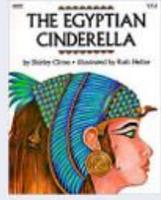
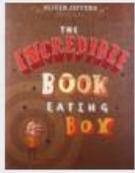
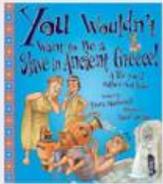


St. Paul's CE Primary School

Year 4 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	Ancient Egypt (History focus)	Bodies (Science focus)	Anglo-Saxon and Scots (History focus)	Rainforests (Geography focus)	Ancient Greece (History focus)	Water cycle (Geography focus)	
Quality Texts	Egyptian Cinderella 	The Incredible Book Eating Boy 	The King who Threw Away his Throne 	The Great Kapok Tree 	You wouldn't want to be a slave in Ancient Greece! 	The Rhythm of the Rain 	
English (possible writing outcomes)	Explanation text on why the River Nile was important. Re-write different story set in Ancient Egypt. Character description. Setting description. Instructional writing on how to mummify a body.	Poster to advertise a circus performance from the boy eating boy. Diary entry or email from one of Henry's parents about the problem. Description of a meal of books. Explanation text of how the digestive system works.	Biography of a Saxon King. Letter from a character to another. Sequel of the text. Innovate and write their own tale. Day in the life of a Saxon King Eye witness account of scene in the text.	Setting Descriptions – Before and after deforestation. Discussion Text about whether to chop down trees. Dialogue between animals. Newspaper report about what happened. Fact file about animals in the rainforest.	Autobiography from a Ancient Greek slave. Letter from a slave to their parents. Poetry about being an Ancient Greek slave. Thought / Speech / Feeling bubbles Instruction writing on how to be a bad Greek slave.	Instructions for a droplet of rain in the Water cycle. Diary entry in character of a rain drop. Poetry about the water cycle. Information text on preserving water.	
Writing skills:	Words/ Vocabulary: Use adverbs in dialogue: "Come in," he suggested hesitantly. Use of modal verbs: I might join you for dinner. I could have won if I had tried harder. The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)		Sentence structure: Vary sentence starters: ed: Terrified, Harry slunk into the inky shadows. Develop ing starters: Hobbling painfully, the old man entered the open door. Barking furiously, the dog chased the flying frogs through the dark town. Simile: Like a torpedo, the whale swam through the ocean. As tall as a skyscraper, the giant faced the townspeople. Power of three to persuade: Work. Rest. Play. Power of three to show action and pace: Fox raced across the plain, entered the forest and headed for the safety of the cave. Vary sentence length. Use short sentences to speed up events: The hour struck. Fronted adverbials (For example, Later that day, I heard the bad news)		Text structure: Narrative Well-organised in paragraphs which indicate a change in time or place. Use grammatical techniques to create suspense in the build-up to introduce the problem. Non-narrative Information linked within paragraphs using connecting adverbs and other cohesive links. Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		Punctuation: Secure comma in complex sentences and with fronted adverbials. Comma between direct speech and reporting clause : "The door is open," called Grandma. Use of inverted commas and other punctuation to indicate direct speech (For example a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!") Apostrophes to mark plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)

Reading skills:	Word reading / Vocabulary: Read challenging texts beyond those used in school and have the stamina to finish them. Show preferences for a specific genre and seek out similar books. Be open to reading a wider range of genres suggested. Use skimming . scanning and text marking to find information in response to a research focus. Use dictionaries to check the meaning of words and thesaurus' to find alternative words.		Inference / Prediction / Making links: Confidently and independently find evidence in the text to support opinion. Use inferential and analytical thinking to discuss characters' motives. Ask questions to improve their understanding. Predicting what may happen from details stated and implied.		Explanation / Comprehension: Recognise writers' different styles. Recognise that the style of a writer is developed through the use of vocabulary and language choices. Recognise a writer's viewpoint in a book. Evaluate the impact of a book. Evaluate the accuracy of information in adverts, in historical fiction, in fiction set in other cultural contexts. Identify themes and conventions. Discuss words and phrases that capture the reader's interest and imagination.	
Maths	Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division		Number: Multiplication and Division Measurement: Area Number: Fractions Number: Decimals		Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction	
Skills: Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. The will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems. Where possible the children with also take part in active maths, involving PE within their lessons.						
