

**Long Term Plan**

**2021-2022**

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| Year 4 Curriculum Overview |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | Egyptian day in school.Leeds City Museum to visit Nesyamun or Bagshaw Musuem.Possible visit Media Museum for Science and animal shop (Shipley). | Danelaw Dark Age VillageTrip to Bradford Beck to see where they settledFulford Gate and Stamford Bridge to see the decisive Saxon-Viking battles | Danelaw Viking experience.Yorvik Viking Centre.Yorkshire Museum. |
| **English** | Egyptian Cinderella | Newspaper article about Tut’s tomb.Science: Animals and Us | Anglo Saxon BoyKennings poems | Anglo Saxon BoyKennings poems | How to Train a Dragon | Viking Boy |
| How to be an ancient Egyptian in ten easy steps | The Story of TutankhamunHow to prepare a mummy | Alfred the Great and the Anglo Saxons | Alfred the Great and the Anglo Saxons |  | Viking Voyages |
| Time Travelling Caveman | 1000 Year Old Boy. | Anglo Saxon Boy.1000 Year Old Boy. | Anglo Saxon Boy.1000 Year Old Boy | How to Train Your Dragon.1000 Year Old Boy. | 1000 Year Old Boy. |
| **Maths** | Number:Place value.Number: Addition and subtraction.Measurement: Length and perimeter.Number: Multiplication and division. | Number: Multiplication and divisionMeasurement: AreaNumber: FractionsNumber: Decimals | Number: FractionsMeasurement: MoneyMeasurement: TimeStatistics: Graphs and chartsGeometry: shape, position and geometry |
| **Science** | SoundAssociate sound with vibration and that it travels through a medium to the ear.Recognise that sounds get fainter as the distance from the sound source increases. | Animals including humansIdentify the function of the digestive system.Identify different teeth and their function.Construct and interpret a variety of food chains. | States of matterCompare and group materials togetherObserve that heating and cooling changes state and the temperature at which it does (°c)Understand evaporation and condensation. | ElectricityIdentify common appliances and construct a simple series electrical circuit.Identify whether or not a lamp will light in a simple series circuit.Recognise that a switch opens and closes a circuit.Recognise some common conductors and insulators and design their own light show | Living things and their habitatsGrouping living thingsClassify living things in theirlocal and wider environmentRecognise that environments can change. |  |
| **Art** | Design and make their own paper necklaces.Discuss and evaluate what it is that makes our art good. |  | Create Anglo-Saxon art through a range of mediums focusing use of pattern, texture and form. | Metalwork design, record observations and ideas. | Pastel art: Hiccup: the Viking who was seasick.Create Viking art using different drawing and shading techniques. |  |
| **D.T.** | Create an Egyptian meal. Evaluate different foods that are grown/reared in Egypt. | Mod-roc: create death masks | Create an Anglo-Saxon settlement. | Anglo-Saxon Brooches. |  | Design and make a Viking Longboat using a range of tools and equipment. |
| **Geography** | Captivating civilisation: Where was Ancient Egypt and why did the cities move with the Nile?Describe the human and physical geography of places using appropriate geographical language.Interpret a range of plans, maps, globes, and aerial photos with increasing accuracy.Use four figure grid references |  | Brilliant Britain: Why, where and how did the Anglo-Saxons settle?Use maps to locate geographical regions, major cities and rivers and other physical features in the UK and Europe.Know about the Equator, Hemispheres, Arctic and Antarctic Circle.Use four figure grid references |  | Brilliant Britain: Why did the Anglo-Saxons and Vikings fight over England? Who were the Vikings? How and where did they live?Locate geographical regions and key natural features of the UK.Talk about land-use patterns in the UK.Use maps to locate European countries, their major cities and rivers.Describe the human and physical geography of Viking England.Interpret a range of maps with increasing accuracy.Use four figure grid referencesUse fieldwork to observe the local area. | Brilliant Britain: Why did the Anglo-Saxons and Vikings fight over England? Who were the Vikings? How did they live? |
