

Long Term Curriculum Plan 2018-2019	Year Group: 4	Teacher/TA team: PGG and VB 
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Street Child	Into The Wardrobe	Under Our Feet	Deadly 60	Pandora's Box/Myths	Fireworks
Engagement "hook"	Trip to Cusworth	Wardrobe Set Up In Classroom	Upside Down Classroom/ Trip to Mining Museum	Visit Pearlethorpe	Pandora's Box in Room	Sparklers and Fireworks on the field
Book Study	Street Child	The Lion, the Witch and the Wardrobe	Under Our Feet	Deadly 60 (Books and Videos)	Pandora's Box	The Firework Makers Daughter
No of Weeks.	8	7	6	7	4	8
Science (highlight in red if taught discretely)	Physics: #Invention of street lights #Types of circuits # Street Lighting Link with sounds NC: *Identify common appliances that run on electricity *Construct a simple series of circuits, identifying and naming different parts * recognize that a switch opens and closes a circuit and associate this with whether a lamp lights up or not *Recognise some common conductors and insulators and associate metals with being good conductors	Chemistry: # Changes in State # The Water Cycle NC: *Compare and group materials together according to whether they are solids, liquids or gases. *Observe that some materials changes 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	Chemistry: # Classification of rock types # Volcanoes NC: *Compare and group together different kinds of rock on the basis of their appearance and simple physical properties *Describe in simple terms how fossils are formed when things that have lived are trapped within rock *Recognise that soils are made from rocks and organic matter	Biology: # Food Chains # Digestive Systems in Animals # Teeth NC: *Construct and interpret a variety of food chains, identifying producers, predators and prey. *describe the simple functions of the digestive system in humans *Identify the different types of teeth in humans and their simple functions	Biology: # Food Chains # Digestive Systems in Animals # Teeth NC: *Construct and interpret a variety of food chains, identifying producers, predators and prey. *describe the simple functions of the digestive system in humans *Identify the different types of teeth in humans and their simple functions	Physics: # Sound # Sound as vibrations NC: *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 caused it *Recognise that sound gets fainter as the distance from the sound increases
History	Different lives in Victorian era/ Local History NC: *Develop a chronologically secure knowledge and understanding of British history	Julius Caesar attempted invasion Roman Invasion Development of Roman Empire NC: *Develop a chronologically secure knowledge and understanding of British history	Roman Empire and Impact on Britain Boudicca NC: *Develop a chronologically secure knowledge and understanding of British history *Note connections, contrasts and trends over time and develop the appropriate use of historical terms		Ancient civilisations: #The Greeks NC: *Develop an understanding and appreciation of the achievements and influence of an ancient civilization on the western world	Broad History: # Shang Dynasty NC: *Develop an appreciation of the achievements of the earliest civilizations *Develop an overview of where and when the first civilizations appeared



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Geog.	Area study: London NC: *Name and locate cities of the United Kingdom *Identify key human and physical characteristics *understand how aspects have changed over time *Identify key physical features such as rivers	# Describe and understand climate # Use fieldwork NC: *Describe and understand key aspects of physical geography including: climate zones, rivers, mountains, and the water cycle *Use fieldwork to observe, measure and record physical features	# Earthquakes # Mountains # Study of UK (Not local) # Mining NC: *Describe and understand key aspects of physical geography including: climate zones, rivers, mountains, and volcanoes	# Use 8 point compass # Locate world's countries # Climate change NC: *Use maps, atlases, globes and digital/computer mapping to locate countries *Use the eight points of a compass to build knowledge of the United Kingdom and the wider world	Locate world's countries # Focus on key physical and human features # Focussing on Europe and America NC: *Understand geographical similarities and differences through the study of physical geography of a region of Europe and a region within North or South America	Area study: # China # Major features, rivers, cities, mountains NC: *Describe and understand key aspects of physical geography including: climate zones, rivers, mountains, and volcanoes *Use maps, atlases, globes and digital/computer mapping to locate countries
	Use the internet safely. BEDROCK NC: *Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact	Collect and present data appropriately NC: *Use sequence, selection and repetition in programs; work with variables and various forms of input and output	Design and write programs to achieve a specific goals, including problem solving NC: *Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts	Design and write programs to achieve a specific goals, including problem solving NC: *Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts	Understand computer networks NC: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use logical reasoning NC: *Use logical reasoning to explain to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Art	William Morris # Learn about a great artist. NC: *To study great artists in history *To create sketch books to record observations *To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Improve mastery of techniques such as drawing, painting and sculpture with varied materials NC: *To create sketch books to record observations *To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	PICTURE THIS NC: *To create sketch books to record observations *To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Improve mastery of techniques such as drawing, painting and sculpture with varied materials NC: *To study great artists in history create sketch books to record observations *To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Use sketchbooks to record and evaluate ideas. NC: *To study great artists in history create sketch books to record observations *To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	To study the work of great architects. # Modern Hong Kong # Compare architecture in Beijing NC: *To study great artists in history create sketch books to record observations *To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
DT	Design own top hat and make NC: *Select from and use a wider range of tools *Evaluate their own ideas	To understand seasonality: # Design a winter menu	Design own volcano NC: *Select from and use a wider range of tools *Evaluate their own ideas *Apply their understanding of how to strengthen and stiffen a product		Mediterranean Diet/ cook own Mediterranean meal NC: *Understand and apply the principles	Design own mobile phone NC: *Understand how key events and individuals in design and technology have helped shape the world

