

Year Four

Long Term Curriculum Planner

	Autumn 1 Egyptians	Autumn 2 Egyptians	Spring 1 Mining	Spring 2 Rivers and Mountains	Summer 1 Natural Resources	Summer 2 Art Hopper
Theme		3D ART (Egyptian artefacts)	TRIP: Yorkshire Coal Mining Museum	PAINTING MUSIC	TRIP: Leeds Recycling Centre	DRAWING
English	Unit 1: Dilemma story Fiction: Story writing NF: Information text	Unit 3: Story in narrative verse Fiction: rhyming narrative NF: Explanation text	Unit 5 - Runaways Fiction: Story with Historical setting NF: Newspapers	Unit 2 - Poetry Fiction: free verse poetry NF: journalistic recount	Unit 4: Play script Fiction: playscript NF: Explanation writing	Unit 6: Story from another culture Fiction: story writing NF: Persuasive writing
Writing Outcomes	SMSC: Moral, Cultural (Hindu festival)	SMSC: Moral, Social (trolls neighbourly relationships)	SMSC: Moral & Cultural (Victorian England & child labour)	SMSC:	SMSC:	SMSC: Cultural, Social,
Reading (Inc. love of reading)	The Egyptian Cinderella The Cat Mummy SMSC: Cultural, Moral		Hetty Feather	Poetry!		
Maths basic skills Mathematical Enquiry	Place value Addition & Subtraction	Multiplication & division Length & perimeter	Multiplication & division Area Fractions	Fractions Decimals	Decimals Money Time	Statistics Geometry

<p style="text-align: center;">Science Indoor & Outdoor Y4</p>	<p>LIVING THINGS AND THEIR HABITATS</p> <p>-recognise that living things can be grouped in a variety of ways</p> <p>-explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>-recognise that environments can change and that this can sometimes pose dangers to living things</p> <p style="color: blue;">SMSC: Moral, Social - Protecting the environment</p>	<p>. ANIMALS, INCLUDING HUMANS</p> <p>-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</p> <p>-construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>STATES OF MATTER</p> <p>-compare and group materials together, according to whether they are solids, liquids or gases</p> <p>- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>SOUND -</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>-recognise that vibrations from sounds travel through a medium to the ear</p> <p>- find patterns between the pitch of a sound and features of the object that produced it</p> <p>-find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>-recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>ELECTRICITY</p> <p>-identify common appliances that run on electricity</p> <p>-construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>- 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</p> <p>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>-recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>ELECTRICITY</p> <p>-identify common appliances that run on electricity</p> <p>-construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>- 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</p> <p>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>-recognise some common conductors and insulators, and associate metals with being good conductors</p>
<p style="text-align: center;">Computing</p>	<p>Text & Multimedia</p> <p style="color: blue;">SMSC: Social - Cooperation, presentation</p>	<p>We are Co-Authors</p> <p>Producing a wiki</p> <p style="color: blue;">SMSC: Social & Moral Wikipedia code of conduct</p>	<p>We are software developers</p> <p>Developing a simple educational game</p>	<p>We are musicians</p> <p>Producing digital music</p>	<p>We are meteorologists</p> <p>Presenting the weather</p>	<p>We are HTML editors</p> <p>Editing and writing HTML</p>

<p>History</p>	<p>ACHIEVEMENTS OF EARLIEST CIVILISATIONS</p> <p>Egypt SMSC: Spiritual - where we fit into the world & history</p>	<p>ACHIEVEMENTS OF EARLIEST CIVILISATIONS</p> <p>Egypt SMSC: Spiritual - where we fit into the world & history</p>	<p>LOCAL HISTORY</p> <p>Mining</p> <p>SMSC: moral (environment, labour, closure) social (local community)</p>			
<p>Geography</p>		<p>UK (not local) STUDY (SCOTTISH ISLANDS?) to include TYPES OF SETTLEMENT AND LAND USE</p> <p>Name & Locate countries and cities of UK, geographical regions and their identifying human & physical features. Understand geographical sims & diffs through the study of a region of UK</p> <p>SMSC: Cultural</p>	<p>RIVERS, MOUNTAINS AND THE WATER CYCLE</p> <p>(Physical Geography)</p> <p>SMSC: Moral (consequences), Social (local community)</p>	<p>DISTRIBUTION OF NATURAL RESOURCES (ENVIRONMENT)</p> <p>SMSC: Moral (reasoned views), Social (local community)</p>		
<p>Music</p>		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		<p>Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions</p>		

