ST. JOHN BOSCO CATHOLIC PRIMARY CURRICULUM PLANNING

YEAR 4

	TERM 1		TERM 2		TERM 3	
Science	**Living Things (3)** To Know that reproduction is when an animal or plant produces one or more individuals similar to itself. To explain that sexual reproduction requires both male and female DNA (sex cells) and will produce offspring that are similar but not identical to the parents. To explain that asexual reproduction will produce offspring that are identical to the parent and only requires one parent e.g. bulbs, tubers and runners. To explain the life cycle of a mammal, amphibian, insect and bird To explain the process of metamorphosis using frogs and butterflies as examples Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	**Animals and Humans (4)** To describe the simple functions of the basic parts of the digestive system in humans To identify the different types of teeth in humans and their simple functions To compare the teeth or carnivores and herbivores and suggest reasons for differences To construct and interpret a variety of food chains, identifying producers, predators and prey	**Materials (4)** To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. To discuss the suitability of everyday materials for different purposes based on their properties, giving reasons, based on evidence from comparative and fair tests. To know the difference between reversible and irreversible changes. To demonstrate that dissolving, mixing and changes of state are reversible changes. To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid	**Sound (1)** To Know sound vibrations, make the air around the object vibrate and the vibrations travel in waves. To Know Sound waves enter the ear canal and travel to the eardrum. To understand that The eardrum vibrates and sends vibrations to the 3 small bones in the ear. The 3 small bones increase the vibrations and send them to the cochlea. Inside the cochlea there are thousands of hair cells. Hair cells change the vibrations into electrical signals which are then sent to the brain via the auditory nerve. To understand The pitch of a sound can be changed e.g. a thin, stretched guitar string will produce a higher pitch than a loose, thick guitar string. To understand The volume of a sound can	**Electricity (2)** To know Electricity is a form of energy, used for lighting, heating, making sound and making machines and appliances work. To understand that some appliances run on electricity; some plug into the mains electricity and others run on batteries. To know that an electrical circuit consists of a cell or battery connected to a component using wires. To know a series circuit is where all the components of the circuits are joined in one loop. If one part of the loop is incomplete, then the circuit will not work To know names of components include cells, wires, bulbs/ lamps, switches and buzzers A cell is a single unit, and a battery is a collection of cells One way to test to see if a circuit is complete is to use a	**Space (2)/ Rocks** Name some types of rock and describe the physical features of each Compare and group together kinds of rocks based on their appearance Compare and group together kinds of rocks based on their simple physical properties Name the 3 types of rocks (igneous, sedimentary and metamorphic) and classify based on their appearance and physical properties (e.g. marble is metamorphic because it is hard and smooth) Describe how the 3 rock types are formed (the rock cycle) Recognise that soils are made from rocks and organic matter Describe in simple terms how fossils are formed when things that have lived are trapped in rock

	To use prior knowledge of parts of a flower to explain the stages involved in the reproduction process (pollination, fertilisation and germination).		on bicarbonate of soda.To understand some materials will dissolve in liquid to form a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating. To describe how to recover a substance from a solution.	be changed depending on how much energy is used to make the sound. E.g. If you hit a drum very hard it will make a loud sound. To explain that Sound gets fainter the further away from the sound source it gets.	bulb/lamp, if the lamp turns on then the circuit is complete. To understand switches open and close circuits. When a switch is open the bulb/lamp will not light up as the series circuit is incomplete. Wires are made from metals as they are good conductors of electricity e.g., iron, copper and steel Insulators are materials that do not allow electricity to pass through them easily e.g., plastic, wood, rubber and glass. To Know Thomas Edison invented the first practical incandescent light bulb.	
History	**B V A L U E S**	**Ancient Egypt** - understand who the Ancient Egyptians were and what their major achievements were. - understanding of where this period sat in relation to other key historical events and will also examine what happened during this era. - recognise why the River Nile was so crucial to the existence of the Egyptians - examine the Egyptian hierarchy focusing on	**B V A L U E S**	**Romans** - develop an understanding of who the Romans were and why they invaded Britain and settled there. - To Know how Britain resisted the invasion and why the Roman Army were so successful; developing acknowledge of key historical vocabulary and how to use this effectively. - understand how the Romanisation of Britain demonstrates how Britain has been influenced by the wider world. - Analysis of a range of sources and evidence of the time as a way of investigating the past, including visiting the remains of a Roman fort.		**B V A L U E S**	**Local Study Penshaw Monument** - Discover the History of Penshaw Monument - When was it built? Who built it? What was its purpose when it was built? - Plot this information on a timeline. - Children to visit Penshaw Monument

			the role of the pharaoh. - explore what happened to the pharaohs when they died by explaining the mummification process. - understanding the major achievements of the Egyptians including their building and design work. - knowledge of the Egyptian Gods and Goddesses and why they were so important for the Egyptians.					- Use digital maps to locate the Monument and location in relation to our school and other local landmarks. - Map reading skills. - Compass and direction – how to get there. - Tourism – how is the monument used now to promote tourism in Sunderland.
Geography		**Rivers** -know what erosion means and how this alters our coastlines. - learn what effect weathering has on our coasts and the process of how landforms such as caves, arches, stacks and stumps are formed. - learn how beaches are formed through longshore drift. - study how humans use the coastline and the impact tourism has on local communities. - carry out a case study on			**Coasts** - describe and explain the water cycle using scientific terminology. - name parts of the drainage basin again using scientific terminology and make links between the different parts. - look at the effects rivers have on rocks through the processes of erosion, transportation and deposition. - draw pictures to show their understanding. - look at the different parts of a river: the upper course, the middle course and the lower course. - map reading skills - consider the effects flooding has on the local community taking into account what their local river is used for and the impact this has upon local residents			

