

FALLA PARK COMMUNITY PRIMARY SCHOOL



LONG TERM CURRICULUM PLANNING

YEAR 4

2018 – 2019

	Autumn Term		Spring Term	Summer Term
Weeks	7 + 8 = 15		6 + 6 = 12	5 + 7 = 12
Topics/Theme	1.	It's all new (2) The Egyptians (5)	The Anglo Saxons (6)	Awesome Explorers (5)
Key Text	2.	Cities (3) Food Product Development (5)	Gadgets and Gizmos (6)	Let's go to the beach! (7)
English	Matilda A Visitor's guide to ancient Egypt A World Of Cities		Beowulf Explanations- A World of Information	Man Fish/ Can we Save the Tiger The Mousehole Cat
Maths	Number: Place Value Number: Addition & Subtraction Measurement: Length & Perimeter Number: Multiplication & Division		Number: Multiplication & Division Measurement: Area Fractions Decimals	Decimals Measurement: Money Time Statistics Geometry: Properties of Shape Geometry: Position & Direction
Science	States of matter (6) <ul style="list-style-type: none"> • Can they compare and group materials together, according to whether they are solids, liquids or gases? • Can they explain what happens to materials when they are heated or cooled? • Can they measure or research the temperature at which different materials change state in degrees Celsius? • Can they use measurements to explain changes to the state of water? • Can they identify the part that evaporation and condensation has in the water cycle? • Can they associate the rate of evaporation with temperature? Animals inc humans (7)		Sound (6) <ul style="list-style-type: none"> • Can they describe a range of sounds and explain how they are made? • Can they associate some sounds with something vibrating? • Can they compare sources of sound and explain how the sounds differ? • Can they explain how to change a sound (louder/softer)? • Can they recognise how vibrations from sound travel through a medium to an ear? • Can they find patterns between the pitch of a sound and features of the object that produce it? • Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? • Can they recognise that sounds get fainter as the distance from the 	<ul style="list-style-type: none"> • Can they recognise that living things can be grouped in a variety of ways? • Can they explore and use a classification key to group, identify and name a variety of living things (plants, vertebrates, invertebrates)? • Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) • Do they recognise that environments can change and this can sometimes pose a danger to living things?

	<ul style="list-style-type: none"> • Can they identify and name the basic parts of the digestive system in humans? • Can they describe the simple functions of the basic parts of the digestive system in humans? • Can they identify the simple function of different types of teeth in humans? • Can they compare the teeth of herbivores and carnivores? • Can they explain what a simple food chain shows? • Can they construct and interpret a variety of food chains, identifying producers, predators and prey? 	<p>sound source increases?</p> <ul style="list-style-type: none"> • Can they explain how you could change the pitch of a sound? • Can they investigate how different materials can affect the pitch and volume of sounds? <p>Electricity (6)</p> <ul style="list-style-type: none"> • Can they identify common appliances that run on electricity? • Can they construct a simple series electric circuit? • Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? • Can they 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? • Can they recognise that a switch opens and closes circuit? • Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? • Can they recognise some common conductors and insulators? • Can they associate metals with being good conductors? 	
<p>Computing</p>	<p>Online Safety & Core Skills</p> <ul style="list-style-type: none"> • Can they use a search engine to find specific website? • Can they use note-taking skills to decide which text to copy and paste into document? • Can they use tabbed browsing to open two or more web pages at the same time? • Can they open a link to a new window? • Can they open a document (PDF) and view it? <p>Digital Literacy & ICT</p>	<p>Digital Literacy</p> <ul style="list-style-type: none"> • Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? • Can they insert sound recordings into a multimedia presentation? • Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? <p>Coding and Programming</p> <ul style="list-style-type: none"> • Can they use repeat instructions to draw regular shapes on screen, 	<p>Digital Literacy & ICT</p> <ul style="list-style-type: none"> • Do they appreciate the benefits of ICT to send messages and to communicate? • Can they use the automatic spell checker to edit spellings? <p>Digital Literacy & ICT</p> <ul style="list-style-type: none"> • Can they input data into a prepared database? • Can they sort and search a database to answer simple questions? • Do they recognise what a spread sheets? • Can they use the terms 'cells', 'rows