Science	Animals including humans – digestion and teeth	Living things and their habitats – classification keys, environments	States of matter – solids, liquids and gases	Sound	Electricity – simple circuits, conductors and insulators	Continue – working scientifically
Skills: Make ordered and careful observations Take accurate measurements using a range of equipment Set up simple practical enquiries, comparative and fair tests Explain differences, similarities and changes related to simple scientific ideas and processes Gather, record, group and present data using simple scientific language, drawings, labelled diagrams, keys, bar charts and table Ask relevant questions and using different types of scientific enquiries to answer them						
History	Anglo-Saxons and Scots		Ancient Egypt or Shang Dynasty of Ancient China		Ancient Greece	
Skills: <u>Chronological understanding</u> <input type="checkbox"/> Place events from period studied on time line <input type="checkbox"/> Use terms related to the period and begin to date events <input type="checkbox"/> Understand more complex terms eg BC/AD <u>Range and depth of historical knowledge</u> <input type="checkbox"/> Identify key features and events of time studied <input type="checkbox"/> Look for links and effects in time studied <input type="checkbox"/> Use evidence to reconstruct life in time studied <input type="checkbox"/> Offer a reasonable explanation for some events <u>Historical enquiry</u> <input type="checkbox"/> Choose relevant material to present a picture of one aspect of life in time past <input type="checkbox"/> Ask a variety of questions <input type="checkbox"/> Use the library and internet for research <input type="checkbox"/> Use evidence to build up a picture of a past event <u>Interpretations of history</u> <input type="checkbox"/> Look at the evidence available. <input type="checkbox"/> Begin to evaluate the usefulness of different sources. <input type="checkbox"/> Use text books and historical knowledge <u>Organisation and communication</u> <input type="checkbox"/> Recall, select and organise historical information. <input type="checkbox"/> Communicate their knowledge and understanding.						

Geography	Types of settlement in Viking / Saxon Britain	Rivers and the water cycle Climate zones Fairtrade		UK comparison with European countries and North or South American countries		Comparison of two contrasting countries in the world Types of settlement
	Skills: <u>Direction/Location</u> <input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map confidently. <input type="checkbox"/> Use 4 compass points well: <input type="checkbox"/> Begin to use 8 compass points; <u>Representation</u> <input type="checkbox"/> Know why a key is needed. <input type="checkbox"/> Begin to recognise symbols on an OS map. <u>Drawing maps</u> <input type="checkbox"/> Make a map of a short route experienced, with features in correct order; <input type="checkbox"/> Make a simple scale drawing. <u>Using maps</u> <input type="checkbox"/> Locate places on large scale maps, (e.g. Find UK or India on globe)			<input type="checkbox"/> Follow a route on a large scale map. <u>Map knowledge</u> <input type="checkbox"/> Begin to identify significant places and environments <u>Style of map</u> <input type="checkbox"/> Use junior atlases. <input type="checkbox"/> Use large and medium scale OS maps. <input type="checkbox"/> Use map sites on internet. <input type="checkbox"/> Identify features on aerial/oblique photographs. <u>Perspective</u> <input type="checkbox"/> Draw a sketch map from a high view point. <u>Geographical enquiry</u> <input type="checkbox"/> Ask and respond to questions and offer their own ideas. <input type="checkbox"/> Extend to satellite images, aerial photographs. <input type="checkbox"/> Investigate places and themes at more than one scale. <input type="checkbox"/> Collect and record evidence with some aid. <input type="checkbox"/> Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps		
RE	Peace Project	Peace Project /4.2 Christmas exploring the symbolism of light Non-Christian Link - Hannukah	4.3 Jesus Son of God Non-Christian Link - Shabbat	4.4 Exploring Easter as a story of betrayal and trust Non-Christian Link - forgiveness (UC - 2A.5)	4.5 Are all churches the same? Non-Christian Link - places of worship 4.1 God, David and the psalms relationships	4.6 What is prayer Non-Christian Link - prayer in other faiths
Skills: Throughout the year the main skills taught are: investigation, interpretation, reflection, empathising, analysing and applying these skills by linking them with own lives. The Christian Concepts taught are: God, people of God, incarnation, salvation and Gospels. Values are key in the teaching of RE; the main values taught this year are: responsibility, hope, respect, reverence, reconciliation and faith. These skills and values will be developed through some of the following experiences: increasing an awareness of peace around the world, discovering the qualities of friendship and kingship, exploring the nature of God, creating images to illustrate the Psalms, considering how Jesus brings light into people's lives and linking this with the Jewish festival of Hanukkah, exploring trust and betrayal within the Easter story and discovering forgiveness within other faiths, role play, artwork to depict the Easter story, visiting places of worship to compare similarities and differences of different denominations and writing prayers and learning about how other faiths pray.						
