

# St John the Baptist Catholic Primary School

## Year 4 Long Term Curriculum Planner

|                                                                        | Autumn Term                                                                                                                                                                    | Spring Term                                                                                             | Summer Term                                                                                  |
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| Topic Title                                                            | Stones and Bones                                                                                                                                                               | Under Attack                                                                                            | Go with the flow                                                                             |
| <b>Stunning Start and Fabulous Finish</b><br>(Trip, workshop, visitor) | Archeological Dig- find a bone/spear head/skull<br>Under table cave art challenge                                                                                              | Jigsaw of clues relating to artifacts to examine, date and explore.                                     | Virtual wild water ride                                                                      |
| <b>Religious Education</b>                                             | People<br><br>Called<br><br>Gift<br><br>Judaism (Holy Books – The Torah)                                                                                                       | Community<br><br>Giving and Receiving<br><br>Self-Discipline                                            | New Life<br><br>Building Bridges<br><br>God's People<br><br>Islam- Holy Books                |
| <b>RSHE</b>                                                            | Created and loved by God<br>Religious understanding<br><br>Me my body my health<br><br>Emotional well being<br><br>Life cycles<br><br>Anti-Bullying<br><br>Black History month | Created to Love others<br><br>Religious Understanding<br><br>Personal relationships<br><br>Keeping Safe | Created to Live in Community<br><br>Religious understanding<br><br>Living in the Wider world |
| <b>Author/ Genre study</b>                                             |                                                                                                                                                                                |                                                                                                         |                                                                                              |
| <b>English Genre and how it will be linked cross curricular</b>        | Historical stories<br>Recount<br>poetry                                                                                                                                        | Explanation writing<br>Poetry<br>Stories set in imaginary worlds                                        | Issues and Dilemmas-<br>The Boat<br>Stories from other cultures                              |
| <b>English Texts</b>                                                   | Stone Age Boy<br>UG                                                                                                                                                            |                                                                                                         | The Rhythm of The rain                                                                       |

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| <b>Maths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Place value<br><br>Addition and Subtraction<br><br>measurement – Area<br><br>Multiplication and division<br><br>Times Tables 2 5 10 3 4 8<br>6 7 9 11 12                                                                                                                                                                                                                                                                                                                                                                                    | Multiplication<br><br>Measurement- Length and perimeter<br><br>Fractions<br><br>Decimals<br><br>Times tables 2 5 10 3 4 8 6<br>7 9 11 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Decimals<br><br>Measurement – Money<br><br>Measurement – time<br><br>Geometry - shape<br><br>Statistics<br><br>Geometry –Position and direction<br><br>Times tables 2 5 10 3 4<br>8 6 7 9 11 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Science</b><br>-ask relevant questions and use different types of scientific enquiries to answer them<br>-setting up simple practical enquiries, comparative and fair tests<br>-making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br>-gathering, recording, classifying and presenting data in a variety of ways to help in answering questions<br>-recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>-reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>-using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>-identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. | <b>Animals, including humans</b><br>Pupils should be taught to:<br><input type="checkbox"/> <input type="checkbox"/> describe the simple functions of the basic parts of the digestive system in humans<br><input type="checkbox"/> <input type="checkbox"/> identify the different types of teeth in humans and their simple functions<br><input type="checkbox"/> <input type="checkbox"/> construct and interpret a variety of food chains, identifying producers, predators and prey.<br><br>Air Quality investigation research Project | <b>Electricity</b><br>Pupils should be taught to:<br><input type="checkbox"/> <input type="checkbox"/> identify common appliances that run on electricity<br><input type="checkbox"/> <input type="checkbox"/> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br><input type="checkbox"/> <input type="checkbox"/> 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<br><input type="checkbox"/> <input type="checkbox"/> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br><input type="checkbox"/> <input type="checkbox"/> recognise some common conductors and insulators, and associate metals with being good conductors.<br><br><b>Sound</b><br>Pupils should be taught to:<br><input type="checkbox"/> <input type="checkbox"/> identify how sounds are made, associating some of them with something vibrating<br><input type="checkbox"/> <input type="checkbox"/> find patterns between the pitch of a sound and features of the object that produced it<br><input type="checkbox"/> <input type="checkbox"/> find patterns between the volume of a sound and the strength of the vibrations that produced it. | <b>States of matter</b><br>Pupils should be taught to:<br><input type="checkbox"/> <input type="checkbox"/> compare and group materials together, according to whether they are solids, liquids or gases<br><input type="checkbox"/> <input type="checkbox"/> 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)<br><input type="checkbox"/> <input type="checkbox"/> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.<br><br><b>All living things</b><br>Pupils should be taught to:<br><input type="checkbox"/> <input type="checkbox"/> identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups<br><input type="checkbox"/> <input type="checkbox"/> recognise that environments can change and that this can sometimes pose dangers to living things. |
| <b>History</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Changes in Britain from the Stone Age to the Iron Age<br>To include:<br><ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <a href="http://www.bbcwales.co.uk">www.bbcwales.co.uk</a> website<br><a href="#">The Iron Age</a>                                                                                                | The Roman Empire and its impact on Britain<br>This could include:<br><ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, e.g. Boudica</li> <li>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>Geography</b><br><br><b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>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, and digital technologies.</li> </ul> | Around the school and the local area.<br>Early local map work<br><br>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, | Understand geographical similarities and differences through the study of human and physical geography of a region in a European country- Italy                                                            | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time<br>understand geographical similarities and differences through the study of human and physical geography of a region of South America<br><b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>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, and digital technologies.</li> </ul> |
| <b>Computing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Purple mash Online safety<br><br>Coding<br><br>Spread sheets                                                                                                                                                   | Writing for different audiences<br><br>Logo<br><br>Animation                                                                                                                                               | Effective Search<br><br>Hardware investigation<br><br>Making music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Design Technology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Levers and mechanisms<br>Pop up books                                                                                                                                                                          | Electrical systems with simple circuits and switches circuits                                                                                                                                              | Healthy Eating<br>wraps/sandwiches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Primary Languages</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | French<br>Greetings<br>Classroom instructions<br>Animals<br>Simple story<br>Spoken sentences/ responses                                                                                                        | French<br>Un and Une<br>Name and responses<br>French nmaes<br>Forming sentences<br>Colours<br>Express opinions<br>Describing animals<br>Traditional French songs<br>Numbers 1- 10 addition nad subtraction | French<br>Asking responding age<br>Le/la/les un/une<br>Express opionins with but<br>Extended animals nouns<br>Numbers 11- 15<br>Days of the week<br>Family names                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Art</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Drawing and Painting<br>Printing Stone age cave prints                                                                                                                                                         | Drawing and Painting<br>3D Art- Roman jewelry                                                                                                                                                              | Drawing and Painting<br>Mixed media with textiles<br>Water stimuli Rivers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Music</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Physical Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Gymnastics<br>Invasion games – Hockey, football                                                                                                                                                                | Dance Swimming<br>Invasion games – Rugby<br>Net and Wall Volley Ball                                                                                                                                       | Athletics<br>Striking And Fielding<br>Rounders Cricket                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