	<ul style="list-style-type: none"> • Can they capture images using webcams, screen capture, scanning, visualiser and internet? • Can they choose images and download into a file? • Can they download images from the camera into files on the computer? • Can they copy graphics from a range of sources and paste into a desktop publishing program? 	<ul style="list-style-type: none"> • using commands? • Can they experiment with variables to control models? • Can they make turns specifying the degrees? • Can they give an on-screen robot specific directional instructions that takes them from x to y? • Can they make accurate predictions about the outcome of a program they have written? 	<ul style="list-style-type: none"> • 'and 'columns'? • Can they enter data, highlight it and make bar charts?
Design & Technology	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Do they know what to do to be hygienic and safe? • Have they thought what they can do to present their product in an interesting way? <p>Textiles</p> <ul style="list-style-type: none"> • Do they think what the user would want when choosing textiles? • Have they thought about how to make their product strong? • Can they devise a template? • Can they explain how to join things in a different way? 	<p>Electrical components</p> <ul style="list-style-type: none"> • Can they add things to their circuits? • How have they altered their product after checking it? • Are they confident about trying out new and different ideas? <p>Mouldable materials</p> <ul style="list-style-type: none"> • Can they measure carefully so as to make sure they have not made mistakes? • How have they attempted to make their product strong? 	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Can they use a range of advanced techniques to shape and mould? • Do they use finishing techniques, showing an awareness of audience?
Geography	<p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK? • Can they name the areas of origin of the main ethnic groups in the UK & in their school? • Can they find the same place on a globe and in an atlas? 	NA	<p>Physical/Human Geography</p> <ul style="list-style-type: none"> • Can they describe the main features of a wellknown city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to

			<p>human features?</p> <ul style="list-style-type: none"> • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed? <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? • Can they carry out a survey to discover features of cities and villages? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?
<p>Art & Design</p>	<p>About Me</p> <ul style="list-style-type: none"> • Can they combine visual and tactile qualities? • Can they begin to show facial expressions and body language in their sketches? <p>Christmas</p> <ul style="list-style-type: none"> • Can they print using at least four colours? • Can they create an accurate print design? 	<p>Gadgets and Gizmos</p> <ul style="list-style-type: none"> • Developing, planning and communicating ideas • Working with tools, equipment, materials and components to make quality products • Evaluating processes and products • Can they add things to their circuits? • How have they altered their product after checking it? • Are they confident about trying out 	<p>Painting</p> <ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling?

	<ul style="list-style-type: none"> • Can they print onto different materials? • Can they show reflections? • Can they use early textile and sewing skills as part of a project 	new and different ideas?	
History	Ancient Egypt <ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? • Do they recognise that the lives of wealthy people were very different from those of poor people? 	Settlements <ul style="list-style-type: none"> • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	Explorers <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades?
Music	Singing <ul style="list-style-type: none"> • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they follow instructions about when to play or sing? 	Notations <ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they recognise repeated patterns? 	Composition <ul style="list-style-type: none"> • Can they improvise using repeated patterns? • Can they choose sounds to represent different things? • Can they use notations to record compositions in a small group or on their own? • Can they use their notation in a performance?
Physical Education	Games <ul style="list-style-type: none"> • Can they catch with one hand? • Can they throw and catch 	Gymnastics <ul style="list-style-type: none"> • Can they work in a controlled way? • Can they include change of speed? 	Games 2 <ul style="list-style-type: none"> • Can they keep possession of the ball?

	<p>accurately?</p> <ul style="list-style-type: none"> Can they hit a ball accurately and with control? <p>OAA</p> <ul style="list-style-type: none"> Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit? 	<ul style="list-style-type: none"> Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases? <p>Dance</p> <ul style="list-style-type: none"> Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent? 	<ul style="list-style-type: none"> Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening? <p>Athletics</p> <ul style="list-style-type: none"> Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways? Can they hit a target? Can they jump in different ways?
PSHCE	Rights and responsibilities rowing and Changing Healthy Lifestyles	Keeping Safe Healthy Relationships	Valuing Difference Money matters Taking care of the environment
Religious Education	Buddhism- Is it possible to be happy all the time? Christianity- What is the most important part of the Christmas story?	Buddhism- What is the best way to lead a Buddhist life? Christianity-Is forgiveness always possible for Christians?	Buddhism- Could Buddha's teachings make the world a better place? Christianity- Why do people need to go to church to show that they are Christians?
MFL (Italian)		Numbers to 50 Basic phonology Colours Parts of the day School Italian festivals and celebrations Physical descriptions	The calendar The family The house In town Clothing