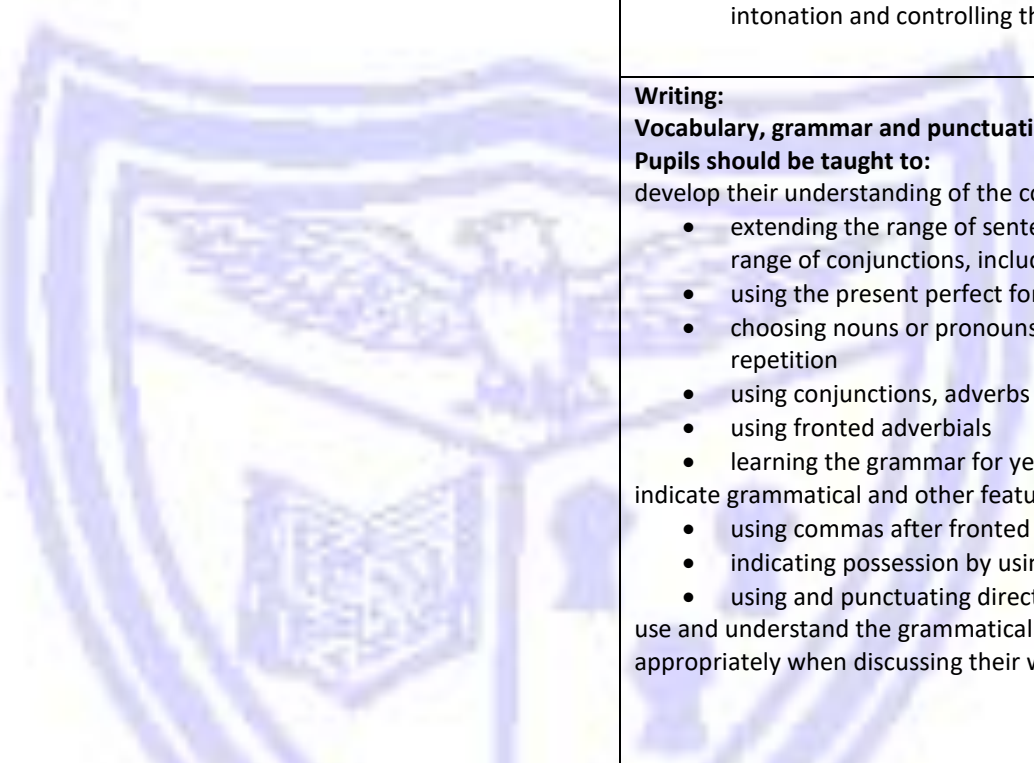


# Long Term Plan: Year 4 Curriculum Objectives

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Reading:</b></p> <p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Comprehension:</b></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"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>			<p><b>Writing:</b></p> <p><b>Transcription:</b></p> <p><b>Spelling:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Handwriting:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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].</li> </ul> <p><b>Composition:</b></p> <p>Pupils should be taught to:</p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for</li> <li>•</li> <li>• example, headings and sub-headings]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others’ writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> </ul>		