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	<p>Curriculum Plan 2018-2019</p> <p>*Apply their understanding of how to strengthen and stiffen</p>	<p># Year Group Winter Warmer # Make own Turkish</p>				<p>of a healthy and balanced diet *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>*Use reaserach and develop design criteria to inform the innovative functional, appealing products that are fir for purpose</p>
		<p>Delight NC: *Understand and apply the principles of a healthy and balanced diet *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>					
Music	Matchstick Men and Matchstick Cats and Dogs	WPT - specialist teacher					
PE And additional specialist teacher from WPT	<p>Play competitive games. Swimming proficiency.</p>	<p>Use running catching and throwing in isolation and in combination Swimming proficiency.</p>	<p>Tag Rugby Gymnastics</p>	<p>Tudor Dance Cricket</p>	<p>Athletics: # Running # Jumping # Throwing Rounders</p>	<p>Play competitive games.</p>	
RE SMSC (Rotherham scheme of work)	<ul style="list-style-type: none"> What is God like? Christian and Hindu views on lifes journey 		<ul style="list-style-type: none"> Values What matters most to Christians? Who are Humanists? What matters to Humanists? 		<ul style="list-style-type: none"> Worship, pilgrimage, belonging + community: what matters to Hindus and Christians? 		
PSHCE	<p>Identity, society and equality: Democracy Pupils learn: • about Britain as a democratic society • about how laws are made</p>	<p>Drug, alcohol and tobacco education: Making choices Pupils learn: • that there are drugs (other than medicines) that are common in everyday life, and</p>	<p>Physical health and wellbeing: What is important to me? Pupils learn: • why people may eat or avoid certain foods (religious, moral, cultural or health</p>	<p>Keeping safe and managing risk: Playing safe Pupils learn: • how to be safe in their computer gaming habits • about keeping safe near roads, rail, water,</p>	<p>Sex and relationship education: Growing up and changing Pupils learn: • about the way we grow and change throughout the human lifecycle • about the physical changes associated with puberty • about menstruation and wet dreams • about the impact of puberty in physical</p>		

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	Curriculum Plan the 2018-2019	why Year Group: 4 choose to use them • about the effects	reasons) • about other factors that contribute to		building sites and around fireworks • about what to do in	hygiene and strategies for managing this • how puberty affects emotions and behaviour
		and risks of drinking alcohol • about different patterns of behaviour that are related to drug use Asthma lesson for Year 2, 3 or 4 • that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use	people's food choices (such as ethical farming, fair trade and seasonality) • about the importance of getting enough sleep		an emergency and basic emergency first aid procedures	and strategies for dealing with the changes associated with puberty • strategies to deal with feelings in the context of relationships • to answer each other's questions about puberty with confidence, to
Lang. (scheme)	Specialist language teacher from WPT					
Ed. Visits	Cusworth Hall		Mining Visit		Pearlethorpe	