

## YEAR 4 LONG TERM CURRICULUM PLAN

SUBJECT	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2		
<b>English</b>	<b>Writing to Entertain:</b> Adventure and Fantasy stories <ul style="list-style-type: none"> <li>Diaries</li> <li>Poetry – exploring form</li> </ul>	<b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>Recounts</li> <li>Letters</li> </ul>	<b>Writing to Entertain:</b> <ul style="list-style-type: none"> <li>Stories with historical settings</li> <li>Letters</li> <li>Performance Poetry</li> </ul>	<b>Writing to Persuade/Inform:</b> <ul style="list-style-type: none"> <li>Adverts and Posters</li> <li>Biographies</li> </ul>	<b>Writing to Entertain:</b> <ul style="list-style-type: none"> <li>Stories by familiar authors</li> <li>Poetry – Language Play</li> </ul>	<b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>Explanations</li> <li>Non-Chronological Reports</li> </ul>		
<b>Maths</b>	<ul style="list-style-type: none"> <li>Mental calculations</li> <li>Addition/ Subtraction</li> <li>Number and place value</li> <li>Length including problems</li> <li>Perimeter</li> <li>Fractions- Recognising fractions of shapes and simple amounts</li> <li>Multiplication tables x7, x8, x9 x10, x100, x1000 ÷10, ÷100, ÷1000</li> </ul>	<ul style="list-style-type: none"> <li>Mental calculations</li> <li>Addition/ Subtraction</li> <li>Place value in money</li> <li>Time- 12 and 24 hour</li> <li>Angles</li> <li>2D and 3D shapes</li> <li>Fractions</li> <li>Decimals- recognising fractions (tenths) as decimals.</li> </ul>	<ul style="list-style-type: none"> <li>Mental calculations</li> <li>4 operations (+ - x ÷)</li> <li>Negative numbers</li> <li>Rounding to 1 decimal place</li> <li>Multiplying (x) and dividing (÷) by 10/ 100</li> <li>Weight</li> <li>Translations</li> <li>Adding and subtracting fractions</li> <li>Ordering decimals and fractions</li> <li>Area of shapes</li> </ul>	<ul style="list-style-type: none"> <li>Mental calculations</li> <li>4 operations (+ - x ÷)</li> <li>Number sequences</li> <li>Money problems</li> <li>Length/money. Converting measures</li> <li>Bar charts – pictograms/pie charts</li> <li>Symmetry</li> <li>Negative Numbers</li> <li>Equivalent fractions</li> <li>Converting fractions to decimals.</li> </ul>	<ul style="list-style-type: none"> <li>Mental calculations</li> <li>4 operations (+ - x ÷)</li> <li>Rounding</li> <li>Word/ real life problems</li> <li>Capacity</li> <li>Time- 12 and 24 hour</li> <li>Co-ordinates/ turns</li> <li>Compass points/turns</li> <li>Fractions of amounts</li> <li>Decimal notation</li> </ul>	<ul style="list-style-type: none"> <li>Mental calculations</li> <li>4 operations (+ - x ÷)</li> <li>Angles/degrees and turns</li> <li>Timetables and time problems</li> <li>Data- Venn and Carrol diagrams</li> <li>Fractions</li> <li>Decimals</li> <li>Negative numbers</li> </ul>		
<b>Science</b>	<ul style="list-style-type: none"> <li>Electricity</li> </ul>	<ul style="list-style-type: none"> <li>Sound</li> </ul>	<ul style="list-style-type: none"> <li>State of Matter</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans</li> <li>Digestion</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> </ul>			
<b>Computing</b>	<b>Digital Citizenship:</b> <ul style="list-style-type: none"> <li>Using technology safely and respectfully</li> <li>Recognise acceptable/unacceptable behaviour</li> <li>Identify a range of ways to report concerns about content and contact</li> </ul>	<b>Digital Literacy:</b> <ul style="list-style-type: none"> <li>Word Processing</li> <li>Spreadsheets</li> <li>Data Loggers and Graphing</li> </ul>	<b>Computer Science:</b> <ul style="list-style-type: none"> <li>Create programs with sequenced instructions</li> <li>Debug errors in sequences</li> <li>Begin to use repeats/loops in a program</li> </ul>	<b>Computer Science:</b> <ul style="list-style-type: none"> <li>What is a loop/repeat?</li> <li>Create programs with sequenced instructions, including loops/repeats</li> <li>Debug errors in loops/repeats</li> </ul>	<b>Information Technology:</b> <ul style="list-style-type: none"> <li>How Hedy Lamarr and Radia Perlman developed technology</li> <li>Understanding how search engines find information</li> <li>Using search engines to find information effectively</li> </ul>	<b>Digital Literacy:</b> <ul style="list-style-type: none"> <li>Word Processing</li> <li>Animations</li> <li>Video Editing</li> </ul>		
