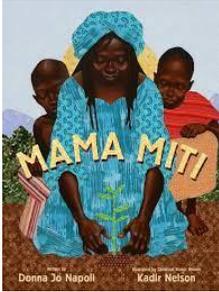
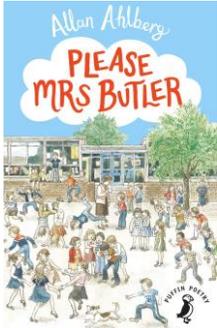
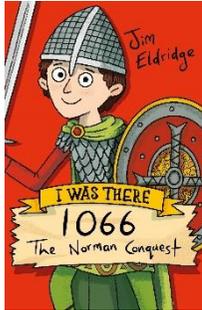
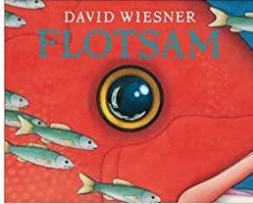
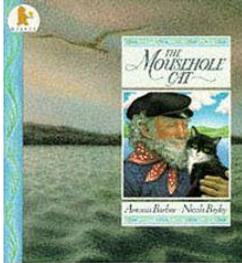
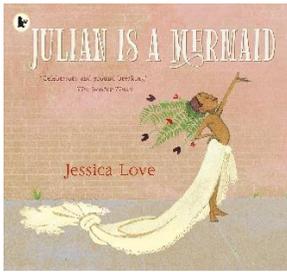
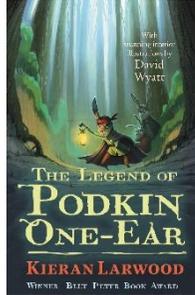
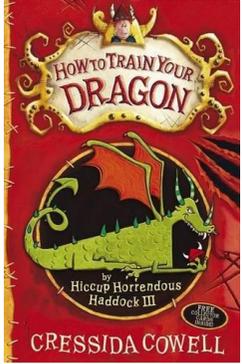
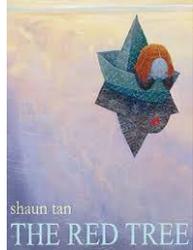


# Year 4 Curriculum Long Term Plan

Whole School Theme	Home is where the heart is		Explorers		A Wild Adventure	
Year 4 Strand	A village of Faith	Christmas Love	Norman Invasion	Ocean Roar	Route 66	Traders and raiders
Engaging question	Is faith important to our village?	Why should we care for the older generation?	How did the Anglo-Saxons change and shape our country?	Should we look after the Ocean?	What is it like to live in America?	What happened when the Vikings came to Britain?
Books and Visual Literacy resources of focus	  			  		 

<b>English</b>  Writing Genres	Narrative	Poetry - week  Letters  1 <sup>st</sup> person diary	Non-chronological report	Personification poems  Persuasive letters	Non-Chronological reports  Persuasive writing	Character profiles  Narrative
<b>Maths</b>	Place value  Addition and subtraction	Length and perimeter  Multiplication and division	Multiplication and division  Area  Fractions	Fraction  Decimals	Decimals  Money  Time	Statistics  properties of shape  position and direction
<b>Science</b>	<p><u>Sound - What is a sound?</u></p> <p><i>identify how sounds are made, associating some of them with something vibrating</i></p> <p><i>recognise that vibrations from sounds travel through a medium to the ear</i></p> <p><i>find patterns between the pitch of a sound and features of the object that produced it</i></p> <p><i>find patterns between the volume of a sound and the strength of the vibrations that produced it</i></p> <p><i>recognise that sounds get fainter as</i></p>	<p><u>Animals including humans - Where does our food go?</u></p> <p><i>describe the simple functions of the basic parts of the digestive system in humans</i></p> <p><i>identify the different types of teeth in humans and their simple functions</i></p> <p><u>Do we Slow down as we get older? - investigation project</u></p>	<p><u>Animals including humans - How do animals survive?</u></p> <p><i>construct and interpret a variety of food chains, identifying producers, predators and prey.</i></p> <p><i>recognise that living things can be grouped in a variety of ways</i></p>	<p><u>Living things and their habitats - Why is the sea important?</u></p> <p><i>recognise that environments can change and that this can sometimes pose dangers to living things</i></p> <p><i>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i></p> <p><u>States of Matter</u></p> <p><i>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i></p>	<p><u>States of Matter - How materials change temperature?</u></p> <p><i>compare and group materials together, according to whether they are solids, liquids or gases</i></p> <p><i>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)</i></p>	<p><u>Electricity What is electricity and how does it work?</u></p> <p><i>identify common appliances that run on electricity</i></p> <p><i>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</i></p> <p><i>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</i></p> <p><i>recognise that a switch opens and closes a circuit and</i></p>