Indoor PE Outdoor PE	Gymnastics	Gymnastics	Swimming	Swimming	Dance	Dance
	Invasion Games (Football)	Invasion Games (Football)	Athletics	Athletics	Striking and Fielding Games (Cricket)	Striking and Fielding Games (Cricket)
Skills: Dance: Confidently improvises with a partner or on their own; beginning to create longer dance sequences in a larger group; demonstrating precision and some control in response to stimuli; beginning to vary dynamics and develop actions and motifs; demonstrates rhythm and spatial awareness; modifies parts of a sequence as a result of self-evaluation; uses simple dance vocabulary to compare and improve work. Gym: Links skills with control, technique, co-ordination and fluency; understands composition by performing more complex sequences; beginning to use gym vocabulary to describe how to improve and refine performances; develops strength, technique and flexibility throughout performances; creates sequences using various body shapes and equipment; combines equipment with movement to create sequences. Games: Vary skills, actions and ideas and link these in ways that suit the games activity; shows confidence in using ball skills in various ways, and can link these together e.g. <i>dribbling, bouncing, kicking</i> ; uses skills with co-ordination, control and fluency; takes part in competitive games with a strong understanding of tactics and composition; can create their own games using knowledge and skills; works well in a group to develop various games; compares and comments on skills to support creation of new games; can make suggestions as to what resources can be used to differentiate a game; apply basic skills for attacking and defending; uses running, jumping, throwing and catching in isolation and combination. Athletics: Beginning to build a variety of running techniques and use with confidence; can perform a running jump with more than one component e.g. <i>hop skip jump (triple jump)</i> ; demonstrates accuracy in throwing and catching activities; describes good athletic performance using correct vocabulary; can use equipment safely and with good control.						

	<p>Outdoor Adventurous Activities: Develops strong listening skills; uses simple maps; beginning to think activities through and problem solve; choose and apply strategies to solve problems with support; discuss and work with others in a group; demonstrates an understanding of how to stay safe.</p> <p>Swimming: Swims competently, confidently and proficiently over a distance of at least 25 metres; uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke; performs safe self-rescue in different water-based situations.</p> <p>Evaluation: Watches and describes performances accurately; beginning to think about how they can improve their own work; work with a partner or small group to improve their skills; make suggestions on how to improve their work, commenting on similarities and differences;</p> <p>Healthy Lifestyle: Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle; understands the need to warm up and cool down.</p>					
Art	3D sculpture – Egyptians – paper Mache sarcophagus or clay Canopic jars	Charcoal – drawing body shapes – artist study Henry Moore – Yorkshire Sculpture Park	Clay – Anglo-Saxon Jewellery Calligraphy – Celtic Writing	Textiles / collage – produce a quilt with patches of animals of the rainforest – sew on features i.e. eyes as buttons	Paper Mache – Ancient Greek helmets (armour) or vases	
	<p>Skills: To make good choices of resources and references to help develop ideas. To use a sketch book and draw thoughtfully so that work improves. Understanding ideas and helps plan a piece of art work. To investigate the nature and qualities of different art materials and process in a sensible planned way. To use technical art skills learned to improve the qualities of pictures, objects and other pieces of art. To regularly think carefully about their own work and compare it with others' work. To talk about similarities and differences between their work and other pupils. To know about and describe some of the key ideas and techniques and working practises of different artists, craftspeople, architects and designers that have been studied.</p>					
Design Technology			Food – Anglo Saxon recipes			Rainsticks – paint, splash, pointillism wax crayon wash
	<p>Skills: To start to generate ideas, considering the purposes for which they are designing. To confidently make labelled drawings from different views showing specific features. To develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making, if the first attempt fails. To identify the strengths and areas for development in their ideas and products. To learn about inventors, designers, engineers, chefs and manufacturers, who have developed ground-breaking products. When planning, to consider the views of others, including intended users, to improve their work and to explain their choice of materials and components according to function and aesthetic. To select a wider range of tools and techniques for making their product safely. To know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. To start to join and combine materials and components accurately in temporary and permanent ways. To understand how more complex electrical circuits and components can be used to create functional products. To evaluate their products carrying out appropriate tests. To understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. To understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including, where appropriate, the use of a heat source and a range of techniques. To know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'the eat well plate'.</p>					
Music	Brass – Wider Opportunities	Brass – Wider Opportunities	Brass – Wider Opportunities	Brass – Wider Opportunities	Brass – Wider Opportunities	Brass – Wider Opportunities
	<p>Skills: Sing in tune. Recognise simple structures. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of songs in their head. Demonstrate the ability to recognise the use of structure. Identify and recall rhythmic melodic patterns. Read notation of a score.</p>					

	Explore and select different melodic patterns. Perform with awareness of different parts. Recognise how much can reflect different intentions.					