# Long Term Plan: Year 4 Curriculum Objectives

							<ul style="list-style-type: none"> <li>• 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.</li> </ul>
							<p><b>Writing:</b>  <b>Vocabulary, grammar and punctuation:</b>  <b>Pupils should be taught to:</b>          develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>*Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</li> <li>*Order and compare numbers beyond 1000</li> <li>*Count in multiples of 25 and 1000</li> <li>*Find 1000 more or less than a given number</li> <li>*Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction</li> <li>*Count in multiples of 6 and 9</li> <li>*Recall multiplication and division facts for multiplication tables up to</li> </ul>	<ul style="list-style-type: none"> <li>*Round any number to the nearest 10, 100 or 1000</li> <li>*Solve number and practical problems that involve the above and with increasingly large positive numbers</li> <li>*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</li> <li>*Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>*Count up and down in hundredths; recognise that</li> </ul>	<ul style="list-style-type: none"> <li>*Count backwards through zero to include negative numbers</li> <li>*Solve number and practical problems that involve the above</li> <li>*Estimate and use the inverse operations to check answers to a calculation</li> <li>*Recognise and use factor pairs and commutativity in mental calculations</li> <li>*Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>*Add and subtract fractions with the same</li> </ul>	<ul style="list-style-type: none"> <li>*Identify, represent and estimate numbers using different representations</li> <li>*Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>*Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>*Compare numbers with the same number of decimal places up to two decimal places</li> <li>*Round decimals with one decimal places to the nearest whole number</li> <li>*Convert between different units of measure</li> </ul>	<ul style="list-style-type: none"> <li>*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</li> <li>*Solve number and practical problems that involve the above</li> <li>*Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>*Estimate, compare and calculate different measures, including money in pounds and pence</li> <li>*Solve simple measure and</li> </ul>	<ul style="list-style-type: none"> <li>*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</li> <li>*Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>*Describe movements between positions as translations of a given unit to the left/right and up/down</li> </ul>	



# Long Term Plan: Year 4 Curriculum Objectives

	<p>12 x 12 (focus on 3, 6, 9)</p> <p>*Use place value, known and derived facts to multiply and divide mentally</p> <p>*Count in multiples of 7</p> <p>*Recall multiplication and division facts for multiplication tables up to 12 x 12 (focus on 7, 11, 12)</p> <p>*Use place value, known and derived facts to multiply and divide mentally</p> <p>*Recognise and show, using diagrams, families of common equivalent fractions</p> <p>*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>	<p>hundredths arise when dividing an object by 100 and dividing tenths by 10</p> <p>*Recognise and write decimal equivalents to any number of tenths or hundredths</p> <p>*Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>*Find the area of rectilinear shapes by counting squares</p> <p>*Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>*Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>*Plot specified points and draw sides to complete a given polygon</p>	<p>denominator</p> <p>*Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>*Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>*Complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>*Estimate, compare and calculate different measures</p> <p>*Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>*Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>*Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	<p>money problems involving fractions and decimals to two decimal places</p>	<p>*Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>
<p><b>Science</b></p>	<p><b>Working Scientifically</b> (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"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					

# Long Term Plan: Year 4 Curriculum Objectives

	<p><b>Electricity</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	<p><b>States of Matter</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are</li> </ul>	<p><b>Animals including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b>Living things and their habitats</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<p><b>Sounds</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul>
--	---	---	--	---	--



# Long Term Plan: Year 4 Curriculum Objectives


<p><b>Computing</b></p>	<p><b>Computing Systems and Networks - The internet</b></p> <ul style="list-style-type: none"> <li>To describe how networks physically connect to other networks</li> <li>To recognise how networked devices make up the internet</li> <li>To outline how websites can be shared via the World Wide Web (WWW)</li> <li>To describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>To recognise how the content of the WWW is created by people</li> <li>To evaluate the consequences of unreliable content</li> </ul>	<p><b>Programming - Repetition in shapes</b></p> <ul style="list-style-type: none"> <li>To identify that accuracy in programming is important</li> <li>To create a program in a text-based language</li> <li>To explain what 'repeat' means</li> <li>To modify a count-controlled loop to produce a given outcome</li> <li>To decompose a task into small steps</li> <li>To create a program that uses count-controlled loops to produce a given outcome</li> </ul>	<p><b>Creating Media - Photo editing</b></p> <ul style="list-style-type: none"> <li>To explain that the composition of digital images can be changed</li> <li>To explain that colours can be changed in digital images</li> <li>To explain how cloning can be used in photo editing</li> <li>To explain that images can be combined</li> <li>To combine images for a purpose</li> <li>To evaluate how changes can improve an image</li> </ul>	<p><b>Programming - Repetition in games</b></p> <ul style="list-style-type: none"> <li>To develop the use of count-controlled loops in a different programming environment</li> <li>To explain that in programming there are infinite loops and count-controlled loops</li> <li>To develop a design that includes two or more loops which run at the same time</li> <li>To modify an infinite loop in a given program</li> <li>To design a project that includes repetition</li> <li>To create a project that includes repetition</li> </ul>	<p><b>Skills Showcase - Data and Information</b></p> <ul style="list-style-type: none"> <li>To explain that data gathered over time can be used to answer questions</li> <li>To use a digital device to collect data automatically</li> <li>To explain that a data logger collects 'data points' from sensors over time</li> <li>To recognise how a computer can help us analyse data</li> <li>To identify the data needed to answer questions</li> <li>To use data from sensors to answer questions</li> </ul>	
<p><b>History</b></p>		<p><b>Ancient Greeks</b></p> <p><b>Constructing the past</b> Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p> <p><b>Sequencing the past/Chronology</b> Placing the Ancient Greeks into the wider context of historical chronology</p>		<p><b>Roman Britain and Roman Empire</b></p> <p><b>Constructing the past</b> Building a coherent knowledge of British history from the Iron Age to Roman Britain</p> <p><b>Sequencing the past/Chronology</b> Placing Ancient Romans and Roman Britain into the wider context of historical</p>		<p><b>Anglo-Saxons &amp; Scots</b></p> <p><b>Constructing the past</b> Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon Britain</p> <p><b>Sequencing the past/Chronology</b> Deeper understanding of concurrent civilisations around the world and their</p>