	Happisburgh (a town affected by coastal erosion). - consider the social, economic and environmental impacts this has on communities and how these impacts can be managed. - discover the problems around global sea level rise focusing on Bangladesh.					
ICT	**Internet** Evaluate online content to describe how honest, accurate or reliable it is and understand the consequences of false information.	**Creating Media** Children will use audacity to produce a podcast which will include editing/ adding tracks.	**Creating Media** Children will develop understanding of how digital images can be changed and edited and how they can be re saved re used.	**Data Information** **Data logging** Children will consider how/why data is collected Children will collect data as well as access data captured over long periods.	**Programming** Children can look at repetition and loops within programming Create programs by planning? Modifying and testing commands. Children will explore repetition using scratch Children will review, count controlled and infinite loops. Children will design and create a game which uses repetition	
	E-Safety					
Music	**Pulse** - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3⁄4 using different tempos with other pupils playing ostinato. **Rhythm** - Pupils will recap crotchets, quavers, minims and the equivalent rests; they will be introduced to syncopation	**Listening** - Pupils will compare pieces of music from different traditions that contain two or more different parts. **Performing** - Pupils will use tuned percussion and the voice to perform up to five note melodies and more complex rhythms. **Singing** - Pupils will sing pieces in two parts	**How does music improve our world?** Children will be developing pulse and groove through improvisation	**How does music teach us about our community?** Children will be creating simple melodies together	**How does music shape our way of life?** Children will focus on connecting notes and feelings	

	and dotted rhythms. **Melody** - Pupils will perform five notes from notation including simple rhythms and rests. **Autumn Music** •Music Trax (Kodaly) •Orchestra Song •Harry Potter- Film Soundtrack •Carol of the Bells	that have different melodies **Composition** - Pupils create a basic five note tune using simple rhythms and crotchet, quavers, minims and crotchet rests. Pupils will develop rhythmic patterns up to four bars.				
RSHCE	**SRE** ▪ Me, My Body, My Health ▪ Emotional Wellbeing ▪ Life Cycles		**SRE** ▪ Personal Relationships ▪ Keeping Safe		**SRE** ▪ Living in the Wider World ▪ Transition	
Art	**Formal Skills** The Nile Sketching Landscapes Children will focus on their formal art skills for the first half term. Link this to Egypt history topic and rivers. Children will focus on sketching to show line, tone and texture and shading to show light and dark.	**Perspective** 3D Pyramids Children will use the Egyptian pyramids to focus on perspective and proportion, recognise how to make things appear near and far and show an awareness of space. Children will use a range of materials such as pencil, pastel, charcoal and chalk.	**Painting** Pointillism Colour mixing Children will use colour mixing of primary and secondary colours to create their artwork. Their painting style will focus on pointillism and children understand the importance of colour and tone in their artwork.	**Sculpture** Roman (Linked) Using clay, the children will sculpt Roman busts. Children will cut, make and combine clay to make recognisable forms and use joining techniques to attach pieces of clay together. Children will practice with sculpting tools to add the finer detail and add any appropriate materials.	**Painting** Starry Night Children will study the work of Van Gogh and focus on his painting Starry Night to recreate it. Children will focus on different brush strokes to create shape, texture and pattern. Children will focus on repeated patterns and block printing for elements of their artwork.	**Local Artist Study Collage** Penshaw Monument Children will look into local artists from Sunderland and their perceptions and artwork on Penshaw Monument. Children will focus on select colours that represent the monument to create a collage. They will practice techniques such as overlapping, montage and mosaic within this unit.
DT	**Model** Rivers Children will create a 3D model of a river. They will design, make	**Sewing** Textiles Children will use sewing to make Egyptian headdresses and jewellery.	**Model** Boats Lighthouse Children will focus on creating 3D models of boats and lighthouses.	**Food Technology** Bread Children will cook their own bread. They will write a recipe and	**Clay Sculpture** Local Landmark Using clay, the children will create a model of Penshaw Monument.	

	and evaluate their work.		Children will complete float test to ensure their boat does not sink.	follow it to make their own bread.			
RE	People Building Bridges Gift		Community Giving and Receiving Self-Discipline		New Life Called God's People Torah		
Spanish	**Myself and Others** - Own name, age and birthday - Family name, age and birthday - Physical descriptions - Family tree - family members - Character descriptions		**Food and Drink** - Fruits and vegetables - Meat and fish - Hungry caterpillar book to name different foods.		**Body Parts** - Parts of the face - Body parts - Create a monster to label body parts - Create monster family with personal details, relationships, physical description		
PE	**Swimming** By the end of KS2: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations	**Swimming** By the end of KS2: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations	**Territory Games** Make the best use of space to pass and receive the ball. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Pass the ball with increasing speed, accuracy and success in a game situation	**Net/Wall Games** Move with the ball using a range of techniques showing control and fluency. Develop different ways of throwing and catching. Use a bat or stick to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in game. Use hand-eye coordination to strike a moving and stationary ball.	**Dance** Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	S W	**Athletics** Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Learn how to combine a hop, step and jump to perform the triple jump. Land safely with control.

							Begin to measure the distance jumped. Confidently demonstrate an improved technique for sprinting. Perform a relay, focusing on the baton changeover technique. Develop a fluent changeover. Speed up and slow down smoothly.