	<p><i>the distance from the sound source increases.</i></p>					<p><i>associate this with whether or not a lamp lights in a simple series circuit</i></p> <p><i>recognise some common conductors and insulators, and associate metals with being good conductors</i></p>
<p><b>Computing</b></p>	<p>Online safety - Recognise acceptable and unacceptable behaviour using technology - Explain identity theft and some methods for avoiding it - Identify risks of installing software, including knowledge of malware and computer virus - Explain plagiarism and how to credit others for their work - Discuss and give reasons for limiting screen time</p>	<p>Writing for different audiences - Produce and upload a podcast - Explore and use text formatting for an intended purpose</p>	<p>Coding - Design and create a program - experiment with variables and commands - Write an algorithm to create a simulation of an event - Make an accurate prediction and explain why they believe something will happen</p>	<p>Effective searching - Assess (when searching) whether information is true or reliable</p>	<p>Animation - Explore the language of Logo and use it for increasingly complex functions (shapes, letters) - To use backgrounds and sounds in animation, and techniques such as onion-skinning - Create own stop-motion animation</p>	<p>Hardware investigators - Name and describe the different parts that make up a computer - Select and use software to accomplish given goals - Create queries to locate specific information</p>
<p><b>History</b></p>	<p>Christian Conversion in the UK</p>	<p>Local History - Discussion with older generations</p>	<p>Britain's settlement by the Anglo-Saxons</p>	<p>Christopher Columbus</p>	<p>A non-European society that provides contrast with British</p>	<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time</p>

<b>Geography</b>	<p><u>Geographical skills and fieldwork</u></p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs</p> <p><u>Human and physical geography</u></p> <p>Human geography including different types of settlement</p> <p>Focus on Oxenhope's physical geography</p> <p>Focus on community settlement - faith based and places of worship</p>	<p><u>Human and physical geography</u></p> <p>Human geography including different types of settlement and land use including trade links and the distribution of natural resources including energy, food, materials and water</p> <p>Focus on Oxenhope's community settlement - occupations</p>	<p><u>Human and physical geography</u></p> <p>Human geography including different types of settlement and land use including trade links and the distribution of natural resources including energy, food, materials and water</p> <p>Focus on the Anglo-Saxon settlement in the UK</p>	<p><u>Locational Knowledge</u></p> <p>Name and locate countries and the cities of the UK geographical regions and identify human physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land use and understand how some of these have changed over time</p> <p><u>Human and physical geography</u></p> <p>Physical geography including rivers, mountains and the water cycle</p> <p>Focus on the UK coastline and rivers and the water cycle</p>	<p>History - Maya civilisation</p> <p><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America</p>	<p>of Edward the confessor</p> <p><u>Human and physical geography</u></p> <p>Human geography including different types of settlement and land use including trade links and the distribution of natural resources including energy, food, materials and water</p> <p>Focus on Viking trading and settlement</p>

					Focus on northern America	
<b>Art</b>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, about great artists, architects and designers in history.</p> <p><b>Artist Focus: Michelangelo</b></p> <p><b>Chapel Art - Painting</b></p> <p><b>Focus - Sistine chapel</b></p> 	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques about great artists, architects and designers in history.</p> <p><b>Artist Focus - Constable</b></p> <p><b>Watercolour landscapes</b></p> <p><b>Focus - Constable watercolour sketches</b></p> <p><b>Hockney landscapes</b></p>  	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques about great artists, architects and designers in history.</p> <p><b>Norman Art</b></p> <p><b>Focus - Bayeux Tapestry - Textiles</b></p> 	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques about great artists, architects and designers in history.</p> <p><b>Artist focus: <u>Katsushika Hokusai</u></b></p> <p><b>Focus painting</b></p> <p><b>Focus: Under the Wave off Kanagawa</b></p> 	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques about great artists, architects and designers in history.</p> <p><b>Artist Focus : Lichtenstein</b></p> <p><b>Focus Girl with ribbon in her hair</b></p> 	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques about great artists, architects and designers in history.</p> <p><b>Viking Art</b></p> <p><b>Clay sculptures and painting</b></p> 
<b>Design Technology</b>	<u>Design, make Evaluate -</u>	<u>Cooking and Nutrition</u>	<u>Design, make Evaluate -</u>	<u>Design, make Evaluate -</u>	<u>Design, make Evaluate -</u>	<u>Technical Knowledge</u>

	Model village of Oxenhope	Healthy Eating - creating healthy meals - links to Science	Mot and Bailey Castle - investing normal design	Build a boat competition	Totem Pole design	Electrical Systems: Simple Circuits and Switches  Designing a buzzing wire game
<b>Music</b>	Charanga - Mamma Mia	Charanga Glockenspiel stage 2	Charanga - Stop!	Charanga - Lean on me	Charanga - Blackbird	Charanga - Reflect, Rewind and Replay
<b>PSHCE</b>	Me and my relationships	Growing and changing	Rights and responsibilities	Valuing differences	Keeping safe	Being my best
<b>PE</b>	Hockey  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Gymnastics  develop flexibility, strength, technique, control and balance	Netball  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Dance - Country Dancing  perform dances using a range of movement patterns	Cricket  play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Athletics  use running, jumping, throwing and catching in isolation and in combination
<b>RE</b>	Unit L2.1 What do Christians learn from creation story?  Core AND Digging Deeper	Unit L2.9 What are the deeper meanings of festivals? Digging Deeper  Picture cards	Unit L2.3 What is the Trinity?  Core AND Digging Deeper	Unit L2.8 What does it mean to be a Sikh in Britain today?  Core AND Digging Deeper	Unit L2.6 When Jesus left, what next?  Core AND Digging Deeper	Unit L2.10 How and why do believers show their commitments during the journey of life?  Digging Deeper  Picture cards
<b>Modern Foreign Languages</b>	La Jolie Ronde Scheme of Work -Spanish					

<b>Educational Visits and Enrichments</b>	Local Walks	Nursing Home Visit				Ingelborough
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