# Long Term Plan: Year 4 Curriculum Objectives

		<p><b>Continuity and change</b> Identifying the continuities and changes of Greek achievements and inventions from then to now</p> <p><b>Cause and effect</b> Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p><b>Carrying out a historical enquiry</b> What did the Greeks do for us?</p>		<p>chronology</p> <p><b>Continuity and change</b> Identifying the continuity and change throughout Roman Britain from Iron Age Britain</p> <p><b>Cause and effect</b> 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><b>Significance and interpretation</b> 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><b>Carrying out a historical enquiry</b> 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><b>Continuity and change</b> Identifying the continuity and change throughout Anglo-Saxon Britain from Roman Britain</p> <p><b>Cause and effect</b> Identifying the causes and effects of Anglo-Saxon invasion on Britain – changes in housing, religion, language etc.</p> <p><b>Carrying out a historical enquiry</b> 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>
--	--	--	--	---	--	--

# Long Term Plan: Year 4 Curriculum Objectives

				<p><b>Using sources as evidence</b> 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><b>Vocabulary and communication</b> Using words and phrases to describe events and people from the past – e.g. ‘empire’ ‘emperor’ ‘migration’ ‘conquest’ ‘cause’ ‘effect’ ‘peasant’ ‘rebellion’ ‘reliable’</p>		
<p><b>Geography</b></p>	<p><b>Volcanoes and Earthquakes</b></p> <p>How do volcanoes and earthquakes occur?</p> <p><b>Locational Knowledge</b> Name and locate <i>where some volcanoes and earthquakes occur</i>, geographical regions and their identifying physical characteristics.</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region within North and South America (<i>Haiti earthquake, Mauna Loa volcano focus</i>)</p>		<p><b>Coastal Adventure</b> What coastal geographical features can we study in our local area?</p> <p><b>Locational Knowledge</b> Name and locate key topographical features in the UK (coasts.) <i>Local area focus - Saltburn.</i></p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (<i>Saltburn coastal focus</i>).</p> <p><b>Human and Physical Geography</b> Describe and understand</p>		<p><b>Amazing Africa</b> What is significant about Africa?</p> <p><b>Locational Knowledge</b> 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><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography in a region of <i>Africa</i>.</p>	

