

Long Term Plan: Year 4 Curriculum Objectives

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Reading:</p> <p>Word reading:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 			<p>Writing:</p> <p>Transcription:</p> <p>Spelling:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Composition:</p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors 		

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				<ul style="list-style-type: none">• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Writing: Vocabulary, grammar and punctuation: Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• using the present perfect form of verbs in contrast to the past tense• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• using conjunctions, adverbs and prepositions to express time and cause• using fronted adverbials• learning the grammar for years 3 and 4 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none">• using commas after fronted adverbials• indicating possession by using the possessive apostrophe with plural nouns• using and punctuating direct speech <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		
Mathematics	<ul style="list-style-type: none">• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)• Order and compare numbers beyond 1000• Count in multiples of 25 and 1000• Find 1000 more or less than a given number• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction• Recall multiplication and division facts for multiplication tables	<ul style="list-style-type: none">• Round any number to the nearest 10, 100 or 1000• Solve number and practical problems that involve the above and with increasingly large positive numbers• Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers• Multiply two-digit and three-digit numbers by a one-digit number using formal written	<ul style="list-style-type: none">• Count backwards through zero to include negative numbers• Solve number and practical problems that involve the above• Estimate and use the inverse operations to check answers to a calculation• Recognise and use factor pairs and commutativity in mental calculations• Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in	<ul style="list-style-type: none">• Identify, represent and estimate numbers using different representations• Solve number and practical problems that involve all of the above and with increasingly large positive numbers• Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$• Compare numbers with the same number of decimal places up to two decimal places• Round decimals with one decimal places to the nearest whole number	<ul style="list-style-type: none">• Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value• Solve number and practical problems that involve the above• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why• Estimate, compare and calculate different measures, including	<ul style="list-style-type: none">• Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days• Describe movements between positions as

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	<p>up to 12 x 12 (focus on 3, 6, 9)</p> <ul style="list-style-type: none"> • Use place value, known and derived facts to multiply and divide mentally • Recall multiplication and division facts for multiplication tables up to 12 x 12 (focus on 7, 11, 12) • Use place value, known and derived facts to multiply and divide mentally • Recognise and show, using diagrams, families of common equivalent fractions • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number 	<p>layout</p> <ul style="list-style-type: none"> • Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 • Recognise and write decimal equivalents to any number of tenths or hundredths • Convert between different units of measure • Estimate, compare and calculate different measures • Identify acute and obtuse angles and compare and order angles up to two right angles by size • Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon 	<p>the answer as ones, tenths and hundredths</p> <ul style="list-style-type: none"> • Add and subtract fractions with the same denominator • Read, write and convert time between analogue and digital 12- and 24-hour clocks 	<ul style="list-style-type: none"> • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares • Identify lines of symmetry in 2-D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry 	<p>money in pounds and pence</p> <ul style="list-style-type: none"> • Solve simple measure and money problems involving fractions and decimals to two decimal places • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 	<p>translations of a given unit to the left/right and up/down</p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
Science	<p>Working Scientifically (threaded throughout each unit): During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • 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 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 • 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. 					

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	<p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>States of Matter Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are 	<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • 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 	<p>Sounds Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases
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Computing	Computing Systems and Networks - The internet <ul style="list-style-type: none"> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content 	Programming - Repetition in shapes <ul style="list-style-type: none"> To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome 	Creating Media - Photo editing <ul style="list-style-type: none"> To explain that the composition of digital images can be changed To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image 	Programming - Repetition in games <ul style="list-style-type: none"> To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition 	Skills Showcase - Data and Information <ul style="list-style-type: none"> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions 	
History		First Railways – George Stephenson Sequencing the past/Chronology Placing previously learnt periods into context and identifying their impact – Stephenson's railways leading to the growth of Teesside; railways linked to Victorian seaside holidays; holidays linked to local economy and growth of		Roman Britain and Roman Empire Constructing the past Building a coherent knowledge of British history from the Iron Age to Roman Britain Sequencing the past/Chronology Placing Ancient Romans and Roman Britain into the wider context of historical		Anglo-Saxons & Scots Constructing the past Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon Britain Sequencing the past/Chronology Deeper understanding of concurrent civilisations around the world and their