Computing	Programming – Hour of Code (E-Safety)	Programming – Hour of Code (E-Safety)	Multimedia – Adobe Spark Video QR Code (E-Safety)	Multimedia – Adobe Spark Video QR Code (E-Safety)	Handling Data – J2e Data (E-Safety)	Handling Data – J2e Data (E-Safety)
	<p>Skills: Text and multimedia: Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed-back. Digital images: Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. Sound and Music: Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own. Electronic Communication: Understand the need to abide by school e-safety rules. Research and E-Safety: Use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Discuss using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety. Demonstrate an understanding that not all information on the internet is accurate. Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety policy. Control and Algorithms: Create a short sequence of instructions and plan ahead when programming devices on and off screen. Engage problem solving activities that require children to write procedures etc. and to predict, test and modify. Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming. Handling Data: Use a simple database to enter and save and save information on a given subject. Follow straight forward lines of enquiry to search their data for their own purposes. Discuss experiences of using ICT to process data compared with other methods. Create a data collection sheet and use it to setup a straight forward database to answer questions. Enter information and interrogate it (by searching, sorting, graphing etc.). Modelling Simulation: Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom. Make simple use of a spreadsheet to store data and produce graphs. Data Logging: Begin to use a data logger to sense physical data (sound, light, temperature). Interpret the results and use these in their investigations. Realise the advantages of using ICT to collect data that might otherwise be problematic. Understanding Technology: Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made. Make choices about the devices and tools they use for specific purposes and explain them in relation to the context. Understanding Networks: Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents). Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details) Understanding the internet: Show an awareness that not all the resources/tools they use are resident on the device they are using. Begin to show an understanding of URLs. Show an awareness of the need for accuracy in spelling and syntax to search effectively.</p>					
PSHE	Feeling good	Keeping healthy	Changes in families	Ups and downs in relationships	Keeping safe outside school	Looking ahead
	<p>Skills: Talk and write about own opinions and explain views on issues that affect themselves and society. Identify own worth and achievements, seeing their mistakes, making amends and setting goals. Understand what makes a healthy lifestyle and what affects mental health. Having safe routines to avoid bacteria and viruses. Recognising the changes as they reach puberty. Create an awareness of types of relationships including marriage, friends and family. Develop an understanding of how to handle peer pressure. Recognise the consequences of teasing, bullying and aggressive behaviours on individuals and communities. Learn about which substances and drugs are legal or illegal, their effects and risks. Recognise and challenge stereotypes Facing challenges positively and making responsible choices Looking after money and wants and needs require saving</p>					
Spanish	Vocabulary and conversations about food	Vocabulary and conversations about drinks	Vocabulary and conversations about days of the week	Vocabulary and conversations about months of the year	Vocabulary and conversations about family	Building vocab into conversation
	<p>Skills: <u>Speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <u>Listening:</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others. Seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. <u>Reading:</u> Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <u>Intercultural Diversity:</u> Describe the life of children in the countries where the language is spoken. Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations. Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others. Recognise and mistrust stereotypes, and understand and respect cultural diversity.</p>					

