Manland Primary School-Long Term Curriculum Plan

Overview of Skills-Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Topic/Theme	**Anglo-Saxons**		**Mayans and Mexico**		**The Tudors**	
British Values Focus	The Rule of Law -Why do we have rules?	Democracy. Why do we vote? How can we have our say in school?	Tolerance of those of different faiths and beliefs. I accept you, you accept me.	Individual liberty. Free to be me, free to be you.	Mutual respect. How do we get on, even if we disagree?	Self-Respect Looking after myself
English	Writing of instruction texts and recounts. Exploring traditional and ancient tales such as Beowulf. Using 'How to train your Dragon as inspiration for writing		Developing grammar, spelling and punctuation knowledge Focusing on broadening vocabulary through a variety of different contexts and text types. A non-fiction focus - persuasive writing A fiction focus of story settings, playscripts and free-verse and narrative poetry.		Developing, grammar, spelling and punctuation knowledge and focussing on broadening vocabulary through a variety of different contexts and text types. A non-fiction focus of explanation and discussion texts A fiction focus, on stories with a theme, characterisation and nonsense poetry.	
Maths	Practising key mathematical skills including number and place value, Looking at multiplication and division and counting in multiples of 6, 7, 9, 25 and 1000. Measuring and calculating the length and perimeter of shapes in centimetres and metres.		Developing mental maths strategies and knowledge including times tables. Understanding of fractions, tenths and hundredths, equivalent fractions and adding and subtracting fractions with the same denominator. The 12 and 24-hour clock and converting units of time. Finding the effect of dividing a one or two-digit number by 10 or 100 and converting decimals and fractions.		Developing mental maths strategies and knowledge including times tables. Understanding of number and developing learning about measurement including length and converting different units of measure, as well as perimeter and area. Learning about shape, investigating symmetry in 2D shapes; identifying acute and obtuse angles and describing and plotting coordinates. Interpreting and presenting data in different ways.	
Science	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety	Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where	Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations. Gathering, recording, classifying and presenting data	Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and,	Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.	Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.

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	of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.	appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Making systematic and careful. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
Art	Use different hardness's of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use overlapping, tessellation and montage.		Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials.		Replicate some of the techniques used by notable artists, artisans and designers. Sketch lightly (no need to use a rubber to correct mistakes). Shape and stitch materials	
Computing	Programming Simple Games: Use logical reasoning to detect and correct errors in algorithms	Musical composition using computing software: Work with various forms of input and output	Creating a multimedia weather report: Collect, analyse, evaluate and present information	Designing an Iron Man: Designing content and systems	Programing using Scratch Write programs that accomplish specific goals	Using HTML to build simple web pages Understand computer networks, including the internet.

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		Use sequence in programs	Collect, analyse, evaluate and present data Select use and combine software	Control or simulate physical systems	Design programs that accomplish specific goals Debug programs that accomplish specific goals	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Cooking	Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately Assemble or cook ingredients (controlling the temperature of the oven Follow a recipe		Prepare ingredients hygienically using appropriate utensils. Cut materials accurately and safely by selecting appropriate tools.		Prepare ingredients hygienically using appropriate utensils. Cut materials accurately and safely by selecting appropriate tools.	
Design and Technology	Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design.		Create circuits using electronics kits that employ a number of components. Understand how circuits work and which components are needed for specific projects.		Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles.	
Geography	Describe key aspects of human geography, including: settlements and land use.		Describe key aspects of physical geography, including: rivers and the water cycle. Describe geographical similarities and differences between countries		Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	
History	Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Use appropriate historical vocabulary to communicate, including: dates ,time period ,era ,change chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past		Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society.		Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	

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					Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	
Music	Sing from memory with accurate pitch. • Sing in tune. • Pronounce words within a song clearly. • Show control of voice. Compose and perform melodic songs. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.					
PE	Move with co-ordination and control. Throw and catch a ball with control and accuracy. Keep possession of a ball (feet, hockey stick, hands).	Select and use the most appropriate skills, actions and ideas. Choose the appropriate tactics to cause a challenge for the opposition. Follow rules and play fairly in a game. Lead others and act as a respectful team member pass to teammates at appropriate times.	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times.	Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. Use forehand and backhand when playing racket games Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Lead others and act as a respectful team member.	Throw and catch with control and accuracy. Strike a ball and field with control, choose appropriate tactics to cause problems for the opposition, Follow the rules of the game and play fairly, maintain possession of a ball (with, e.g. feet, a hockey sticks or hands), Pass to team mates at appropriate times, Lead others and act as a respectful team member.	Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.

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			• Lead others and act as a respectful team member.			
PSHE	Our happy school I know what it feels like to be unwelcome I can work with others to achieve a shared goal	Out and about I know how to enjoy fireworks safely I can use peaceful problem solving to sort out difficulties	Looking forward I know what can influence how people spend or save I know I am responsible for my own learning and behaviour	My friends and family I know the names for male and female body parts I can take responsibility for what I choose to do	Healthy bodies, healthy minds I know I am responsible for taking exercise to look after my body I know how to say no, if offered a cigarette I can stop and think before I act	Ready, steady, go I know some ways of dealing with changes that make me feel uncomfortable I know some ways of dealing with the feelings that arise from changes
RE	**Marking festivals, pilgrimage, traditions and key events in life** Look at two contrasting religions (Hinduism or Sikhism and Christianity) - describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) - marking important events in life. - explore the inner meaning behind the key practices of Sikh and Hindu birth traditions -Why do some people make pilgrimage	**Symbolic expression in prayer and worship** Exploration of beliefs and practices -explain how actions of worship are symbolic and communicate a faith commitment beyond words (e.g. food and music). -explore the 5K's, the Kanda and the importance of Sewa for Sikhs. -Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.	**Belonging to a community, individual commitment and religious leadership** Exploring where we may belong -what belonging might mean and how it shapes their lives. Consider some of the challenges individuals and communities face (e.g. Sikh Khalsa) -do you need to have faith to understand commitment. -discover how religious festivals (Easter, Bandi Chor Divas) might bring a community together to expresses its shared commitment.	**Different ideas about God and gods, creation and ultimate questions.** Discuss questions and meaning, purpose and truth. Debate why there are different ideas about God/gods. Offer thoughtful answer to ultimate questions, such as "what happens when we die? Explore using art. **Communicating through sacred spaces and prayer.** Investigate the role and meaning of places of worship.	**Sacred texts and stories, their guidance and impact** Enquiring about what is wisdom, where does it come from and who decides what is wise, -explore a range of faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives. -investigate how psalms, poems, hymns and stories are interpreted in different	**Taking responsibility for living together, values and respect.** Consider our responsibility for the world and each other and some religious and worldview responses eg humanists. Consider why there are different views about what is important and should be valued. Hindu ahisma (harmlessness and express their own views on animal welfare. Compile a moral code charter – applying different religious codes

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			Inviting a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.	Why do they play a significant part in the religious community or home (Puja). How does architecture express how a community communicates through prayer, worship and reflection? Investigate the nature of prayer and different forms of worship – Akhand Path for Sikhs.	communities and why they affect followers in different ways. What is golden about the golden rules of faith and belief.	and worldviews. Discuss – does having a religion help people be good? **Right, wrong, just and fair.** Look at views about justice and fairness through the work of development charities. Discuss the importance of fairness, peace and justice in the light of faith stories and other sources of wisdom. Explore ethical questions and the Hindu response to equality.