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| **Dane Bank Primary School**  **Long Term Curriculum Plan**  **Year 4** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge Topic Q**  **Lead subject** | ***Where on Earth are we?*** | ***Why were the Romans so powerful and what did we learn from them?*** | ***Is climate cool?*** | ***What was important to our local Victorians?*** | ***Can you come on a great American road trip?*** | ***Is it better to be a child now or in the past?*** |
| Geography | History | Geography | History | Geography | History |
| **Reading for pleasure** | **The Iron Man**- Ted Hughes  **Gangsta Granny** - David Walliams | **The Lion, the Witch and the Wardrobe**- C.S. Lewis | **Revolting rhymes**- Roald Dahl | **Stig of the Dump**-Clive King | **Cliffhanger** - Jacqueline Wilson | **The Works** – range of poetry  Poem a day |
| **Science** | ***How could we cope without electricity for one day?***  Y4 POS: Electricity (Sc4/4.2) | ***How could we survive without water?***  Y4 POS: States of matter (Sc4/3.1) | ***Why is the sound One Direction make enjoyed by so many?***  Y4 POS: Sound (Sc4/4.1) | ***What happens to the food we eat?***  Y4 POS: Animals, including humans (Sc4/2.2) | ***Which animals and plants thrive in your locality?***  Y4 POS: Living things and their habitats (Sc4/2.1) | |
| **History** |  | The Roman Empire and its impact on Britain |  | A local history study – a study tracing how several aspects of national history are reflected in this locality. |  | A study of an aspect/theme in British history – changes in an aspect of social history. |
| **Geography** | Locational knowledge –  Identify the position of latitude, longitude, Equator, Northern/Southern hemisphere, tropics etc.  Geographical skills/fieldwork –  8 compass points/ grid references, symbols |  | Human/physical geography –  Describe/understand key aspects of physical geography, climate zones, biomes, vegetation belts |  | Locational knowledge –  Locate the world’s countries –North and South America  Geographical skills/fieldwork –  Use maps, atlases, globes to locate countries |  |
| **Computing**  (See objectives below) | ***We built this city***  Creating digital worlds CS4/5/6 DL5 | ***Final score***  Representing data IT2 DL4/5 | ***Back to the future***  Blogging CS8 IT2/3 | ***Making games***  Coding CS4/5 IT3 | ***Hurray for Hollywood***  Digital media DL3/4/5 | ***Interface designer***  Creating a website CS4/5 IT3 |
| **Physical Education**  (Swimming instruction – throughout Y4) | ***Multi sports***  Take part in outdoor activity challenges both individually and within a team | ***Football***  Play competitive games  Apply basic principles for attacking/defending | ***Dance***  Perform dances using a range of movement patterns | ***Gymnastics***  Develop flexibility, strength, technique, control and balance | ***Cricket***  Use running, jumping, throwing and catching in isolation and in combination | ***Athletics***  Use running, jumping, throwing and catching in isolation and in combination |
| **Design Technology** | Make – select from a range of materials, including construction materials – create a 3d globe (papier mache) and build up showing mountain ranges. | Cooking and nutrition– Create Roman flatbreads |  | Design/Make/Evaluate – Evaluate designs against design criteria - Create Victorian Zoetrope toys. |  | Design – use research and develop design criteria of innovative, functional, appealing products – Design a toy for the future – solve a social issue |
| **Art** |  | Learn about great artists, architects and designers in history – Roman mosaics, create and evaluate. | Improve their mastery of art and design, including drawing, painting – Watercolour and pencil crayon animal drawing. | Create sketch books to record observations – local art walk, sketch Victorian buildings in the locality. | Learn about great artists in history – Andy Warhol |  |
| **Religious Education** | ***What is Hinduism?*** | ***That’s not fair! Or is it? What does it mean to be a Christian in Britain today?*** | ***What do we mean by commitment?*** | ***Why did Jesus tell stories?*** | ***What is so special about places?*** | ***What does it mean to be Hindu in Britain today?*** |
| **Music** | ***“Play it again”***  Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy. | ***“The class orchestra”***  Improvise and compose music for a range of purposes using the inter-related dimensions of music. | ***“Dragon scales”***  Listen with attention to detail and recall sounds with increasing aural memory. | ***“Painting with sounds”***  Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy. | ***“Salt, pepper, vinegar, mustard”***  Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy. | ***“Animal magic”***  Appreciate a wide range of music drawn from different traditions. |
| **French** | **All around town**  (Twinkl Planit)  \* To develop accurate pronunciation and intonation.  \* Listen attentively to spoken language and show understanding by joining in.  \* Explore the patterns and sounds of language through songs and rhymes. | **On the move**  (Twinkl Planit)  \* Understand basic grammar – conjugation of high frequency verbs.  \* To describe people, places, things and actions orally and in writing. | **Going shopping**  (Twinkl Planit)  \* Explore the patterns and sounds of language through songs and rhymes.  \* Appreciate stories, songs, poems and rhymes in the language. | **Where in the world**  (Twinkl Planit)  \* Write phrases from memory, and adapt these to create new sentences.  \* Understand basic grammar – how to build sentences and how these differ from English | **What’s the time?**  (Twinkl Planit)  \* To engage in conversations and ask/answer questions.  \* To read carefully and show understanding of words, phrases and simple writing. | **Holidays and hobbies**  (Twinkl Planit)  \* Write phrases from memory and adapt these to create new sentences.  \* To engage in conversations and ask/answer questions. |
| **PSHE** | **European day of languages**  Inter-cultural understanding & developing an understanding of the global dimension. | **Anti-Bullying Week** | **New beginnings**  Discussing changes and target-setting. Becoming our best selves. | **International Women’s Day**  Looking at the impact of women in England and across the world. | **Earth Day (22nd April)**  Caring for our world. British Values. Being responsible citizens. | **Changes**  Transition work – moving on. |

**Computing Objectives** (these will be woven through as cross-curricular objectives where appropriate, as well as taught explicitly through the Computing units)

**Key Stage 2**

CS3 Use logical reasoning to predict the behaviour of simple programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

CS4 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

CS5 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

CS6 Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web

CS7 Appreciate how [search] results are selected and ranked

IT2 Use search technologies effectively

IT3 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

DL3 Understand the opportunities [networks] offer for communication and collaboration

DL4 Be discerning in evaluating digital content

DL5 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact