

## Long Term Curriculum Plan 2020/21 – Year 4

	<b>Autumn 1 7 weeks</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 6 weeks</b>	<b>Summer 1 6 weeks</b>	<b>Summer 2 7 weeks</b>
<b>Skills for Success</b>	Resilience	Self Belief	Responsibility	Understanding Yourself	Co-operation	Risk taking
<b>Visits and Visitors</b>	Local visit to the pimple			Residential to Dartmoor		
<b>Garden Days</b>	Team building Chocolate conkers Mayan cooking Fire building	Team building Exciting ice art Ice lantern Hot chocolate around the fire	Team building Stone age tools, whittling and testing tools Den building Stick weaving	Team building Pebble poems Leaf identification Leaf faces Leaf wind chime	Team building Twig skeleton Digestion assault course Test our roman oil lamps	Team building Animal identification Putting out bird boxes Garden/park tidy up
<b>English</b>	Ask Dr Fisher (NF letter)  Until I met Dudley (explanation text)	Leon and the place between (narrative)  Magic box (poetry)	El Caminante (descriptive story writing based on an animation)  Paint me a poem (poetry)	Dragons, myths and legends (descriptive story)  Penguins (NF fact fie)	Rainforest rough guide (diary and non-fiction writing)  The Catch (descriptive story based on an animation)	Eye of the storm (descriptive story including dialogue)  Empty space for sequence to cover the needs of the children
<b>Mathematics</b>	4.1 Number sense  4.2 Additive reasoning  4.3 Multiplicative reasoning	4.3 Multiplicative reasoning (continued)  4.4 Geometric reasoning  4.5 Number	4.6 Additive reasoning  4.7 Number sense	4.8 Multiplicative reasoning  4.9 Geometric reasoning	4.10 Number sense  4.11 Additive reasoning	4.12 Number sense  4.13 Multiplicative reasoning  4.14 Geometric reasoning

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		sense				
<b>Science</b>	<p>Electricity- It's electric!</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 lights in a simple series circuit.</p> <p>Recognise some common conductors and</p>	<p>States of matter- states of matter scientists</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</p>	<p>Sound- Listen up!</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>Living things and their habitats- Name that living thing!</p> <p>Recognise that some 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>Animals including humans- excuse me, are those your teeth?</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>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>Living things and their habitats- help our habitats!</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>

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	insulators, and associate metals with being good conductors.	condensation in the water cycle and associate the rate of evaporation with temperature.				
<b>Computing and Online Safety</b>	<p><b>Digital Literacy and</b> - Children can: add pages/slides, add transitions and effects to images and text, change background, add sound/movie change themes</p> <p>Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal.</p>	<p><b>Digital Literacy –</b> children can: spot a reliable source, use a safe search to find information to support a subject area</p> <p>Live streaming (showing a video of yourself in real-time online either privately or to a public audience) can be popular with children but it carries risk when carrying it out and watching it.</p>	<p><b>Computer Science –</b> Children can: Understand what algorithms are.</p> <p>Design, write and debug programs that accomplish specific goals,</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Knowing what happens to information, comments or images that are put online.</p>	<p><b>Information Technology –</b> Children can: create a table of information and use a formula to calculate</p> <p>Fake websites and scam emails are used to extort data, money, images and other things that can either be used by the scammer to harm the person targeted or sold on</p>	<p><b>Digital literacy –</b> children can: take photos/videos and send it via a class cloud then add stickers and effects to the photo and video</p> <p>Knowing that violence can be incited online and escalate very quickly into offline violence.</p>	<p>Personal Projects</p> <p>Online challenges acquire mass followings and encourage others to take part in what they suggest.</p>
<b>French KS2</b>	Proper nouns	How to	Simple spoken	Question words	Asking questions	Talking about the

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	<p>and common nouns</p> <p>Questions that include the conjunction ou</p> <p>Numbers 13 - 21</p>	<p>construct spoken sentences with more than one noun</p> <p>Talking about colours</p>	<p>sentences</p> <p>Une / un</p> <p>Spelling colours</p>	<p>Spoken sentences including nouns and adjectives</p> <p>Using a writing frame to create simple sentences</p>	<p>using OÙ est...?</p> <p>Talking about favourite animals</p> <p>Talking about likes and dislikes</p>	<p>garden</p> <p>Negative statements using the negative adverb ne...pas</p> <p>Writing about myself, my home, garden, and where I live</p>
<b>History</b>		<p>A non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> <li>- The Mayans- How the Mayans helped to develop our civilisation A.D 250 - 900</li> <li>- Development of farming, maths, architecture and sports/ games</li> <li>- Itzam – God of the heavens, day and night</li> </ul>		<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>British development in industry through the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> <li>- The Stone Age to Iron Age 4000 – 8000BC</li> <li>- The development of iron and its uses</li> <li>- Advance of humans through the years</li> </ul>		<p>The Roman Empire and its impact on Britain.</p> <p>Explore how the Roman invasion had an impact on our advancement</p> <ul style="list-style-type: none"> <li>- The Romans 753 BC</li> <li>- Roman invasion of Britain 55BC</li> <li>- Julius Caesar</li> </ul>
<b>Geography</b>	<p>Learn about the local area, including Devon, Cornwall</p>		<p>Learn about the continents of the world compared to</p>		<p>Learn about rivers and links to the coast</p>	

