



Myton Park Primary Long Term Planning

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	Invasions Saxons and Viking	Road Trip USA	1066	Playlist	Misty Mountains & Vista	
English	Key Performance Indicators					
	<p><u>Reading</u> WORD READING Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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. COMPREHENSION: 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. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. identifying themes and conventions in a wide range of books. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. discussing words and phrases that capture the reader's interest and imagination. recognising some different forms of 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. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 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. 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.</p>					
	<p><u>Writing</u> Spell by using further prefixes and suffixes and understand how to add them. (See Myton Park Spelling Appendix) <i>spelling</i> Spell further homophones. <i>Spelling</i> spell words that are often misspelt. <i>Spelling</i> place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. <i>Spelling</i> use the first 2 or 3 letters of a word to check its spelling in a dictionary. <i>Spelling</i> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <i>Spelling</i> Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas.</p>					

	<p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <i>See Myton Park Spelling Appendix.</i> organising paragraphs around a theme. in narratives, creating settings, characters and plot. in non-narrative material, using simple organisational devices</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors: read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		
	<p><u>Spoken Language</u> Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Participate in discussions, presentations, performances, role play, improvisations and debates. Talk confidently in a group or whole class scenario in a range of different contexts. Ask relevant questions to extend their understanding and knowledge. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Use relevant strategies to build their vocabulary.</p>	<p><u>Spoken language</u> Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Select and use appropriate registers for effective communication. Gain, maintain and monitor the interest of the listener(s)</p>	<p><u>Spoken language</u> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English.</p>
	<p><u>Reading</u> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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. Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.</p>	<p><u>Reading</u> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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. Use dictionaries to check the meaning of words that they have read. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books.</p>	<p><u>Reading</u> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <u>Discuss</u> words and phrases that capture the reader's interest and imagination. <u>Recognise</u> some different forms of poetry.</p>

	<p>Identify themes and conventions in a wide range of books. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. 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.</p>		<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. 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.</p>		<p>Identify main ideas drawn from more than 1 paragraph and summarising these. Identify 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.</p>		
	<p><u>Writing Purpose</u> To entertain</p>		<p><u>Writing Purpose</u> To inform</p>		<p><u>Writing Purpose</u> To persuade</p>		
	<p><u>Text Types</u> Description Narrative Poetry</p>		<p><u>Text Types</u> Recount Report Biography Newspaper</p>		<p><u>Text Types</u> Argument Newspaper Review</p>		
	<p><u>Writing</u> Composition Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme.</p>		<p><u>Writing</u> Composition Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by organising paragraphs around a theme. In non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>		<p><u>Writing</u> Composition Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by organising paragraphs around a theme. In non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>		
<p><u>Writing Purpose</u> To entertain</p>		<p><u>Writing Purpose</u> To discuss</p>		<p><u>Text Types</u> Description Narrative Poetry</p>		<p><u>Text Types</u> Advertisement Letter Speech / Campaign</p>	
<p><u>Writing</u> Composition Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme.</p>		<p><u>Writing</u> Composition Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by organising paragraphs around a theme. In non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>		<p><u>Writing</u> Composition Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by organising paragraphs around a theme. In non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>		<p><u>Writing</u> Composition Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas. Draft and write by organising paragraphs around a theme. In non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	

