan="3">10 week block – Traditions and Festivals(AT1 & AT2)
Hinduism, Sikhism, Buddhism, Christianity, Islam and Judaism</td></tr>
<tr><td>C</td><td colspan="3">Immersion day: British values
• Democracy
• Rule of law
• Individual liberty
• Mutual respect
• Tolerance of others
Royal family and national anthem
British Values Immersion afternoon (Upper School and Lower School)
Democracy, Rule of Law and Individual Liberty</td><td colspan="3">Residential international visit
British Values Immersion afternoon (Upper School and Lower School)
Royal Family</td></tr>
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Children work in a 10 week cycle of Cooking, Religious Education and PSHCE