

The Good Shepherd  
Catholic Primary School



Y4 Long Term  
Planning

2023 - 2024

Autumn 2023	Spring 2024	Summer 2024
<b>RE</b> <ul style="list-style-type: none"> <li>Domestic Church – Family</li> <li>Baptism/Confirmation – Belonging</li> <li>Advent - Preparations</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>Local Church - Books</li> <li>Eucharist – Thanksgiving</li> <li>Lent - Opportunities</li> </ul>	<b>RE</b> <ul style="list-style-type: none"> <li>Pentecost – Spread the word</li> <li>Reconciliation – Rules</li> <li>Universal Church – Treasures</li> </ul>
<b>CUSP Reading (Y4)</b> <ul style="list-style-type: none"> <li><b>The Queen's Nose</b> Block 1, 2</li> <li><b>The boy at the back of the class</b> Block 3, 4, 5 Caged Bird - Maya Angelou</li> <li><b>The Raven</b> – Edgar Allen Poe Block 6</li> </ul>	<ul style="list-style-type: none"> <li><b>Young, Gifted and Black</b> Blocks 7, 8, 9</li> <li><b>Wind in the Willows</b> (The Walrus and the Carpenter – Lewis Carroll) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Varjak Paw</b> Blocks 13, 14, 15</li> <li><b>The Girl who stole an Elephant</b> Block 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>Poems which explore form A</li> <li>Persuasive writing (adverts) A</li> <li>First person diary entries (imaginative) A</li> <li>Third person adventure stories A</li> <li>Newspaper reports A</li> <li>Stories from other cultures A</li> </ul>	<ul style="list-style-type: none"> <li>Critical analysis of narrative poetry A</li> <li>Persuasive writing (adverts) B</li> <li>Explanatory texts A</li> <li>Poems which explore form B</li> <li>Stories from other cultures B</li> </ul>	<ul style="list-style-type: none"> <li>Third person adventure stories B</li> <li>Stories from other cultures B</li> <li>First person diary entries (imaginative) B</li> <li>Critical analysis of narrative poetry B</li> <li>Newspaper reports B</li> <li>Explanatory texts B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Review of column addition and subtraction unit 1</li> <li>Numbers to 10,000 unit 2</li> <li>Perimeter unit 3</li> <li>3, 6, 9 times tables unit 4</li> </ul>	<ul style="list-style-type: none"> <li>7 times table and patterns unit 5</li> <li>Understanding and manipulating multiplicative relationships unit 6</li> <li>Coordinates unit 7</li> </ul>	<ul style="list-style-type: none"> <li>Review of fractions unit 8</li> <li>Fractions greater than 1 unit 9</li> <li>Symmetry in 2D shapes unit 10</li> <li>Time unit 11</li> <li>Division with remainders unit 12</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>States of matter</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Electricity</li> <li>Sound</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing Block A</li> <li>Painting Block B</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking and textiles Block C</li> <li>3D and collage Block D</li> </ul>	<ul style="list-style-type: none"> <li>Painting Block E</li> <li>Creative Response Block F</li> </ul>
<b>Computing – school sequence</b> <ul style="list-style-type: none"> <li>Computing systems and networks</li> <li>Creating media- photo editing</li> </ul>	<ul style="list-style-type: none"> <li>Programming A- Repetition in shapes</li> <li>Creating media- Audio editing</li> </ul>	<ul style="list-style-type: none"> <li>Data and information- Data logging</li> <li>Repetition in games</li> </ul>
<b>CUSP Design and Technology</b> <ul style="list-style-type: none"> <li>Food and Nutrition Block A</li> <li>Mechanisms Block B</li> </ul>	<ul style="list-style-type: none"> <li>Textiles Block C</li> <li>Structures Block D</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems Block E <i>Science - Electricity</i></li> <li>Food and Nutrition Block F <i>Science - Animals including humans</i></li> </ul>
<b>CUSP Geography</b> <ul style="list-style-type: none"> <li>Rivers</li> <li>Latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude</li> <li>Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Rivers revisited</li> <li>Map skills – environmental regions</li> </ul>
<b>CUSP History</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Ancient civilisation - Egypt or Shang Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>Ancient civilisation – Egypt or Shang Dynasty</li> </ul>
<b>CUSP Music - Singing</b> <ul style="list-style-type: none"> <li>Marcela</li> </ul>	<b>Music</b> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Tuned focus: Musical notation 2 Block C</li> <li>Revisit the staff Block C</li> </ul> <b>Untuned percussion</b> <ul style="list-style-type: none"> <li>Untuned focus: Mastering rhythm 2 Block A</li> <li>Follow beats in a bar (time signatures/metre) Block A</li> </ul>	<b>Music</b> <b>Glockenspiel</b> <ul style="list-style-type: none"> <li>Performance focus: Composition 2 Block E</li> <li>Perform including an element of composition Block E</li> </ul> <b>Range of instruments studied</b> <ul style="list-style-type: none"> <li>Tuned focus: Introducing timbre 2 Block F</li> <li>Identify and describe how sounds are combined Block F</li> </ul>
<b>CUSP French</b> <ul style="list-style-type: none"> <li>The calendar (Days, months, date)</li> <li>Colours, emotions and numbers 0-20</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>Items from daily life (Clothes)</li> <li>Learning together (Subjects and school)</li> </ul>	<b>CUSP French</b> <ul style="list-style-type: none"> <li>The natural world (Animals and plants)</li> <li>Celebration (Bastille Day)</li> </ul>

<p>PE</p> <p>Learning focus</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Social</li> </ul> <p>Fundamental skill</p> <ul style="list-style-type: none"> <li>• Coordination - footwork</li> <li>• Static Balance - One leg</li> <li>• Dynamic balance to agility - jumping and landing</li> <li>• Static balance - seated</li> </ul>	<p>PE</p> <p>Learning focus</p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Creative</li> </ul> <p>Fundamental skill</p> <ul style="list-style-type: none"> <li>• Dynamic balance - on a line</li> <li>• Static Balance - Stance</li> <li>• Coordination - ball skills</li> <li>• Counter balance - with a partner</li> </ul>	<p>PE</p> <p>Learning focus</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Health and fitness</li> </ul> <p>Fundamental skill</p> <ul style="list-style-type: none"> <li>• Coordination - sending and receiving</li> <li>• Agility - reaction/response</li> <li>• Agility - Ball chasing</li> <li>• Static balance - floor work</li> </ul> <p>Sports day events - sprint, tug of war, howler, relay, obstacle course, hop, skip, jump</p>
<p>PSHE</p> <ul style="list-style-type: none"> <li>• Intro Get Heartsmart</li> <li>• Don't forget to let love in!</li> </ul>	<p>PSHE</p> <ul style="list-style-type: none"> <li>• Too much Selfie isn't healthy!</li> <li>• Don't hold onto what's wrong!</li> </ul>	<p>PSHE</p> <ul style="list-style-type: none"> <li>• Fake is a mistake!</li> <li>• No way through isn't true!</li> </ul>