	<p>In narratives, creating settings, characters and plot. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Proofread for spelling and punctuation errors.</p>	<p>Proofread for spelling and punctuation errors.</p>	<p>Proofread for spelling and punctuation errors. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation.</p>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.</p>	<p>Proofread for spelling and punctuation errors. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
	<p><u>SPaG</u> Spelling Words from statutory spelling list. Words ending in –sure. Possessive apostrophe with singular proper nouns. Homophones Prefixes ‘in’ ‘il’ ‘im’ and ‘ir’ Words with ‘ai’ sound ‘ei’ ‘eigh’ ‘ey’ Adding suffixes beginning with vowel letters to words of more than one syllable (-ing, -er, ‘-en’ ‘-ed’)</p> <p>Vocabulary, Grammar and Punctuation Punctuation: -Use of inverted commas and other punctuation to indicate direct speech (<i>e.g. a comma after the reporting clause, end speech with inverted commas; The Conductor shouted, “Get down now!”</i>). -Use of commas after fronted adverbial phrases. Word Level: -Know the grammatical difference between plural and possessive –s. Sentence Level: -Use of paragraphs to organise ideas around a theme. -Use of fronted adverbial phrases in sentences.</p>	<p><u>SPaG</u> Spelling ‘g’ sound spelt ‘gu’ Words ending ‘-ture’ Possessive apostrophe with plurals Homophones. Words from the statutory spelling list. Prefixes ‘anti’ and ‘inter’ Endings spelt ‘cian’ ‘sion’ ‘tion’ and ‘ssion’</p> <p>Vocabulary, Grammar and Punctuation Word Level: -Standard English forms of verb inflections instead of local spoken forms. Punctuation: Sentence Level: -Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. (<i>e.g. the teacher to the strict maths teacher with short, curly hair</i>).</p>	<p><u>SPaG</u> Spelling Words with the ‘s’ sound spelt ‘sc’ Latin in origin. Endings ‘sion’. Apostrophes for possession. Homophones. Suffix ‘ous’ Prefixes ‘un’ ‘dis’ ‘in’ ‘re’ ‘sub’ ‘inter’ ‘super’ ‘anti’ ‘auto’ Words from statutory spelling list. Suffix ‘ly’ added to words ending in ‘y’ ‘le’ ‘ic’</p> <p>Vocabulary, Grammar and Punctuation Sentence Level: -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Word Level: Punctuation: -Apostrophes to mark plural possession (<i>e.g. the girl’s name and the girls’ name</i>).</p>			

	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p><u>Handwriting</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>
	<p>Number Place value Addition and Subtraction</p>	<p>Measurement Length and Perimeter Number -Multiplication and Division</p>	<p>Number Multiplication and Division Measurement Area</p>	<p>Number Fractions Decimals</p>	<p>Number - Decimals Measurement - Money - Time</p>	<p>Statistics - Geometry - Properties of shape Position and Direction</p>
Science	Animals including humans		States of Matter		Sound	Electricity
Computing	<p>Recognise that the school network links computers to allow the sharing of resources. Explain actions to report and prevent cyberbullying. Identify appropriate behaviour when contributing to collaborative online projects for learning.</p>	<p>Identify appropriate behaviour when contributing to collaborative online projects for learning. Exchange online communications with other learners, adding and responding to comments, such as in a blog.</p>	<p>Use digital technology in different ways in the classroom, home and community to achieve a set goal. Use new and unfamiliar computing hardware. Manipulate a range of text, images, sound or video clips and animation for given purposes.</p>	<p>Manipulate a range of text, images, sound or video clips and animation for given purposes.</p>	<p>Use sensors to 'trigger' an action, such as sound or movement. Log light level, temperature or sound level using a program or app, over a period of time.</p>	<p>Describe and demonstrate a simple program that contains a looping element and how part of a program may need repetition.</p>
History	<p>Explain how artefacts provide evidence of everyday life in the past. Explain the cause, consequence and</p>	<p>Describe the hierarchy and different roles in ancient civilisations. Hierarchy structures in ancient civilisations. Identify bias in primary and secondary sources.</p>	<p>Create an in-depth study of an aspect of British history beyond 1066. Create an in-depth study of the characteristics and</p>	<p>Describe the significance and impact of power struggles on Britain. Interpret a primary source and understand how the context in which it was written</p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Compare and contrast two civilisations. <u>Local History Week</u></p>