<b>History/Geography</b>	<ul style="list-style-type: none"> <li>North Vs South America</li> </ul> <p style="text-align: center;"><b>Geography</b></p>		<ul style="list-style-type: none"> <li>Were the Anglo Saxons really smashing?</li> </ul> <p style="text-align: center;"><b>History</b></p>		<ul style="list-style-type: none"> <li>How vicious were the Vikings??</li> </ul> <p style="text-align: center;"><b>History</b></p>		<ul style="list-style-type: none"> <li>Rivers and Mountains</li> </ul> <p style="text-align: center;"><b>Geography</b></p>	
<b>DT</b>	<b>Skills &amp; Focussed tasks</b> <ul style="list-style-type: none"> <li>Cutting, Joining, shaping and attaching</li> <li>Construct working circuits using basic switches then make switches with simple classroom materials</li> </ul>	<b>Design, Make and Evaluate Assignment</b> Electrical Systems Simple circuits and switches	<b>Skills &amp; Focussed tasks</b> <ul style="list-style-type: none"> <li>Cutting, sticking, taping, joining and finishing</li> <li>Replicate lever and linkage mechanisms with fixed / loose pivots</li> </ul>	<b>Design, Make and Evaluate Assignment</b> <ul style="list-style-type: none"> <li>Mechanical Systems</li> <li>Levers and linkages</li> </ul>	<b>Skills &amp; Focussed tasks</b> <ul style="list-style-type: none"> <li>Food hygiene practices, utensil and food prep skills including bridge and claw cutting techniques</li> <li>Children wash, cut and prepare fruits and vegetables that can be eaten raw</li> </ul>	<b>Design, Make and Evaluate Assignment</b> <ul style="list-style-type: none"> <li>Food</li> <li>Healthy and varied diet</li> </ul>		

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<b>Art</b>	<b>Textiles:</b> <ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</li> <li>Develop skills in stitching, cutting and joining</li> <li>Attach materials- beads, sequins, buttons etc.</li> </ul>		<b>Sculpture:</b> <ul style="list-style-type: none"> <li>Cut, make and combine shapes to create recognisable forms</li> <li>Use clay and other malleable forms and practise joining and smoothing techniques</li> <li>Add materials to their sculpture to add detail</li> <li>Use tools to create textured surfaces</li> </ul>		<b>Photography:</b> <ul style="list-style-type: none"> <li>Take photographs experimenting with perspective and distance</li> <li>Begin to experiment with methods of creating a focal point</li> <li>Edit photographs</li> <li>Take photographs that convey a mood or idea</li> <li>Create a digital artwork using an image they have taken.</li> </ul>	
<b>PE</b>	<ul style="list-style-type: none"> <li>Agility, Balance, Co-ordination (ABC)</li> </ul>	<ul style="list-style-type: none"> <li>Attack and Defence</li> <li>Swimming</li> </ul>	<ul style="list-style-type: none"> <li>Send and Receive</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Strike and Field</li> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Competitive</li> <li>Outdoor Adventurous Activities</li> <li>Dance</li> </ul>
