

Long Term Curriculum Map – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	River Explorer!	What did the Romans do for us?	Power It Up!	Were the Dark Ages Dark?	Beside the Sea	Why is the Amazon Amazing?
Humanities	<p><u>Geography</u></p> <p>Understand the importance of water and its impact on rivers and the landscape Identify a range of river features Describe how a river changes over its course Recognise that rivers change landscapes Describe how floods impact people and the environment</p> <p><u>Geographical Skills</u> Locate and name the largest rivers in the UK Recognise river features on an Ordnance Survey map To be able to read 4 figure grid references</p>	<p><u>History</u></p> <p>In depth study: The Roman Empire and its impact on Britain To explain why the Romans wanted to invade Britain. To explain why the Roman army was so successful. To explain how the Roman army spread. To explain how the Roman army influenced the culture of the people of Britain and life today. To know who Boudicca was and why she is significant</p>	<p><u>Geography</u></p> <p>To locate where they live in the UK using locational terminology and the names of nearby counties. To name and locate some major urban areas in the UK. To locate the continent of Africa and Kenya within this on world maps / globe. To describe some of the physical features of Kenya. To identify key characteristics of rural areas in Kenya. To describe some renewable and non-renewable energy sources. To describe some advantages and disadvantages of living in areas with Wind Turbines.</p> <p><u>Geographical Skills</u> To use an atlas, world map and digital map to locate places. To use the zoom function and written information on Google Earth to explore places.</p>	<p><u>History</u></p> <p>In depth study: The effects of Anglo Saxon, Viking and Scots settlement in Britain To explain who the Anglo-Saxons and Vikings were and why they settled in Britain. To describe the relationship between Anglo-Saxons and Vikings. To describe what people's lives were like during Saxon and Viking settlements. To explain what has most changed and what has continued from Anglo-Saxon and Viking society.</p>	<p><u>Geography</u></p> <p>To recognise and compare coastlines in the UK and globally. To name and describe some human and natural coastal features. To understand why some people choose to live and work by the coast. To explain how some activities and industries along a coastline can conflict with each other. To recognise how coastlines change over time and understand why. To explain their own views about the coast and the issues that affect it.</p> <p><u>Geographical Skills</u> To ask relevant enquiry questions. To explore, record and present the physical features of coastal erosion.</p>	<p><u>Geography</u></p> <p>To understand some ways in which the rainforests are linked to people in the UK. To understand that some groups of people have similar wants and needs but meet them in different ways. To recognise and describe the structure and diversity of the rainforest. To recognise and describe how environments and communities may change over time. To explain their views using evidence about controversial rainforest issues.</p> <p><u>Geographical Skills</u> To use a map or atlas to locate some countries and cities. To present information gathered from research. To use the zoom function of a digital map to locate places.</p>

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Science	<p>To compare materials. To group materials together, based on observations. To recognise that some materials, for example water, may exist in solid, liquid and gas states. To recognise when these processes, called freezing, boiling and melting, take place. To recognise when evaporation and condensation take place. To explore what happens to a material that is evaporating or condensing. To identify the part played by evaporation and condensation in the water cycle.</p> <p>Working Scientifically To make careful observations and record these. To read scales accurately including thermometers. To record and present data effectively. To report on findings and draw conclusions from them.</p>	<p>To use scientific terms such as producer and consumer, oesophagus and intestine. To describe the process of digestion and understand why food needs to be digested. To make appropriate observations and measurements. To explain the differences between the teeth of a herbivore and a carnivore.</p> <p>Working Scientifically To record observations and suggest explanations for these noticing simple patterns in any recorded data</p>	<p>To describe some of the dangers associated with mains electricity. To be able to construct and test a simple series circuit. To be able to identify some reasons why an appliance or component might not work in a circuit. To be able to test some materials to see if they are conductors or insulators.</p> <p>Working Scientifically To use results to draw simple conclusions. To apply prior learning to a problem or question.</p>	<p>To know how sounds are made. To understand how high and low-pitch sounds are made. To explain how sounds travel.</p> <p>Working Scientifically To identify patterns in data. To use results to form conclusions. To use evidence to answer questions.</p>	<p>To identify causes and effects of pollution. To explain the impact of pollution on living things. To explore solutions to help reduce negative human impacts on the environment.</p> <p>Working Scientifically To gather, record and classify information. To set up a simple practical enquiry. To present scientific enquiry in the form of graphs.</p>	<p>To recognise that living things can be grouped in a variety of ways. To begin to identify plants and animals found locally using simple keys. To make observations of animals and plants. To recognise that we need to care for the environment and give examples of things we can do. To describe how the environment may change over time.</p> <p>Working Scientifically To make careful observations. To ask relevant questions in order to sort and classify.</p>

