EWANRIGG JUNIOR SCHOOL
LOWER SCHOOL LONG TERM PLAN
CYCLE 2
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>Once Upon an Ordinary School Day
Colin McNaughton</td><td>Animal Fiction Texts:
Varjak Paw
Two Frogs</td><td>Ice Palace by
Robert Swindells</td><td>Little Wolf's Book of Badness</td><td>Non-fiction
Owls
Habitats</td><td>Playscripts</td></tr>
<tr><td>Writing genres include:</td><td></td><td></td><td>Instructions
Descriptive Writing</td><td>Diary
Letters</td><td></td><td></td></tr>
<tr><td>Maths</td><td colspan="6">
Number & Place Value
• count in multiples of 6, 7, 9, 25 and 1,00
• 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.
Addition & Subtraction
• 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.
Multiplication & Division
• 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.
Fractions (including decimals)
• 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 a 100 and dividing tenths by 10.
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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 hundredths
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

convert between different units of measure
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
solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Properties of Shape

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.

Position & Direction

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

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>Light and Shadow(Light)
recognise that they need light in order to see things and that dark is the absence of light
notice that light is</td><td>Heating and Cooling (States of Matter)
observe that some materials change state when they are heated or cooled, and measure or research</td><td>Solids and Liquids (States of Matter)
compare and group materials together, according to whether they are</td><td>Habitats (Living things and their Habitats)
explore and compare the differences between things that are living, dead, and things that have never been alive
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how</td><td>Circuits (Electricity)
identify common appliances that run on electricity
construct a simple series electrical circuit, identifying and naming its basic parts,</td></tr>
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	reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.	the temperature at which this happens in degrees Celsius(°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	solids,liquids or gases	they depend on each other • identify and name a variety of plants and animals in their habitats, includingmicro- habitats • describe how animals obtain their food from plants and other animals, using theidea of a simple food chain, and identify and name different sources of food.	including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.
History	**Be All You Can Be - History of Maryport** • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		**Invaders and Settlers- Romans Depth C** • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		**Invaders and Settlers – Anglo Saxons Depth C** • Roman withdrawal from Britain in c. AD 410 and the fall of the westernRoman Empire Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and villagelife • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne
Geography					**Madagascar** • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the watercycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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** • develop flexibility, strength, technique, control and balance • 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** • 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	**Athletics (multiskills)** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Cricket/tennis** • 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.**	**Seascapes-drawing painting** • 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			**Famous Engish Paintings- Lowery and Hockney** • 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.	**Line /Tone Drawings- Owls** **Cityscapes –collage** • 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.	

COMPUTING	**4.5 WORD PROCESSING WE ARE CO-AUTHORS** ENG SC GEOG ART DESIG **3.4 WE ARE NETWORK ENGINEERS** DT GEOG SC Pupils should be taught: **4.5** -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. -use and combine a variety of software 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.- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour **3.4** Understand computer networks including the internet; how they can provide multiple services, such as the WWW - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	**3.2 WE ARE BUG FIXES-** THINKMYSELF/ SCATCH ENG MA SC **5.4 E-SAFETY WE ARE WEB DESIGNERS** PSHCE ENG Pupils should be taught: **3.2**Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. debug programs that accomplish specific goals **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 -select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals,	**4.4 WE ARE HTML EDITORS** URL ADDRESSES ENG **3.3 WE ARE PRESENTERS-**PHOTOSTORY ENG MA HIS GEOG WE ARE HISTORIANS – CENSUS Pupils should be taught: **4.4-**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 and combine a variety of software (including internet services **3.3** 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 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **HISTORIANS** -appreciate how results	**3.2 WE ARE BUG FIXES-** THINKMYSELF AND SCARTCH ENG MA SC **4.1 WE ARE SOFTWARE DEVELOPERS-**CODING/SCRATCH MA ENG Pupils should be taught: **3.2** Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. debug programs that accomplish specific goals 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. - use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour	**3.5 WE ARE COMMUNICATORS** EMAILING ENG MA SC DT HIS PSHCE ART Pupils should be taught: **3.5**-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; know a range of ways to report concerns and inappropriate behaviour 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.	**4.3 WE ARE MUSICIANS** MATHS MUSIC **INPUT/OUTPUT** SC Pupils should be taught: **4.3** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. - and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; INPUT/OUTPUT -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

		behaviour; identify ways to report concerns about content and contact		are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			
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.			
SMSC	**S**	SEALS: New Beginnings School council caps elections Responsibility Cap applications	SEALS: Getting on and falling out Anti Bullying Olds folks tea Christmas nativity production Ewanriggs Got talent Remembrance Day Firework safety Christmas choir performance	SEALS: Going for goals Easter fayre	SEALS: Good to be me Rock Challenge	SEALS: Relationship Residential trips	SEALS: Changes Sports day Summer performance

	M	<u>Feelings and relationships (Assembly & PCSO Visit)</u> Different relationships Friendship Playground behaviour Bullying Cybersafety	<u>Money (Assembly)</u> Can we afford it? Where money comes from Money differences Where money goes Savings accounts Value for money	<u>Choices (Assembly)</u> Making choices Expressing opinions Hobbies and sport Choosing a career Choosing a present Using money wisely
	S	Daily collective worship Church visit- Nativity RE Immersion Day – Sacred Texts and Stories (AT1 – Learning about religion & AT2 – Learning from religion) Lower School – Hinduism, Islam and Judaism	Church visit- Easter RE Immersion Day – Responsibility and Duty (AT1 & AT2) Lower School – Hinduism, Islam and Judaism	Church visit- Presentation assembly RE Immersion Day – Gods/Deities/Important figures (AT1 & AT2) Lower School – Hinduism, Islam and Judaism
		10 week block – Art & Symbolism and Life & Death (AT1 & AT2) Lower School – Hinduism, Islam and Judaism	10 week block – Art & Symbolism and Life & Death (AT1 & AT2) Lower School – Hinduism, Islam and Judaism	
	C	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	Residential international visit British Values Immersion afternoon (Upper School and Lower School) Royal Family	

Children work in a 10 week cycle of Cooking, Religious Education and PSHCE