Cherry Willingham Primary School Long Term Curriculum Plan Y4

Term	Maths	Texts	Science	History	Geog	Art	DT	RE	Computing	Music	PE	RSE
										Ongoing skills - Singing – exploring pitch, pulse and rhythm.		
Autumn	Number & place value Addition and subtraction Length and Perimeter Multiplication and division		**Sound** -identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases **Animals including Humans** -describe the simple functions of the basic parts of the digestive system in human -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey.	Pupils should be taught about the **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor (Invaders) Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	**Continuous provision** locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Q2** mapping settlements	Animals (science link) Q2 Rosa Bonheur – Artist Collage – Layering, cutting colours, textures shapes. Working precisely.	**Design** Use inspiration from others when designing Communicate ideas **Making** Strong knowledge of handling tools and which tools to use Good choice of materials Measure accurately **Evaluating** Evaluate and suggest improvements Explain how original design has been improved Use electrical systems to enhance quality DT – Food Technology Hygiene and safety when using food Creativity	Community – Hinduism How is Hindu belief expressed collectively? ow does Hindu worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world Community – Islam How is Muslim belief expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world	The internet - To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web To describe how content can be added and accessed on the World Wide Web To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content Audio editing - To identify that sound can be digitally recorded: To use a digital device to record sound: To explain that a digital recording is stored as a file: To explain that audio can be changed through editing: To show that different types of audio can be combined and played together: To evaluate editing choices made:	Poetry – Using voices to speak expressively and rhythmically. Environment – Looking a how composers have been inspired. Sounds – Using voices to make beatbox sounds. Recycling – Make own instruments from junk and use to play music.	Invasion Games -Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Relationships How can we be a good friend? How do we react to different situations? What makes a person's identity?
Spring We will rock you	Multiplication and division Area Fractions Decimals		**Electricity** –identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -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 -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors. **States of Matter** -compare and group materials together, according to whether they are solids, liquids or gases -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) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Pupils should be taught about changes in Britain from **the Stone Age** to the Iron Age	understand key aspects of physical geography, including: rivers & **Q2**	Stone age (topic link) Stephen Morris - Artist Cave sketching/shadows Shading to show light and shadows		Community – Christianity How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world	Photo editing - To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image Data logging - To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions	Building – Exploring musical structure. Around the world – Explore pentatonic melodies and syncopation. Ancient worlds – Arranging and performing music inspired by ancient times. Singing Spanish – Exploring part singing and accompaniments.	Dance and Gymnastics develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming	Health and Wellbeing Why should we eat well and look after our teeth? How will we change and grow? How can medicines and drugs affect everyday life?
Summer Fragile Earth	Decimals Money Time Statistics Properties of shape Position and direction		**Living things and their habitat** -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things. **States of Matter 2** -continuation of objectives not covered in Spring term		describe and understand key aspects of physical geography, including: climate zones, mountains, volcanoes and earthquakes, and the water cycle **Q2**	Abstract Art (topic link) Q2 Wassily Kandinsky – Artist Technique – Painting with no brushes. Experiment with creating mood with colour. Shapes, colours.		Pilgrimage What is a pilgrimage? What does pilgrimage involve? ¬ E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage	Repetition in shapes - To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a program into parts To create a program that uses count-controlled loops to produce a given outcome Repetition in games - To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design which includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition	Communication – Using songs and raps in a news programme. Time - Develop understanding of rhythm and syncopation. In the past – Using notation to build performances from different periods. Food and drink – Performance songs.	Striking and fielding Games / Athletics Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Living in the wider world What makes a community? What is a digital footprint? What decisions can people make with mony?