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Art/DT	<p>Design Technology: Construction Students will design, make and evaluate a water raft/boat out of wood or sustainable materials. Students will also explore how structures can be made stable, shape and what materials would be most appropriate to use.</p> <p>Technical Knowledge: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Design Technology: Food Technology Students will explore and make foods brought to Britain by the Romans and evaluate Roman food such as: nettle tea, soup made for the Romans army by Celtic chefs and bread from a Roman recipe.</p> <p>To understand that food is grown, reared and caught. To understand how to prepare and cook a variety of savory dishes safely and hygienically including, where appropriate, the use of a heat source. To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 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' and needed to provide energy for the body.</p>	<p>Design Technology: Mechanisms & Electrical Systems Students will explore, design, make and evaluate Wind Turbines.</p> <p>Technical Knowledge: To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. To understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]. To understand how levers and linkages or pneumatic systems create movement. To understand how simple electrical circuits and components can be used to create functional products.</p>	<p>Design Technology: Textiles Students will make a soft toy for a Viking child.</p> <p>To match the tool to the material. To combine skills more readily. To use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding To start to place more emphasis on observation and design of textural art. To use initial sketches to aid work. To Look at fabrics from other countries and discuss and discuss different types of fabric. Stitching - using various needles to produce more complex patterns.</p>	<p>Art and Design: Painting Study of Seurat: pointillism. Students will use pointillism techniques to create an art piece relating to elements of the sea.</p> <p>To develop more detailed work and sketches. To analyse and interpret natural forms. To improve their mastery of art techniques, including painting with a range of materials. To learn about great artists in history. To make marks with different kinds of paint. To explore colour mixing and matching; tint, tone, shade. To make decisions about subjects and colours for their artwork, giving reasons for their choices. To evaluate their finished art work and compare it to that of peers and artist studied.</p>	<p>Art and Design: Drawing Study of line drawing for mono printing and block printing. Students will create images of Amazonian Animals which can be printed onto a frieze of fabric.</p> <p>To make own printing block string, texture, card, masking tape. To use sketchbooks for recording textures/patterns. To interpret environmental and manmade patterns. To modify and adapt prints. To learn about artists and adapt techniques taught to own art piece.</p>

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RE	How did belief in God affect the actions of people from the Old Testament?	What are the beatitudes and what do they mean to Christians?	What do Christians mean by peace at Christmas?	Hinduism—What is the importance of symbolism, beliefs and teaching in Hinduism?	Do fame and the Christian faith go together?	What is Holy Communion and how does it build a Christian community?	Hinduism—What does it mean to be a Hindu?	Liturgy—Why is liturgy important to many Christians?
Wellbeing and Citizenship	<p>To set a goal To explain how food gives us energy To explain why nutrients are important To explain the risks and dangers associated with smoking To explain the risks associated with alcohol To understand how democracy works in the UK Link to Student Council Elections To understand the role of the bully, bystander and victim in a bullying scenario Link to Anti-Bullying week To develop critical think skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online. To explore the benefits of exercise To explain how to keep my body and mind healthy To explain how and when to share feelings To explain a healthy lifestyle</p>			<p>To understand what charity is and explain why people donate to charity To fundraise money for a charity To explain how to save and the benefits of saving To explain how to keep safe online To identify who to talk to if you are worried or scared about something To understand how stereotypes can label people To explain how to break gender stereotypes To explain how and why to share emotions To explain how to keep your mind healthy To explain trust online To explain critical thinking skills</p>		<p>To identify the qualities of a good friend To understand a growth mind-set and how it can affect us To understand rights in a friendship and to explain why it is important to know these rights To understand responsibilities in a friendship and explain why it is important to know these responsibilities To understand healthy friendships and saying no To explain how to keep your mind healthy To explain who is in their family, while recognising families are different To begin to understand the basic changes that happen during puberty To begin to understand menstruation If covering FGM lessons: To understand aspects of discrimination To understand that every individual no matter what their gender should be treated with equal respect and opportunities If you are NOT covering FGM lessons: To explore how dementia affects the whole family To explore how assistive technologies can help people living with dementia</p>		

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Computing/ E-Safety	<i>DIGITAL LITERACY WORKING THROUGH DB PRIMARY- ONGOING</i>					
	<p><u>Online Safety</u></p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p><u>Word Processing</u></p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a simple animation project</p> <p>Links to Science and key question, did the Romans have better teeth than we do?</p> <p>By the end of the unit chn will be able to select, edit and manipulate text, insert an image, use formatting tools and format layouts.</p> <p>Literacy persuasion: Assemble and sequence points in order to plan a simple animation (J2E tool suite) on the importance of good oral health and how this can be achieved. Use images, graphs and visual aids.</p>	<p><u>Lego Coding Speed</u></p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p><u>Purple Mash</u></p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>To create a debug programs.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p><u>Scratch Music Video</u></p> <p>To create an animated music video that combines animation and music.</p> <p>To being to use computational thinking concepts such as loops, events, and parallelism</p> <p>To become more familiar with the concepts of sequence</p>	<p><u>Digital Project</u></p> <p>Linked to Geography</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
Music	<p><u>Charanga: Model Music</u></p> <p><u>Interesting Time Signatures</u> How Does Music Bring Us Together?</p>	<p><u>Charanga: Model Music</u></p> <p><u>Combining Elements to Make Music</u> How Does Music Connect Us With Our Past?</p>	<p><u>Charanga: Model Music</u></p> <p>How Does Music Make the World a Better Place?</p>	<p><u>Charanga: Model Music</u></p> <p>How Does Music Teach Us About Our Community?</p>	<p><u>Charanga: Model Music</u></p> <p>How Does Music Shape Our Way of Life?</p>	<p><u>Charanga: Model Music</u></p> <p>How Does Music Connect Us With the Environment?</p>
PE	PERSONAL	SOCIAL	COGNITIVE	CREATIVE	PHYSICAL	HEALTH & FITNESS
	<p>REAL PE Unit 1 FUNS 10 & 1</p> <p>REAL GYM – Unit 1</p>	<p>REAL PE Unit 2 FUNS 6 & 2</p> <p>REAL GYM – Unit 2</p>	<p>REAL PE Unit 3 FUNS 5 & 4</p> <p>REAL DANCE</p>	<p>REAL PE Unit 4 FUNS 9 & 7</p> <p>REAL DANCE</p>	<p>REAL PE Unit 5 FUNS 8 & 12</p> <p>ATHLETICS</p>	<p>REAL PE Unit 6 FUNS 11 & 3</p> <p>OUTDOOR GAMES - Rounders</p>
MFL - French	<p><u>Language Angels:</u></p> <p>Phonetics 1&2 Fruits</p>	<p><u>Language Angels:</u></p> <p>Vegetables</p>	<p><u>Language Angels:</u></p> <p>Ancient Britain</p>	<p><u>Language Angels:</u></p> <p>Presenting Myself</p>	<p><u>Language Angels:</u></p> <p>Classroom</p>	<p><u>Language Angels:</u></p> <p>House</p>