		<p>(CHRISTMAS PRODUCTION)</p> <p>SMSC: cultural, spiritual (through nativity play)</p>		<p>and from great composers and musicians.</p> <p>Use and understand staff and other musical notation</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter related dimensions of music.</p>		
Art & Design		<p>3D ART (Egyptian artefacts)</p> <p>Mod-Roc Canopic Jars</p> <p>SMSC: Cultural</p>		<p>PAINTING</p> <p>SMSC: Cultural</p>		<p>Hopper</p> <p>DRAWING</p> <p>SMSC: Cultural</p>
Design Technology	<p>Food (INSPIRE WORKSHOP - Egyptian taster menu)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand and</p>		<p>Technical Knowledge understand and use mechanical systems in their products for example, gears, pulleys and cams</p> <p>Context: culture, enterprise</p>			

<p>Physical Education See SoW on Curriculum Network for further detail</p>	<p>apply the principles of a healthy and varied diet</p> <p><i>SMSC: Cultural</i> <i>Swimming</i></p> <p><i>Athletics</i></p> <p><i>SMSC: Social skills</i></p>	<p><i>Swimming</i></p> <p><i>Gymnastics</i></p> <p><i>SMSC: Social skills</i></p>	<p><i>Swimming</i></p> <p><i>Football</i></p>	<p><i>Swimming</i></p> <p><i>Dance</i></p>	<p><i>BIG TRUST SPORTS DAY TRAINING - Invasion Games</i></p>	<p><i>BIG TRUST SPORTS DAY TRAINING</i></p> <p><i>Striking & Fielding</i></p> <p><i>SMSC: Social Skills</i></p>
<p>PSHCE (inc. British values & SMSC)</p>	<p>Identity, Society & Equality</p> <p>DEMOCRACY</p> <p><i>School Council Elections</i> <i>Worship Council Elections</i> <i>Harvest Festival</i></p>	<p>Drug, alcohol & tobacco education</p> <p>MAKING CHOICES</p> <p><i>Firework Safety</i> <i>Anti-Bullying Week</i> <i>Christmas events</i></p>	<p>Physical Health & Wellbeing</p> <p>WHAT IS IMPORTANT TO ME?</p> <p><i>Skipping Festival</i></p>	<p>Keeping Safe and Managing Risk</p> <p>PLAYING SAFE</p> <p><i>Easter events</i></p>	<p>Sex & Relationships Education</p> <p>GROWING UP AND CHANGING</p>	<p>Sex & Relationships Education</p> <p>GROWING UP AND CHANGING</p>
<p>MFL</p>	<p>Develop accurate pronunciation and intonation. Understand feminine and masculine forms. Body parts</p> <p><i>SMSC: Cultural</i></p>	<p>Develop an ability to understand new words. Zoo animals Verbs Christmas</p> <p><i>SMSC: Cultural</i></p>	<p>Speak confidently in sentences Family members</p> <p><i>SMSC: Cultural</i></p>	<p>Understand how to build sentences. Write phrases from memory and adapt to create sentences. French Story- Eater theme.</p> <p><i>SMSC: Cultural</i></p>	<p>Engage in conversations and express opinions. Hobbies Leisure activities</p> <p><i>SMSC: Cultural</i></p>	<p>Describe things and actions orally and in writing. Weather Clothing</p> <p><i>SMSC: Cultural</i></p>
<p>Religious Education</p>	<p>How are important events remembered in ceremonies?</p>	<p>How are important events remembered in ceremonies?</p>	<p>What words of Wisdom can guide</p>	<p>What do creation stories tell us about our world?</p>	<p>What faiths make up our community?</p>	<p>What faiths make up our community?</p>

	SMSC: Spiritual, Cultural, Moral	SMSC: Spiritual, Cultural, Moral	us? SMSC: Spiritual, Cultural, Moral	SMSC: Spiritual, Cultural, Moral	SMSC: Spiritual, Cultural, Social, Moral	SMSC: Spiritual, Cultural, Social, Moral
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