

Abbey Primary School-Year 4 Curriculum Long Term Plan

	Autumn Term	Spring Term	Summer Term
Science	<u>Autumn 1-Animals, including humans</u> Identify the organs in the digestive system Describe the functions of the main organs in the digestive system Identify the types of human teeth and their functions Investigate the effects of different liquids on the teeth Understand food chains Explore food webs <u>Autumn 2-Living things and their habitats</u> Explore different habitats Research a habitat Explore how animals can be classified Create a classification key Adaptations and classification within species Explore and classify pond plants	<u>Spring 1 Living things and their habitats-Conservation</u> Describe ecosystems and how they are affected by changes in the seasons Understand human impact on the environment through deforestation Explore air pollution Understand water pollution Explore methods that can be used to conserve water Understand that humans can have a positive impact on nature <u>Spring 2-Sound</u> Identify how sounds are made Explore how vibrations from sounds travel through a medium to the ear Explore sound insulation Explore volume Explore pitch Explore sounds from near and from far	<u>Summer 1-States of matter</u> Compare and group the 3 states of matter Explore how particles behave in solids, liquids and gases Investigate melting points Explore freezing and boiling points Explore evaporation and condensation Understand the water cycle <u>Summer 2-Electricity</u> Explore electrical appliances and electrical safety Learn about electrical components in a series circuit Investigate electrical circuits Explore conductors and insulators Learn about electrical switches Investigate how electrical components can change within a circuit
History	<u>Ancient Greece</u> 1. Who were the Ancient Greeks? 2. Why were Athens and Sparta so different? 3. How do we know what life was like in Ancient Greece? 4. What made the Greeks so powerful? 5. What were the key religious beliefs of the Ancient Greeks? 6. What do we know about the achievements of Alexandra the Great? 7. How have the Olympic games changed since they were first held in Ancient Greece? 8. Can we learn anything from Greek myths?	<u>The Romans</u> 1. Who were the Romans and what is a Roman Empire? 2. When did the Romans invade? 3. Why did the Romans invade? 4. What was the reaction to the Roman invasion? 5. What image do we have of Boudicca today? 6. How were the Romans able to keep control? 7. What was a Roman town like? 8. How did the Roman way of life compare to the Celtic lifestyle? 9. How did beliefs within the Roman Empire impact Britain? 10. What impact did Roman achievements have on Britain? Link to local area.	<u>Anglo-Saxons and Scots</u> 1. What does settlement mean and what has it looked like in Britain? 2. Who were the Anglo-Saxons and where were they from? 3. Why did they want to settle in Britain? 4. Who were the Picts and Scots? 5. What happened as a result of Anglo-Saxon and Scot settlement? 6. What was life like in Anglo-Saxon Britain? 7. How did people's lives change when Christianity came to Britain? 8. How did Anglo-Saxon life compare to that of Roman Britain?

	9. What legacy did they leave behind?		9. What sources of evidence do we have about the Anglo-Saxons? Sutton Hoo 10. What sources of evidence are there locally for the Anglo-Saxons? Place names and Staffordshire Hoard
Geography	<u>Why are Rainforests important to us?</u> - To describe and give examples of a biome and find the location and some features of the Amazon Rainforest. - To describe the characteristics of each layer of a tropical rainforest. - To understand the lives of indigenous peoples living in the Amazon Rainforest. - To describe why tropical rainforests are important and understand the threats to the Amazon. - To understand how local woodland is used using a variety of data collection methods. - To analyse and present findings on how local woodland is used.	<u>Where does our food come from?</u> - To explain the impact of food choices on the environment. - To understand the importance of trading responsibly. - To describe the journey of a cocoa bean. - To map and calculate the distance food has travelled. - To design and use data collection methods to find where our food comes from. - To discuss the advantages and disadvantages of buying both locally and imported food.	<u>What are rivers and how are they used?</u> - To describe how the water cycle works. - To recognise the features and courses of a river. - To name and locate some of the world's longest river. - To describe how rivers are used. - To identify and locate human and physical features on a map. - To collect data on the features of a local river.
Art	<u>Warhol and the Pop Art Movement</u> - To find out who Andy Warhol was and explore the pop art movement. - To be able to use Warhol's blotted line technique to create an artwork. - To explore and create Warhol's 'Campbell Soup' artwork. - To explore Warhol's portraits of Celebrities. - To be able to create a self-portrait in the style of Andy Warhol. - To be able to use objects of popular culture to create Pop Art.	<u>The Romans</u> - To be able to create a Roman mosaic.(2 lessons) - To be able to paint a scene from a Roman myth. (2 lessons) - To be able to use clay to make a reproduction of a Roman artefact. (2 lessons)	<u>Can we change places? (Eco link)</u> - To investigate how the environment affects how we feel about a place and how art can be used to improve a place. - To collect visual information and to explore ideas for a site-specific sculpture. - To be able to design a site-specific sculpture - To use found materials to create a sculpture. - To be able to use finishing techniques to complete a sculpture. - To be able to evaluate a finished piece of artwork.
Design and	<u>Food Technology-Adapting a recipe (Biscuits)</u>	<u>Textiles-Fastenings (Book sleeve)</u>	<u>Electrical Systems-Torches</u>