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	<p>and Somerset.</p> <ul style="list-style-type: none"> <li>• Key attractions</li> <li>• Physical geography</li> <li>• Rural and urban areas</li> </ul>		environmental regions			
<b>Music</b>	10 pieces- listen and appraise	Charanga: Glockenspiel	Grime mixed styles Charanga: Stop!	Gospel/ links to religious music  Charanga: Lean on me	The Beatles and the development of pop music and the civil rights movement Charanga	Revision and deciding what to perform. Listen to western classical music. The language of music
<b>Art</b>	<p>Dartmoor landscapes</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• Painting</li> <li>• Textiles</li> </ul>		<p>Self portraits</p> <ul style="list-style-type: none"> <li>• Printing</li> <li>• Collage</li> <li>• Inspiration from the greats</li> </ul>		<p>Roman oil lamps</p> <ul style="list-style-type: none"> <li>• Sculpture</li> <li>• Inspiration from the greats</li> </ul>	<p>3D abstract sculpture</p> <ul style="list-style-type: none"> <li>• Digital art</li> <li>• Sketching</li> <li>• Sculpture</li> <li>• Inspiration from the greats</li> <li>• Painting</li> <li>• develop all skills</li> </ul>
<b>Design Technology</b>		Steady hand games Who designed and made them? where and when were	Make- Follow procedures for safety and hygiene (Residential, garden days, cooking in history and PSHE link)	Egg drop challenge How mechanical systems such as leavers and linkages or pneumatic systems create		Cooking and nutrition- where food comes from Food preparation, to be active and healthy, food and drink are needed

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		they made and designed? Can they be recycled or reused?	Technical knowledge- How to programme a computer to control a product	movement (creating a door to insert egg)		to provide energy for the body. (Link to PSHE)
<b>Personal Social Health Education</b>	Lockdown experiences Health- coronavirus facts/myths. Being safe NSPCC-pants. Mental wellbeing. Resilience		Healthy eating, drugs, alcohol and tobacco, Health and prevention, Family and people who care, Caring friendships		Respectful relationships, physical health and fitness, First aid	
<b>Religious Education</b>		<u>Overview:</u> Connecting the faith of Christians and Hindus L2.7 What do Hindus believe God is like? L2.8 What does it mean to be Hindu in Britain today?		<u>Overview:</u> Exploring the faith of Christians L2.3 What is the 'trinity' and why is it important for Christians? L2.5 Why do Christians call the day Jesus died 'Good Friday'?		<u>Overview:</u> Connecting the faith of Christians, Muslims, Jews and Hindus L2.6 For Christians, when Jesus left, what was the impact of the Pentecost? L.2.12 How and why do people mark the significant events of life?

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<b>Physical Education</b>	<p><b><u>Personal</u></b></p> <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice (Level 4)</p> <p>I know where I am with my learning and I have begun to challenge myself (Level 3)</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate (Level 2)</p>	<p><b><u>Social</u></b></p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task (Level 4)</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Level 3)</p> <p>I can help praise and encourage others in their learning (Level 2)</p>	<p><b><u>Cognitive</u></b></p> <p><b><u>Orienteering-</u></b> learning to follow clues to complete a trail I can locate and answer a control point I can solve a problem working as a team. I can solve a problem after losing one of your senses. I can use compass points.</p>	<p><b><u>Creative</u></b></p> <p><b><u>Orienteering-</u></b> learning to follow and complete a trail with a code breaker I can create letters with my body I can work as a team and solve a problem. I can use a basic map and find a location I can orientate and use a simple map of the school environment.</p>	<p><b><u>Physical</u></b></p> <p><b><u>Swimming</u></b> Swim confidently with a range of recognised strokes (minimum of 25 metres) Develop self- rescue skills</p>	<p><b><u>Health and fitness</u></b></p> <p><b><u>Swimming</u></b> Swim confidently with a range of recognised strokes (minimum of 25 metres) Develop rescue skills</p>