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		<p>settlements</p> <p>Continuity and change Identifying the continuity and changes to the local area through development of towns</p> <p>Cause and effect Identifying the causes and effects of development of railways by George Stephenson – explaining the local, national and international impacts</p> <p>Carrying out a historical enquiry How did George Stephenson impact the Victorian railways?</p> <p>Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify</p> <p>Vocabulary and communication Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p>		<p>chronology</p> <p>Continuity and change Identifying the continuity and change throughout Roman Britain from Iron Age Britain</p> <p>Cause and effect Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Significance and interpretation Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p> <p>Carrying out a historical enquiry What happened when the Romans came to Britain?</p> <p>Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify</p>		<p>impact on later civilisations</p> <p>Continuity and change Identifying the continuity and change throughout Anglo-Saxon Britain from Roman Britain</p> <p>Cause and effect Identifying the causes and effects of Anglo-Saxon invasion on Britain – changes in housing, religion, language etc.</p> <p>Carrying out a historical enquiry Was the Anglo-Saxon period really a Dark Age?</p> <p>Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify</p>
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				<p>Using sources as evidence Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p> <p>Vocabulary and communication Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>		
Geography	<p>How do volcanoes and earthquakes occur?</p> <p>Locational Knowledge Name and locate <i>where some volcanoes and earthquakes occur</i>, geographical regions and their identifying physical characteristics.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within</p>		<p>What coastal geographical features can we study in our local area?</p> <p>Locational Knowledge Name and locate key topographical features in the UK (coasts.) <i>Local area focus - Saltburn.</i></p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK <i>(Saltburn coastal</i></p>		<p>What is significant about Africa?</p> <p>Locational Knowledge Name and locate countries and cities of Africa, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these features have changed over time.</p> <p>Place Knowledge Understand</p>	

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North and South America (*Haiti earthquake, Mauna Loa volcano focus*)

Human and Physical Geography

Describe and understand key aspects of physical geography (volcanoes and earthquakes) and human geography (types of settlement and land use).

Geographical Skills and Fieldwork

Use maps, atlases and globes to locate some *volcanoes and sites of earthquakes* and describe features studied.

focus).

Human and Physical Geography

Describe and understand key aspects of physical geography (vegetation belt and river) and human geography (types of settlement and land use).

Geographical Skills and Fieldwork

Use maps and digital/computer mapping to locate *coastal features of Saltburn* and describe features studied.

-Use the eight point of a compass, four figure grid-references, symbols and key (including the use of OS maps) to build their knowledge of the UK.

-Use fieldwork to observe, measure, record and present the human and physical features in the local area (*Saltburn*) using a range of methods, including sketch maps, plans and graphs, and digital technologies.

geographical similarities and differences through the study of human and physical geography in a region of *Africa*.

Human and Physical Geography

Describe and understand key aspects of some physical geography (climate zones, biomes, vegetation belts, rivers and mountains) and some human geography (types of settlement, land use, economic activity including trade links and distribution of natural resources, including energy, food, minerals and water) of *Africa*.

Geographical Skills and Fieldwork

Use maps, atlases and digital/computer mapping to locate countries *in Africa* and describe features studied