Technology	- To describe features of biscuits using taste, texture and appearance. - To follow a recipe with support. - To use a budget to plan a recipe. - To adapt a recipe using additional ingredients.	- To identify the features, benefits and disadvantages of a range of fastening types. - To write design criteria and design a sleeve that satisfies the criteria. - To make a template for their book sleeve. - To assemble their case using any stitch they are comfortable with.	- To identify electrical products and explain why they are useful. - To help to make a working switch. - To identify the features of a torch and how it works. - To describe what makes a torch successful. - To create suitable designs that fit the success criteria and their own design criteria. - To create a functioning torch with a switch according to their design criteria.
Music	Delivered by Rock It		
Computing	<u>The Internet</u> Explore how the internet works. Understand online safety and data sharing. <u>Repetition in Shapes</u> Use loops in programming to create patterns. Apply repetition to control outcomes	Repetition in shapes continued (see Autumn term) <u>Data Logging</u> Collect and analyse data using sensors. Interpret data and draw conclusions.	<u>Photo Editing</u> Edit and enhance digital images. Understand image manipulation and its impact. <u>Repetition in Games</u> Apply loops in game programming. Use repetition to control gameplay
P.E.	<u>Yoga</u> - Describe how yoga makes them feel and talk about the benefits of yoga. - Link poses together to create a yoga flow. - Provide feedback using key terminology. - Transition from pose to pose in time with taking a breath. - Work collaboratively and effectively with others. - Demonstrate yoga poses which show clear shapes. - Show increasing control and balance when moving from one pose to another. <u>Fitness</u> - Collect and record scores.	<u>Netball</u> - Use simple tactics to help a team score or gain possession. - Understand the rules of the game and use them often and honestly. - Defend one on one and know when to win the ball. - Explain what happens to their body when they exercise and how this helps to make them healthy. - Move to space to help their team to keep possession and score goals. - Pass, receive and shoot the ball with increasing control. - Provide feedback using key terminology. - Share ideas and work with others to manage a game.	<u>Sports Day</u> <u>OAA</u> - Accurately follow and give instructions. - Confidently communicate ideas and listen to others. - Identify key symbols on a map and use a key to help navigate around a grid. - Plan and apply strategies to solve problems. - Reflect on when and why they were successful at solving challenges. - Work collaboratively and effectively with a partner and a small group.

	● Use key points to help to improve sprinting technique. ● Share ideas and work with others to manage activities. ● Show balance when changing direction at speed. ● Show control when completing activities to improve balance. ● Show determination to continue working over a period of time.	<u>Cricket</u> ● Bowl a ball with some accuracy and consistency. ● Learn the rules of the game. ● Communicate with teammates to apply simple tactics. ● Persevere when learning a new skill. ● Provide feedback using key terminology and understand what is needed to improve. ● Strike a bowled ball after a bounce. ● Use overarm and underarm throwing, and catching skills with increasing accuracy. ● Share ideas and work with others to manage the game.	
	<u>Dance</u> ● Choose actions and dynamics to convey a character or idea. ● Copy and remember set choreography. ● Provide feedback using appropriate language relating to the lesson. ● Respond imaginatively to a range of stimuli relating to character and narrative. ● Use changes in timing and spacing to develop a dance. ● Use counts to keep in time with others and the music. ● Use simple movement patterns to structure dance phrases independently, with a partner and in a group. ● Show respect for others when working as a group and watching others perform.	<u>Gymnastics</u> ● Plan and perform sequences with a partner that include a change of level and shape. ● Provide feedback using appropriate language relating to the lesson. ● Safely perform balances individually and with a partner. ● Watch, describe and suggest possible improvements to others' performances. ● Understand how body tension can improve the control and quality of their movements.	<u>Swimming</u> ● Swim competently, confidently and proficiently over a distance of at least 25 metres. ● Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. ● Perform safe self-rescue in different water-based situations.
P.S.H.E.	Relationships-V.I.P.s I. Family and Friends	Living in the Wider World-Money Matters I. Where Does Money Come From?	Living in the Wider World-One World I. Chiwa and Kwende