<b>Faith and Ethics</b>	<ul style="list-style-type: none"> <li>What do Hindus believe God is like?</li> </ul>	<ul style="list-style-type: none"> <li>What is the 'Trinity' and why is it important for Christians?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be a Hindu in Britain today?</li> </ul>	<ul style="list-style-type: none"> <li>Why do Christians call the day Jesus died 'Good Friday'?</li> </ul>	<ul style="list-style-type: none"> <li>For Christians, when Jesus left, what was the impact of Pentecost?</li> </ul>	<ul style="list-style-type: none"> <li>How and why do people mark the significant events of life? OR</li> <li>Why do some people believe in God and some people do not?</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Care of instrument; how to hold and play; posture, tonguing, breathing and embouchure; listening and playing back through modelling</li> <li>Develop singing voice</li> </ul> <p style="text-align: center;">Chimes/Djembe/ Percussion/Sing Up!</p>	<ul style="list-style-type: none"> <li>Pitch range C-G; Notation – crotchet and rest; performing (with singing), articulation and dynamics – 'pp' - 'ff'; singing, playing and appraising 'Mars' – 'Ten Pieces'; 'Bydlo'</li> </ul> <p style="text-align: center;">Chimes/Djembe/ Percussion/Sing Up!</p>	<ul style="list-style-type: none"> <li>Playing range down to low G; playing opportunities for solo, group and whole class performance; introduction staff notation; developing awareness of structure and duration through improvising</li> </ul> <p style="text-align: center;">Chimes/Djembe/ Percussion/Sing Up!</p>	<ul style="list-style-type: none"> <li>Beginning to perform in harmony, extending range over an octave; performing and composing; learning about the orchestra, focusing on pitch, timbre and texture</li> </ul> <p style="text-align: center;">Chimes/Djembe/ Percussion/Sing Up!</p>	<ul style="list-style-type: none"> <li>Comparing changes in tempo and duration; reading notation, C-F on the stave; perform Frere Jacques, C-A; build on performance skills</li> </ul> <p style="text-align: center;">Chimes/Djembe/ Percussion/Sing Up!</p>	<ul style="list-style-type: none"> <li>Upper register DEF; lower register BAG.</li> <li>Summative performances – pitching reading to match notation</li> </ul> <p style="text-align: center;">Chimes/Djembe/ Percussion/Sing Up!</p>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>Phonetics 1 - 2</li> <li>I know how</li> </ul>	<ul style="list-style-type: none"> <li>Presenting myself</li> </ul>	<ul style="list-style-type: none"> <li>Fruits and Vegetables</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> </ul>	<ul style="list-style-type: none"> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Weather</li> </ul>
<b>RSE/PSHE</b>	<ul style="list-style-type: none"> <li><u>Being Me In My World</u></li> <li>Becoming A Class Team</li> <li>Being A School Citizen</li> <li>Rights, Responsibilities &amp; Democracy</li> <li>Our Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li><u>Celebrating Differences</u></li> <li>Judging By Appearances</li> <li>Understanding Influences</li> <li>Understanding Bullying</li> <li>Problem Solving</li> <li>Special Me</li> </ul>	<ul style="list-style-type: none"> <li><u>Dreams &amp; Goals</u></li> <li>Hopes &amp; Dreams</li> <li>Broken Dreams</li> <li>Overcoming</li> <li>Disappointments</li> <li>Achieving Goals</li> </ul>	<ul style="list-style-type: none"> <li><u>Healthy Me</u></li> <li>My Friends &amp; Me</li> <li>Group Dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Healthy Friends</li> <li>Inner Strength &amp; Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li><u>Relationships</u></li> <li>Jealousy</li> <li>Love &amp; Loss</li> <li>Memories</li> <li>Getting On &amp; Falling Out</li> <li>Girlfriends &amp; Boyfriends</li> <li>Celebrating Special Relationships</li> </ul>	<ul style="list-style-type: none"> <li><u>Changing Me</u></li> <li>Unique Me</li> <li>Having A Baby</li> <li>Girls &amp; Puberty</li> <li>Circles Of Change</li> <li>Accepting Change</li> </ul>
<b>Trips/Visitors</b>	<ul style="list-style-type: none"> <li>A Visit to a Church</li> </ul>	<ul style="list-style-type: none"> <li>The Science of Sound and Instrument Making Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Anglo Saxon Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Bring Yer Wellies</li> </ul>	<ul style="list-style-type: none"> <li>An Author visit in school from Tony Bradman – Viking Boy</li> </ul>	<ul style="list-style-type: none"> <li>A trip to Blackpool Zoo</li> </ul>