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<p>Design and Technology</p>		<p>Textiles - Christmas decoration</p> <p>Explore Explore and evaluate a range of decorations</p> <p>Design Identify who made the product, when it was made and its purpose Identify what the product is made from Describe the purpose of my product Identify features that will appeal to the user Develop my own design criteria Take into account the needs of the user and resources available Create templates, prototypes and pattern pieces</p> <p>Make/skill Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, textiles and according to their functional properties and aesthetic qualities</p> <p>Evaluate Evaluate existing products on its design and use Technical Knowledge Cutting and sewing safely Name a sewing stitch. Know nets can make a 3d</p>	<p>Levers – Ancient inventions</p> <p>Explore/Knowledge Explore ancient inventions using linkages and levers.</p> <p>Design Describe the purpose of my product and how it will work Identify features that will appeal to the user Explain how the parts will work Create templates, prototypes and pattern pieces Represent ideas in diagrams, annotated sketches,</p> <p>Make /Skill Measure, mark, cut and shape materials and components with some accuracy Join, assemble and combine materials and components with some accuracy To select tools, materials and components suitable for the task.</p> <p>Evaluate Evaluate my own design Listen to others and think of the user whilst evaluating my product Technical Knowledge To understand and use mechanical systems with sliders, fixed pivots, loose pivots, levers and linkages. To use card to stiffen a model.</p>		<p>Cooking - African Food</p> <p>Nutrition/knowledge Understand which foods are reared, caught across the globe Understand some raw ingredients need to be processed before cooking Understand recipes can be adapted to change appearance, taste and aroma</p> <p>Make/skills Prepare and simple dishes hygienically and safely-with a heat source Use cooking techniques including chopping, peeling, grating, slicing, mixing, spreading In groups design dish influenced from other countries</p> <p>Evaluate Evaluate my own meal</p>	
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		structure and give shape, form and strength.				
Art and Design	3D Art Artist – (See range of 3D artists on BBC bitesize) Critique their own and others work, commenting on the techniques used and how it makes them feel Identify ways they would improve artwork created by themselves or another artist Research the lives and work of different artists, designers and architects Recognise artists that have demonstrated similar styles and techniques Identify similarities and differences in style between different artists, designers and architects			Roman Mosaics Artist- Antoni Gaudi Draw/Collage Critique their own and others work, commenting on the techniques used and how it makes them feel Identify ways they would improve artwork created by themselves or another artist Research the lives and work of different artists, designers and architects Recognise artists that have demonstrated similar styles and techniques Identify similarities and differences in style between different artists, designers and architects.		What is Cubism? Artist – Picasso Critique their own and others work, commenting on the techniques used and how it makes them feel Identify ways they would improve artwork created by themselves or another artist Research the lives and work of different artists, designers and architects. Recognise artists that have demonstrated similar styles and techniques Identify similarities and differences in style between different artists, designers and architects.
Physical Education	Sport & Games <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
	Ball skills Invasion games Rugby Health and fitness	Dance Ball skills Net and wall games Netball	Gymnastics Ball skills Net and wall games Tennis	Ball skills Invasion games Hockey Dance	Athletics Track and field Ball skills Striking and fielding Cricket	Athletics Track and field OAA

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Music	'The basics of music' Fundamentals of music Pulse – call and response Rhythm – body percussion and own rhythmic patterns Pitch – singing in 3 parts, create own tune Glockenspiels	'Music that tells stories' Music interpretation and description Listening – different musical styles Rhythm – 3 parts Appraising – creating images and written response Major/minor Christmas focus	Famous musical works and the Orchestra' Instrumentation Orchestral families Listening and understanding of the differences between instruments Ode to Joy – sing along and internalise/create lyrics Glockenspiels – note names Appraise and evaluate peer performances Begin to sing in harmony	'Famous composers' Famous musical composers and the history of music Mozart Bach Beethoven	'Music from around the world' Learn songs in another language. To explore music and songs from different cultures. Features of music from different cultures. Pitched and unpitched instruments. Latin music. Syncopated rhythms. Latin music.	Performing Singing in an ensemble. Play and perform in solo or ensemble.
Religious Education	Diwali: Festival of light <ul style="list-style-type: none"> Explain three actions at modern Diwali and explain the meanings or stories underlying them Show a connection between the modern festival of Diwali and the story of Rama and Sita Suggest an answer to the question <i>does a festival always have a meaning behind it?</i> Suggest a reason as to why many cultures have festivals of light in the winter 	Christianity: The Big Story of Christmas <ul style="list-style-type: none"> Explain what Jesus' birth tells Christians about God. Explain what Jesus' resurrection tells Christians about God Explain the meaning of Incarnation and resurrection for Christians. Explain how both these events are believed by Christians to tell a 'Big Story'. State whether Easter/ Resurrection or Christmas/ Incarnation best explain the 'Big Story' of Christianity. 	Guru Nanak: An extraordinary life. <ul style="list-style-type: none"> Suggest one way Guru Nanak is a special person Explain why Sikhs celebrate Guru Nanak today Using two elements of Guru Nanak's life explain why he is special for Sikhs Using two of Guru Nanak's moral teachings, explain why Sikhs follow Guru Nanak today Suggest whether a guru is the same as a prophet based on reasoning Show connections with other founders: Muhammad, Moses, Abraham and Jesus 	What actually happened at Easter? <ul style="list-style-type: none"> Explain 4 separate events over the Easter period. State which event is the most important and why. State how the disciples might have felt at these events. Explain what the Resurrection tells Christians. Explain how three events form the Easter story are still remembered today. 	Muslims in Britain and around the world <ul style="list-style-type: none"> Name two of the 5 pillars in Arabic and English Explain why Muslims practise these pillars Explain how at least two of the 5 pillars help Muslims to uphold their faith in today's world Offer a view as to how helpful it might be for Muslims to know that the 5 pillars are happening all over the world Identify one pillar that might be hard to follow, offer a reason why Muslims try to follow this pillar 	Do all Buddhists believe the same thing? <ul style="list-style-type: none"> Explain two beliefs about the Siddhartha Gautama in Buddhism Give information about one Buddhist celebration and its purpose Explain the significance of Siddhartha Gautama in Buddhism and how this is shown in festivals Compare and contrast Mahayana and Theravada Buddhist traditions Offer a supported view as to whether Buddhists around the world believe and celebrate the same thing or not