	2. Fabulous Friends 3. Is This a Good Relationship? 4. Falling Out 5. What Is Bullying? 6. Stand up to Bullying Health and Wellbeing-Safety First 1. New Responsibilities 2. Risks, Hazards and Danger 3. Under Pressure 4. Safety When Out and About 5. Dangerous Substances 6. Injuries and Emergencies	2. Ways to Pay 3. Reasons to Borrow 4. Spending Decisions 5. Advertising 6. Keeping Track Relationships-Digital Literacy 1. The Digital World 2. Digital Kindness 3. Do I Know You? 4. Online Information 5. Keep It Private 6. My Digital Wellness	2. Chiwa's Dilemma 1 3. Chiwa's Dilemma 2 4. Chiwa's Sugar 5. Chiwa's World 6. Charity for Chiwa Health and Wellbeing-Think Positive. 1. The Cognitive Triangle 2. Thoughts Are Not Facts 3. Face Your Feelings 4. Choices and Consequences 5. Being Present 6. Yes, I Can!
RE.	Walsall SACRE Unit 4A-What is it like to be a Hindu? • To learn about Hindu communities in Walsall and the West Midlands. • To learn symbols and the ways they are used in religions and Hindu artefacts, and the ways they are connected to Hindu worship and beliefs. • To understand Hindu beliefs about God, understood through the Trimurti and about ways in which Hindu murtis (images) communicate some Hindu ideas about the nature or character of God or ultimate reality. • To understand the importance of worship in the lives of most Hindu and ways in which many Hindus use images and actions in worship in their home shrines and at the Mandir. • To understand the ways in which the senses are used to show that things are special. • To know about some of the things Hindus do within their families and to find out about some	Walsall SACRE Unit 4B: Muslim ways of living-keeping the 5 pillars. What difference does it make? • To learn and use new vocabulary about the Muslim faith and the practice of the religion and reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed. • To consider their own beliefs about God's character and to understand Muslim belief and teaching about Allah. • To learn and explain the key beliefs of Muslims and how these affect the way Muslims choose to behave. • To learn about Salah and its importance and to think about the feelings that go with submission and with prayer. • To learn about the practice and impact of Zakah and to think about generosity, fairness and equality in the light of the practices of Zakah. • To learn about the practice of Fasting and the month	Walsall SACRE Unit Y4C-Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die? • To learn some reasons why life is often described as a journey and express their own metaphors for life giving their reasons • To identify significant milestones in their life so far and explain why these are meaningful and suggest answers to questions about the value of having rituals to mark important events. • To learn and use religious vocabulary to explain some of the ways in which Hindus describe God, identifying beliefs that are similar in different religions. • To understand and reflect on why there are many ideas about God and express their own understanding of God through words, symbols and the arts. • To ask questions and suggest some responses