	<p>impact of invasion and settlement in Britain.</p> <p>Narrative, chronological or non-chronological account of a past civilisation-features and achievements</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p>Explain in detail the multiple causes and effects of significant events.</p>	<p>importance of a past or ancient civilisation or society.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p>	<p>influences the writer's viewpoint.</p>	<p>Use historical terms to explain and present historical information.</p>	<p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>Describe and explain the impact of a past society on a local settlement or community.</p>
Geography	<p>Tropics of Cancer and Capricorn</p> <p>Eight points of a compass</p> <p>Four and Six figure grid references</p> <p>Maps</p>	<p>Human features</p> <p>Settlements, land use or water systems are used</p> <p>Countries and major cities in North, Central and South America</p>	<p>Geographical features of a place.</p>	<p>Geographical features including hills, mountains, coasts and rivers of the UK</p> <p>Physical features</p> <p>Climatic variations</p> <p>Water Cycle</p> <p>Transportation of materials by rivers</p> <p>Physical processes of rivers seas or oceans - change of landscape over time</p>	<p>Significant mountains or rivers</p> <p>Formation of different mountain types</p> <p>Altitudinal zonation on mountains</p>	<p>Collect and analyse primary and secondary data</p> <p>Investigate a geographical hypothesis</p>
Art & Design	<p>Artwork has been used at different times and in different cultures to express ideas about</p>	<p>Natural patterns from weather, water or animals skins are often used as a subject matter.</p>	<p>Art can be developed that depicts the human form to create a narrative.</p>	<p>Artists use sketching to develop an idea over time.</p>	<p>Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people</p>	<p>Art can display interesting or unusual perspectives and viewpoints.</p>

	<p>storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p>Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.</p> <p>Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</p>	<p>Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.</p>	<p>Stitches include running stitch, cross stitch and blanket stitch.</p>	<p>Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</p>	<p>feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.</p>	<p>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p>
<p>Design & Technology</p>	<p>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.</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>	<p>Investigate and analyse a range of existing products. Investigate and identify the design features of a familiar product.</p>	<p>Investigate and analyse a range of existing products. Investigate and identify the design features of a familiar product.</p>	<p>Choose from a range of materials, showing an understanding of their different characteristics.</p>

Music	Sing songs accurately, both solo and as part of an ensemble. Play or sing music from notation and memory, with increasing accuracy, fluency, control and expression.	Play and create repeated rhythmic patterns.	Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation. Play or sing simple melodies from standard and invented musical notation and symbols	Compare and evaluate different genres of music using appropriate musical vocabulary. Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, folk, and world music.	Describe how different instruments are used throughout a piece of music to add interest and meaning. Instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums.	Describe the lives and music of famous popular musicians from the late 20th century.
Physical Education	Dance Science – Electricity to demonstrate sudden and sharp dynamics to explore the space around them – action / reaction.	Gym – What’s my direction? accelerate and decelerate whilst travelling. Perform a roll using control, body tension and flow use equipment within a sequence	Passing and moving – Invasion know when to pass during a game Show an awareness of space and know how to use it in games.	Returning – Net Games develop reaction time and agility attempt an overhand serve in tennis. develop knowledge of returning & rallying.	Record Breaking – Athletics jump for height & distance jump hurdles with developing technique. locate some of the major muscles in the body.	Fielding – striking and fielding Throw an object with varying speed and accuracy. Throw an object or ball overarm. Intercept an object or ball
Personal, Social, Health and Economic	What strengths, skills and interests do we have? Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs	How do we treat each other with respect? Relationships Respect for self and others; courteous behaviour; safety; human rights	How can we manage our feelings? Health and wellbeing Feelings and emotions; expression of feelings; behaviour	How will we grow and change? Health and wellbeing Growing and changing; puberty	How can our choices make a difference to others and the environment? Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	How can we manage risk in different places? Health and wellbeing Keeping safe; out and about; recognising and managing risk
Religious Education	Diwali the festival of light Suggest an answer to the question <i>does a festival always have a meaning behind it?</i>	What is the ‘big story’ of Christianity? State whether Easter/ Resurrection or Christmas/ Incarnation best	Do Buddhists believe the same things? Do Buddhists celebrate the same things? Offer a supported view as to whether Buddhists around the	What actually happened at Easter? Explain what the Resurrection tells Christians. Explain how three events form the Easter	Muslims in Britain and around the world. Identify one pillar that might be hard to follow, offer a reason why Muslims try to follow this pillar Talk generally about the benefits and demands of belonging to a faith community	

	Suggest a reason as to why many cultures have festivals of light in the winter	explain the 'Big Story' of Christianity.	world believe and celebrate the same thing or not	story are still remembered today.		
<p>Languages (French) Language Angels</p> <p>To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group: Phonics Lesson 2, Presenting Myself, Family, My Home/In Class</p>	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Communicate with others with improved confidence and accuracy.	Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.