Long term Curriculum Plan Overview 2019-20: Year 4

	Aut 1 (6 weeks)	Aut 2 (7 ½ weeks)	Spr1 (6 weeks)	Spr2 (5 weeks)	Sum 1 (6 weeks)	Sum 2 (7 ½ weeks)
Year 3	History: Anglo-Saxons Geography	Art Project (3 weeks) Music	History : Norman Castles DT	RE ICT Coding	Geography: Volcanoes and Earthquakes Art	History: Vikings DT food
1 session per week unless stated	Science: Rocks	Science: Forces/Magnets	Science: Light	Science: Animals, including humans	Science: Animals, including humans Plants	Science: Plants
Year 4	History: Ancient Egypt RE	Art Project (3 weeks) Geography – comparing 2 countries	History: Roman Empire DT food	RE Music	Geography: The sea Science: Living things and their habitats – year 4 and 5 objectives Art	Dinosaurs Science History DT
1 session per week unless stated	Science: States of matter	Science: Animals including humans	Science: Electricity		ICT Coding (for half a term)	Science: Sound
Golden Time ipads	Y3 class Stop animation/coding	Y3 class Stop animation/coding	Y4 class Stop animation/coding	Y4 class Stop animation/coding		

History

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Science

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Art   DT

ICT

Things to note:

- **Science: Across all science lessons the following objectives must be covered:**

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

   a. asking relevant questions and using different types of scientific enquiries to answer them

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b. setting up simple practical enquiries, comparative and fair tests

c. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

d. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

e. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

f. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

g. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

h. identifying differences, similarities or changes related to simple scientific ideas and processes

i. using straightforward scientific evidence to answer questions or to support their findings.

- **Science:** Look at non-statutory content in National Curriculum to support planning

- **Geography:** Use location knowledge as part of warm ups in applicable lessons to rehearse key facts

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Title	**Ancient Egypt**	**UK and _____**	**Roman Empire**		**The Sea**	**Dinosaurs**
Visit/ Visitor	**Julliet Desailley – author Eqyptain Day**	**Trip to Bideford to look at architecture** **Fieldwork – walk a,ong Torridge**	**Steve Manning - romans**	**Music Workshop – local band**	**Charmouth Adam fossils**	**Residential on school field**

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Year 4	History: Ancient Egypt	Art Project (3 weeks)	History: Roman Empire	RE (2 ½ weeks) – How do festivals and worship show what matters to a Muslim?	Geography	Science – food chains/ fossils?

History: Ancient Egypt

The achievements of earlier civilisations overview of where and when an earlier civilisation appeared.and an in-depth study of one of the following: the Indus valley, ancient Egypt, the Shang dynasty of ancient china

RE – link to gods
- **I can make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives**

Art Project (3 weeks)
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history**.**

Geography:
Human and Physical Geography comparing two countries – Uk and x
Place knowledge
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Location knowledge
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties

History: Roman Empire
Roman Empire and its impact on Britain
This could include:
- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion and conquest by Claudius and conquest, including Hadrian's wall
- British resistance e.g. Boudicca
- 'Romanisation of Britain' sites such as Caerwent and the impact of technology, cultures an beliefs, including early Christianity.

DT food
- understand and apply the principles of a healthy and varied 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.

RE (2 ½ weeks) – How do festivals and worship show what matters to a Muslim?
- Identify some beliefs about God in Islam, expressed in Surah 1
- Make links between beliefs about God and ibadah (e.g. how god is worth worshipping; how Muslims submit to god)
- Give examples of ibadah in Islam and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship
- Raise questions and suggest answers about the value of submission and self-control to Muslims and whether there are benefits for people who are not Muslim
- Make links between the Muslim idea of living in harmony with the creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

How do festivals and family life show what matters to the Jewish people?
- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- Make clear links between the story of Exodus and Jewish

Geography
Human and physical geography
- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle

Science:
Living things and their habitats – year 4 and 5 objectives
Year 4
a. recognise that living things can be grouped in a variety of ways
b. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
c. recognise that environments can change and that this can sometimes pose dangers to living things.
Year 5
a. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
b. describe the life process of reproduction in some plants and animals.

Art (2 weeks)
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques,

Science – food chains/ fossils?
History – Mary Anning?
Geography – Jurassic Coast?

DT (2 weeks) Construction
Design
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Make
- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their

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1 session per week unless stated	States of matter	Animals including humans	Electricity		ICT Coding	Sound
	States of matter a. compare and group materials together, according to whether they are solids, liquids or gases b. 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) c. identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Animals including humans** a. describe the simple functions of the basic parts of the digestive system in humans b. identify the different types of teeth in humans and their simple functions. c. Construct and interpret a variety of food chains, identifying producers, predators and prey	**Electricity** a. identify common appliances that run on electricity b. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers c. 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 d. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit e. recognise some common conductors and insulators, and associate metals with being good conductors.		**ICT Coding** -design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs	**Sound** a. identify how sounds are made, associating some of them with something vibrating b. recognise that vibrations from sounds travel through a medium to the ear c. find patterns between the pitch of a sound and features of the object that produced it d. find patterns between the volume of a sound and the strength of the vibrations that produced it e. recognise that sounds get fainter as the distance from the sound source increases.
iPads stop animation and coding	**year 3 class** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**year 3 class** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**year 4 class** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**year 4 class** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		

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