

Year 4 Long Term Curriculum Plan 2020 2021

Subject	Autumn Term		Spring Term		Summer Term	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
History Geography	The Victorians	The Victorians	Scavengers and Settlers	Scavengers and Settlers (Lives improving, access to water, housing etc)	Explorers and Adventurers (where do our families come from) (article 24, 7, 2)	Explorers and Adventurers
Literacy	Dirty Beasts (poetry with a structure) Oliver twist	Roald Dahl The Twits (books by a significant author) The Twits (film and playscript) (P4C to be treated fairly) (article 12, 19)	Prehistoric homes linked to IPC (non-chronological report) (P4C Are humans responsible for animals becoming extinct) (Article 19) The Dragon Machine (explanation)	The Lost Thing (fantasy) The Lost Thing (recount)	The Fantastic Flying Books of Mr Morris Lessmore (poems on a theme) The Fantastic Flying Books of Mr Morris Lessmore (persuasion) (Right for access to education ie books) (article 29)	Balaclava Boy (issues and dilemmas) (P4C Is stealing ever ok?) (article 41) Environmental issues linked to IPC (discussion)

Science	Sound	States of matter (Global warming/water/Ice bergs/ resources)	Circuits & Conductors	Animals including humans	Living Things and their Habitats (Human impact on habitats)	Living Things and their Habitats (Mapping local pollution hotspots) (Article 24, 12,13)
Art	<p>Critique - Victorian Artists</p> <p>Victorian artist study (Scenes) Artist:L S. Lowry</p> <p>Designing and printing tiles Artist:William Morris</p>	<p>Critique - Victorian Artists</p> <p>Victorian artist study (Scenes) Artist:L S. Lowry</p> <p>Designing and printing tiles Artist:William Morris</p>	<p>Drawing Cave Painting (New) Artist:Anthony Gormley (Earth, body, light)</p>		<p>Drawing Scientific drawings Botanical art Artist:Margaret Mee/Georgia O'Keefe/ Van Gogh</p>	<p>Observational painting of flowers Artist:Vincent Van Gogh</p>
D.T	<p>3D Victorian House</p> <p>Mechanical Toy</p>	<p>3D Victorian House</p> <p>Mechanical Toy</p>	<p>3D Building an Iron Age Shelter/settlement Prehistoric tools</p>	<p>3D Creating own version of The Lost Thing</p>		<p>3D Creating a habitat - Diorama</p>

ICT	We are co-authors (Unit 4.5)	We are toy designers	We are software developers (Unit 4.1)	We are HTML editors	We are musicians (Unit 4.3)	We are meterologists
Music	<p><u>Music as sounds-How sound works:</u> The science of sound and musical creation Instruments and industry-How music changed as the world changed Outcomes: Make an instrument Develop scientific understanding of dynamics and pitch-how it changes the sound and why etc. Introduce a wide variety of genres and musical styles over a long period of time History of music timeline Music and the industrial revolution</p>		<p><u>Humans, Instruments and technology</u> Outcomes: Music and humans (how we use our bodies to make sounds and music) Compose a short piece of body percussion (humans as instruments) Glockenspiels and instrumental work. Extend understanding of graphic notation and introduce staff notation Performance: Glockenspiels</p>		<p><u>World music</u> Outcomes: Learn about world music and play on instruments /sing Introduction to genres: blues/ jazz/classical/folk etc (Gamelan workshop) Performance: Songs and a piece on glockenspiels around world music. (Gamelan inspired)</p>	
RE	What we can learn from religions about right and wrong.	What festivals are important to religious communities?	What does it mean to be a Hindu in Britain today?	Why is Jesus inspiring to some people (Right to practice your own religion)	Why do some people think life is a journey?	Why do people pray?
PSHE	New Beginnings	Getting on and Falling Out + Relationships	Say No to Bullying	Going for Goals (To be the best you can be)	Good to be Me (everyone has equal rights)	Changes
PE	Gymnastics Balance (Val Sabin unit)	Fitness Circuits	Dance Capeiro- (discuss background slavery)	Net & Wall Games - Volleyball / Dodgeball (Volleyball coach working with Y4)	Athletics	Indoor cricket

GAMES	<p style="text-align: center;">Invasion Games (Handball)</p> <p>I throw and catch a ball with control and accuracy. I strike a ball and field with control. I choose the appropriate tactics to cause a problem for the opposition. I follow rules in a game. I keep possession of a ball (feet, hockey stick, hands).</p>	<p style="text-align: center;">Invasion Games (Hockey)</p> <p>I throw and catch a ball with control and accuracy. I strike a ball and field with control. I choose the appropriate tactics to cause a problem for the opposition. I follow rules in a game. I keep possession of a ball (feet, hockey stick, hands).</p>	<p style="text-align: center;">Striking and Fielding Games (Kick Rounders)</p> <p>I throw and catch a ball with control and accuracy. I strike a ball and field with control. I choose the appropriate tactics to cause a problem for the opposition. I follow rules in a game. I keep possession of a ball (feet, hockey stick, hands).</p>	<p style="text-align: center;">Striking and Fielding Games (Cricket)</p> <p>I throw and catch a ball with control and accuracy. I strike a ball and field with control. I choose the appropriate tactics to cause a problem for the opposition. I follow rules in a game. I keep possession of a ball (feet, hockey stick, hands).</p>	<p>Invasion Games (Football) FA coach working with Y4</p>	<p>Athletics & Sports Day Preparation</p>
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Pink - Units led by Jules (with teacher covering in class)