



# Manland Primary School-Long Term Curriculum Plan

## Overview of Topics and Skills-Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Theme	<b>Anglo-Saxons and Vikings</b>		<b>Mayans</b>		<b>The Tudors</b>	
British Values	<b>The Rule of Law</b>	<b>Democracy</b>	<b>Tolerance of those of different faiths and beliefs</b>	<b>Individual liberty</b>	<b>Mutual respect</b>	<b>Self-Respect</b>
	Why do we have rules?	Why do we vote? How can we have our say in school?	I accept you, you accept me.	Free to be me, free to be you.	How do we get on, even if we disagree?	Looking after myself
Art	<b>Sketching</b>		<b>Sculpture</b>		<b>Tudor Portraits</b>	
	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.		Clay work linked to Mayan topic 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	<b>Programming simple games</b>	<b>Designing a toy using scratch</b>	<b>Musical composition</b>	<b>Editing and writing HTML</b>	<b>Produce a WIKI</b>	<b>Weather</b>
	Programming Simple Games: Use logical reasoning to detect and correct errors in algorithms	Designing a toy  Designing content and systems Control or simulate physical systems	Musical composition using computing software:  Work with various forms of input and output Use sequence in programs	Using HTML to build simple web pages	Understand computer networks, including the internet. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	Creating a multimedia weather report: Collect, analyse, evaluate and present information Collect, analyse, evaluate and present data Select use and combine software
Design and Technology	<b>Weaving</b>	<b>Cooking</b>	<b>Circuits</b>	<b>Cooking</b>	<b>Tudor Rose pin cushion</b>	<b>Cooking</b>
	Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by	Anglo-Saxon pottage making linked to history topic. Prepare ingredients hygienically using appropriate utensils.	Control and monitor models using software designed for this purpose.	Mayan chocolate Prepare ingredients hygienically using appropriate utensils.	Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques	Tudor biscuits Prepare ingredients hygienically using appropriate utensils.



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	carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.	Measure ingredients to the nearest gram accurately Assemble or cook ingredients (controlling the temperature of the oven Follow a recipe	Disassemble products to understand how they work.	Cut materials accurately and safely by selecting appropriate tools.	to decorate textiles. Cut materials accurately and safely by selecting appropriate tools. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).	
Geography	<b>Settlements</b>	<b>Water cycle/Rivers</b>		<b>Fieldwork/Local area</b>		
	Ask and answer geographical questions about the physical and human characteristics of location Describe key aspects of human geography, including: settlements and land use. Explain own views about location, giving reasons Study Anglo-Saxon and Viking settlements in the UK	Describe key aspects of physical geography, including: rivers and the water cycle. Name and locate the countries of Europe and identify their main physical and human characteristics Describe geographical similarities and differences between countries		Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Describe how the locality of the school has changed over time.  Use a range of resources to identify the key physical and human features of a location.  Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.		
History	<b>Anglo-Saxons</b>	<b>Mayans</b>		<b>Tudors</b>		
	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 Use drones as accompaniments.	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. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children		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 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past		



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<p>Modern Foreign Languages (French)</p>	<p><b>Listen to spoken language and join in. Explore the patterns and sounds of language through songs and rhymes.</b></p>	<p><b>Engage in conversations; ask and answer questions speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p>	<p><b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences.</b></p>	<p><b>Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.</b></p>	<p><b>Write phrases from memory, and adapt these to create new sentences. Express ideas clearly describe people, places, things and actions orally and in writing feminine and masculine forms.</b></p>	<p><b>Use singular and plural forms adjectives, pronouns and the conjugation of high-frequency verbs. Identify the gender of a noun from its article in spoken French.</b></p>
	<p>Pick out familiar words and phrases from spoken sentences. Write responses to spoken language using short phrases and simple sentences. Use my knowledge of French phonics to help me spell familiar words.</p>	<p>Ask for simple opinions, and give my own, e.g. likes and dislikes. Express my opinions using simple sentences. Say several sentences from memory.</p>	<p>Say full sentences from memory, with accurate pronunciation, so that others can understand me. Prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.</p>	<p>Follow and understand a familiar written text, reading and listening at the same time. Recognise familiar words and phrases in a spoken story or poem. Recite a simple finger rhyme or song from memory. Read a simple rhyme, song or story aloud to my class. Show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.</p>	<p>Use a bilingual dictionary. Write some phrases and simple sentences from memory. Say a few sentences to describe where I live. Say a few sentences about the things I do. Give short descriptions of other people. Write a few simple sentences about myself. Write a few simple sentences to describe where I live and write a few simple sentences about the things I do. Write a few simple sentences about other people</p>	<p>Identify the gender of a noun from its article and use the correct article most of the time to match the gender of the noun. Identify the gender of a French noun from its article. Use the correct article most of the time to match the gender of the noun. Use either 'les' or 'des' I can recognise subject pronouns. Use a model to write sentences in the first person. Recognise the first, second and third person singular forms. Write the correct form of some common verbs in the first person present tense and recognise that the structure of some French sentences differs from English. Recognise common sentence and word order patterns in French.</p>