	Hindu artefacts that might be found in a home shrine. ● To think about how Hindu people thank the gods and goddesses in their home worship, and about the value of thankfulness and reflect for themselves on the search for and value of thankfulness. ● To understand the story behind Diwali and how it is celebrated today. ● To learn the symbols of Diwali and the idea of light overcoming darkness. Discovery R.E. Christmas-What is the most significant part of the Christmas story for Christians today? ● To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. ● Engagement-To find and discuss symbols that represent something else. ● Investigate-Look at the symbols for Christmas and look at if they are religious or commercial and if they represent the true meaning of Christmas. ● Evaluate-Think about and design a Christmas Tree that represents the true meaning of Christmas to Christians. ● Expression-To design a Christingle representing own beliefs about Christmas and its meaning	of Ramadan and to consider questions about self-discipline for themselves. ● To discover the significance of Hajj, and the impact it has on Muslims who go to Makkah ● To find out how the Hajj feels to believers. ● To learn and use new vocabulary to name, describe and understand the rituals of the Hajj ● To think about how, who, where, when, why and what if questions to do with the Hajj. ● To make significant links between Islamic ritual and their own lives. ● To use accurately the new vocabulary about the Muslim faith and the practice of the religion they have gained. Discovery R.E. Easter-Salvation-Is forgiveness always possible for Christians? ● To learn to understand how Jesus' life, death and resurrection teaches Christians about forgiveness. ● Engagement-Establish the meaning of the words forgiveness and how many times people can forgive. ● Investigate-To think about Jesus's enemies and how he showed forgiveness towards them and applying this to Christians today and how they show forgiveness. ● Evaluate-To draw images of how Jesus showed forgiveness and how Christians do today. ● Expression-To produce an expressive piece of work demonstrating the meaning of forgiveness individually.	about what others believe, showing awareness that not all questions can be answered. ● To know and understand that Hinduism describes life as a journey, identifying 16 stages or samskaras. ● To understand and use religious vocabulary explain what happens in a Sacred Thread or wedding ceremony and why it is important for some Hindu people. ● To express their own feelings and thoughts about growing up and taking on responsibility. ● To understand that many forms of music are used by the Christian communities to express worship, beliefs and faith. ● To understand how religious beliefs, ideas and feelings can be expressed in a variety of forms of music ● To learn the different forms of the symbolism and use of music in Christian worship. ● To identify and recognise different types of religious music and its symbolism and discover and explore links between stories about Jesus' resurrection and Christian beliefs about life after death. ● To reflect on the idea of life after death. Walsall SACRE Unit 4D-Finding Reasons to Care Through Religious Stories. ● To think about fair shares and unfairness by talking about some examples and feelings. ● To consider the meaning of Jesus' parable of the Good Samaritan
--	---	---	---

			• To think about the things anyone can do to show that they care, and the idea that leaving things undone or unsaid is missing a chance to care. • To think about the meaning of fairness and why caring for others makes a fairer community. • To think about the story of Zacchaeus and respond sensitively to the story for themselves. • To identify some ways that the stories they hear show helpfulness and care and have opportunities to relate the person's caring approach to their religious belief. • To reflect on the idea of God 'calling' people to care. • To think about the story of the lost son and its teachings about forgiveness and think of examples of Jesus teaching on forgiveness and fairness and generosity. • To consider the story of Jesus' crucifixion, noticing the unfair things that happened to him and his forgiving response. • To think for themselves about questions to do with fairness and generosity.
Christmas (Dec) - Diwali (Nov) - Eid (both celebrations) - Passover – Easter			
French	<u>Autumn 1 Unit 1: Portraits-describing in French</u> • Learn adjectives for describing people's physical appearance and personality. • Create simple sentences ensuring that adjectives agree with the gender of the noun. <u>Autumn 2 Unit 2: Clothes-getting dressed in France</u> • Learn vocabulary to describe items of clothing, along with the different forms of the indefinite	<u>Spring 1 Unit 3: French numbers, calendars and birthdays</u> • Learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths, songs and class surveys. • Research dates of French festivals. • Hold a traditional French birthday celebration in the classroom. <u>Spring 2 Unit 4: French weather and the water cycle</u>	<u>Summer 1 Unit 5: French food-Miam, miam !</u> • Introduce food vocabulary and revise numbers to 100 in the context of money and prices. • Develop their language detective skills and confidence with practical conversational French. <u>Summer 2 Unit 6: French and the Eurovision Song Contest</u> • Write original songs in French, using vocabulary

	article. • Incorporate previous learning about colour into descriptions of clothing, recapping the concept of adjectival agreement • Express opinions about outfits in French.	• Learn phrases to describe the weather and vocabulary for the compass points. • Count from 1-100 in multiples of ten. • Combine knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast.	from years 3 and 4, including rhyming sounds • Learn additional music vocabulary and expand their knowledge of the French names of European countries • Explore new sentence constructions to talk about playing an instrument and expressing likes and dislikes about different styles of music
--	--	---	--