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PSHE	Being in My World Railway Safety Being part of a class team. Being a school citizen Rights, responsibilities and democracy. Rewards and consequences Group decision making Having a voice What motivates us. World Mental Health Day	Celebrating Difference Challenging assumption Judging by appearance Accepting ourselves and others Understanding influences Understanding bullying Problem solving Identifying how special and unique we are. First impressions Anti-bullying Week	Dreams and Goals Hopes and Dreama Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes Children's Mental Health Week	Healthy Me Healthy friendships Group Dynamics Smoking Inc. vaping Alcohol Assertiveness Peer pressure Celebrating inner strength.	Relationships Jealousy Love and loss Memories Getting on and falling out Showing appreciation to the people and animals we love	Changing Me Being unique Puberty Confidence in change Accepting change Preparing for transition Environmental change. Water safety.
Spanish	<u>Numbers 11-31</u> <ul style="list-style-type: none"> Count from 11 – 20 in Spanish. Understand how numbers change from 16. Understand numbers to 30. Identify how to write numbers after 30 as all the same. Understand using 'y' for 'and'. <u>Halloween in Spain</u> <ul style="list-style-type: none"> How is Halloween celebrated in Spain? 	<u>Days of the Week</u> <ul style="list-style-type: none"> Recognise the days of the week in Spanish. Sing a days of the week song. <u>Months of the Year</u> <ul style="list-style-type: none"> Identify months of the year in Spanish. Understand what a cognate is. Decide whether any of the months of the year are cognates or not Recognise which month different celebrations are held in. <u>Dates</u> <ul style="list-style-type: none"> Structure a date correctly in Spanish. <u>Christmas in Spain</u> <ul style="list-style-type: none"> How is Christmas celebrated in Spain? How do Spanish Christmas celebrations differ from British ones? 	<u>Birthdays</u> <ul style="list-style-type: none"> Structure birthdays using knowledge of date formation. Ask and answer when birthdays are. Relay information of other peoples' birthdays. <u>Fiestas in Spain</u> <ul style="list-style-type: none"> Independent research of Spanish fiestas (La Tomatina, La Feria de Sevilla, Las Fallas, Los Sanfermines). Become familiar with the festivals – when, where, why etc. Present information surrounding fiesta. <u>Valentine's Day/Carnaval</u> <ul style="list-style-type: none"> Explore Valentine's Day celebrations in Spain. An introduction to 'Carnaval' and how 	<u>Hair and Eyes</u> <ul style="list-style-type: none"> Identify hair colours in Spanish. Identify eye colours in Spanish. Identify hairstyles in Spanish. Talk about appearances. Produce a description of people using their hair and eyes. Guess Who? <u>Easter in Spain</u> <ul style="list-style-type: none"> How is Easter celebrated in Spain? How do Spanish Easter celebrations differ from British ones? 	<u>Facial Features and Body parts</u> <ul style="list-style-type: none"> Talk about the different parts of the head/face. Describe facial features (big, small). Recognise other body parts in Spanish. Become familiar with the Spanish version of Head, Shoulders, Knees and Toes. Identify areas that hurt/illnesses. <u>Spanglovision</u> <ul style="list-style-type: none"> Whole school/KS2 competition. Disney themed Eurovision with songs in Spanish 	<u>Animals</u> <ul style="list-style-type: none"> Quick look at pets. Identify other animals in Spanish. Use knowledge of body parts to design own animal. <u>Ser and Estar/Descriptions</u> <ul style="list-style-type: none"> Make adjectives agree with the nouns – adjectival agreements. Understand the verb 'estar' and be able to conjugate it. Produce descriptions using adjectival agreements and correct conjugations of 'estar'. <u>Euros/Olympics/World Cup</u> <ul style="list-style-type: none"> Discuss the Euros/Olympics/W orld Cup using a range of relevant Spanish vocabulary.

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