| **History** | Captivating civilisation: Chronology. What were the most important achievements of three early civilizations? (Ancient Sumer, Indus Valley, Shang Dynasty) | Captivating civilisation: What do the pyramids of Giza tell us about the achievements of Ancient Egypt?E.g. structure of Society, Organisation, rulers, hieroglyphics, culture etc. |  | Brilliant Britain: Anglo-Saxons. Did they invade or settle? | Brilliant Britain: Why did the Anglo-Saxons and Vikings fight over England? Who were the Vikings? Where did they live? |  |
| **Computing** | Coding and Online Safety | Online Safety and Spreadsheets | Spreadsheets and writing for difference audiences | Logo and Animation | Effective Search and Hardware Investigators | Making Music |
| **Spanish** | Life in Spain (fruit and veg foods revision of Y1, Spanish songs and stories, Regions and history of Spain, where Spanish is spoken around the world, jobs revision of Y3 all about me, tourism revision of Y1 holidays, school in Spain revision Y2 in our classroom, Seasons Y1 revision of holidays) | Life in Spain (fruit and veg foods revision of Y1, Spanish songs and stories, Regions and history of Spain, where Spanish is spoken around the world, jobs revision of Y3 all about me, tourism revision of Y1 holidays, school in Spain revision Y2 in our classroom, Seasons Y1 revision of holidays) | Life in Spain (fruit and veg foods revision of Y1, Spanish songs and stories, Regions and history of Spain, where Spanish is spoken around the world, jobs revision of Y3 all about me, tourism revision of Y1 holidays, school in Spain revision Y2 in our classroom, Seasons Y1 revision of holidays) | Life in Spain (fruit and veg foods revision of Y1, Spanish songs and stories, Regions and history of Spain, where Spanish is spoken around the world, jobs revision of Y3 all about me, tourism revision of Y1 holidays, school in Spain revision Y2 in our classroom, Seasons Y1 revision of holidays) | Story unit – repetitive question focus – bilingual book ‘Where is my little crocodile?’ (recap animals, directions, size) | Review of previous learning from Aut/Spring Last week Sum 2 Spanish festival focus: San Fermin |
| **PE** | BasketballHockey (dribbling) | Dance (motif/gesture)Tag Rugby (attacking and defending) | Gymnastics (advanced travelling)Netball/Basketball (scoring set ups) | Tennis | Rounders | Athletics (throwing technique)Cricket (bowling) |
| **PSHE** | Zones of Regulation.Jigsaw: Being me in my world | Jigsaw: Celebrating differences | Jigsaw: Dreams and Goals | Jigsaw: Healthy Me | Jigsaw: Relationships | Jigsaw: Changing me. |
| **Music** | Stop: A rap unit about bullying.-Play and perform independently or in group-Improvise and compose music | Lean on me: using Bill Withers to learn about the different dimensions of music.-Play and perform independently or in group-Improvise and compose music-Listen carefully to sounds and repeat them.-Read notation-Give opinions on music | BBC School Radio: The Anglo-Saxons.-Read notation-Play and perform independently or in group-Improvise and compose music-Give opinions on music. | BBC School Radio: The Anglo-Saxons.-Read notation-Play and perform independently or in group-Improvise and compose music-Give opinions on music. | BBC School Radio: Viking saga songs.-Read notation-Play and perform independently or in group-Improvise and compose music-Give opinions on music. | BBC School Radio: Viking saga songs.-Read notation-Play and perform independently or in group-Improvise and compose music-Give opinions on music. |
| **RE** | What do different people believe about God?Islam, Christianity, Hinduism-Different religions sharing common features expressed in various ways-Details of significant stories | How do faith communities demonstrate what is sacred?Islam, Christianity, Hinduism-Special and significant things in their lives-Understanding of values and attitudes in teaching and beliefs | How do believers use symbolism to show their beliefs?Islam, Christianity, Hinduism-Details of significant stories-Connections between identity and experience between others |