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<p>Music</p>	<p><b>Rhythm – Take 5 Dave Brubeck</b></p>	<p><b>Singing in a foreign language - Christingle carols</b></p>	<p><b>Music that tells a story –Stravinsky’s Firebird (use BBC 10 pieces DVD)</b></p>	<p><b>Prep for Y3/4 music presentation to parents</b></p>	<p><b>Tudor entertainment based around Sumer is a comin’ in</b></p>	<p><b>Singing rounds / part songs</b></p>
	<p>Choose, order, combine and control sounds to create an effect. Understand layers of sounds and discuss their effect on mood and feelings. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Use drones as accompaniments.</p>	<p>Perform songs using their voices with increasing accuracy, fluency, control and expression</p>	<p>Evaluate music using musical vocabulary to identify areas of likes and dislikes. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Perform songs using their voices with increasing accuracy, fluency, control and expression</p>	<p>Develop an understanding of the history of music.</p>	<p>Understand layers of sounds and discuss their effect on mood and feelings.</p>
<p>PE</p>	<p><b>Gymnastics/ball skills</b></p>	<p><b>Basketball</b></p>	<p><b>Gymnastics Hockey</b></p>	<p><b>Dance Tennis</b></p>	<p><b>Rounders</b></p>	<p><b>Athletics</b></p>
	<p>Move with co-ordination and control. Throw and catch a ball with control and accuracy. Keep possession of a ball (feet, hockey stick, hands).</p>	<p>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.</p>	<p>Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <ul style="list-style-type: none"> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p> <p>Use forehand and backhand when playing racket games</p> <p>Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly.</p> <p>Lead others and act as a respectful team member.</p>	<p>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.</p>	<p>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.</p>



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PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and have a positive attitude	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.
RE	Marking festivals, pilgrimage, traditions and key events in life	Symbolic expression in prayer and worship	Belonging to a community, individual commitment and religious leadership	Different ideas about God and gods, creation and ultimate questions.	Sacred texts and stories, their guidance and impact	Taking responsibility for living together, values and respect.
	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	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.	Exploring where we may belong Discover how religious festivals (Easter, Bandi Chor Divas) might bring a community together to express its shared commitment.	Discuss questions and meaning, purpose and truth. <b>Communicating through sacred spaces and prayer.</b> Investigate the role and meaning of places of worship.	Enquiring about what is wisdom, where does it come from and who decides what is wise. -investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways.	Consider our responsibility for the world and each other and some religious and worldview responses eg humanists. <b>Right, wrong, just and fair.</b> Look at views about justice and fairness through the work of development charities.



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Science	Solids, Liquids and Gases	Human digestive System and Teeth	Food chains and human impact	Classification of Plants and Animals	Circuits and Components (Electricity)	Sound and Vibrations
	<p>Compare and group materials together, according to whether they are solids, liquids or gases. 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b><u>Working Scientifically</u></b> Ask relevant questions and use different types of scientific enquiries to answer them. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather and record data in a variety of ways to help in answering questions.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. <b><u>Working Scientifically</u></b> Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Record and present findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquires in simple scientific language, using both oral and written explanations, displays or results and conclusions. Identify similarities, differences or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b><u>Working Scientifically</u></b> Ask relevant questions and using different types of scientific enquiries to answer them. Make systematic and careful observations. Gather, record and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Recognise that living things can be grouped in a variety of ways.</p> <p><b><u>Working Scientifically</u></b> Gather, record, classify and present data in a variety of ways to help in answering questions. Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. Working Scientifically Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</p>	<p>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 then strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound sources increases. <b><u>Working Scientifically</u></b> Ask relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Record findings using simple scientific language, drawings, labelled</p>



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	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>answer questions or to support their findings.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>With support, make predictions for new values, within or beyond the data collected.</p> <p>With support, raise further questions.</p>			<p>including thermometers and data loggers</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions.</p> <p>Make predictions for new values and suggest improvements.</p> <p>With support, raise further questions.</p>	<p>diagrams, keys, bar charts, and tables.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>
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