# Long Term Plan: Year 4 Curriculum Objectives

	<p><b>Human and Physical Geography</b> Describe and understand key aspects of physical geography (volcanoes and earthquakes) and human geography (types of settlement and land use).</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases and globes to locate some <i>volcanoes and sites of earthquakes</i> and describe features studied.</p>		<p>key aspects of physical geography (vegetation belt and river) and human geography (types of settlement and land use).</p> <p><b>Geographical Skills and Fieldwork</b> Use maps and digital/computer mapping to locate <i>coastal features of Saltburn</i> 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 (<i>Saltburn</i>) using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p><b>Human and Physical Geography</b> 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 <i>Africa</i>.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases and digital/computer mapping to locate countries <i>in Africa</i> and describe features studied</p>	
<p><b>Design and Technology</b></p>		<p><b>Textiles - Christmas decoration</b></p> <p><b>Explore</b> Explore and evaluate a range of decorations</p> <p><b>Design</b> 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</p>	<p><b>Levers – Ancient inventions</b></p> <p><b>Explore/Knowledge</b> Explore ancient inventions using linkages and levers.</p> <p><b>Design</b> 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</p>		<p><b>Cooking - African Food</b></p> <p><b>Nutrition/knowledge</b> 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><b>Make/skills</b> Prepare and simple dishes hygienically and safely-with</p>	



# Long Term Plan: Year 4 Curriculum Objectives

		<p>Develop my own design criteria          Take into account the needs of the user and resources available          Create templates, prototypes and pattern pieces  <b>Make/skill</b>          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  <b>Evaluate</b>          Evaluate existing products on its design and use          Technical Knowledge          Cutting and sewing safely          Name a sewing stitch.          Know nets can make a 3d structure and give shape, form and strength.</p>	<p>diagrams, annotated sketches,  <b>Make /Skill</b>          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.  <b>Evaluate</b>          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>a heat source          Use cooking techniques including chopping, peeling, grating, slicing, mixing, spreading          In groups design dish influenced from other countries  <b>Evaluate</b>          Evaluate my own meal</p>	
<p><b>Art and Design</b></p>	<p><b>3D Art</b>          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</p>			<p><b>Roman Mosaics</b>          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</p>		<p><b>What is Cubism?</b>          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</p>

# Long Term Plan: Year 4 Curriculum Objectives

	<p>Research the lives and work of different artists, designers and architects</p> <p>Recognise artists that have demonstrated similar styles and techniques</p> <p>Identify similarities and differences in style between different artists, designers and architects</p>			<p>Research the lives and work of different artists, designers and architects</p> <p>Recognise artists that have demonstrated similar styles and techniques</p> <p>Identify similarities and differences in style between different artists, designers and architects.</p>		<p>work of different artists, designers and architects. Recognise artists that have demonstrated similar styles and techniques</p> <p>Identify similarities and differences in style between different artists, designers and architects.</p>
<b>Physical Education</b>	<p><b>Sport &amp; Games</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>					
	<p>Unit 1 – Ball Skills/ Invasion Games <b>Rugby</b></p> <p>Unit 2 – Health and Fitness <b>Cross Country/ Circuit Training</b></p>	<p>Unit 1 - <b>Dance</b></p> <p>Unit 2 – Ball Skills/ Invasion Games <b>Netball</b></p>	<p>Unit 1 – <b>Gymnastics</b></p> <p>Unit 2 – Ball Skills/ Net &amp; Wall Games <b>Tennis</b></p>	<p>Unit 1- Ball Skills/ Invasion Games <b>Hockey</b></p> <p>Unit 2 – <b>Dance</b></p>	<p>Unit 1 – Athletics – <b>Track &amp; Field</b></p> <p>Unit 2 – Ball Skills/ Striking &amp; Fielding – <b>Rounders (Y3) Cricket (y4)</b></p>	<p>Unit 1 – Ball Skills/ Net &amp; Wall Games <b>Game Sense - Net and Wall skills</b></p> <p>Unit 2 – <b>OAA</b></p>
<b>Music</b>	<p><b>‘The basics of music’</b></p> <p>Fundamentals of music</p> <p>Pulse – call and response</p> <p>Rhythm – body percussion and own rhythmic patterns</p> <p>Pitch – singing in 3 parts, create own tune</p> <p>Glockenspiels</p>	<p><b>‘Music that tells stories’</b></p> <p>Music interpretation and description</p> <p>Listening – different musical styles</p> <p>Rhythm – 3 parts</p> <p>Appraising – creating images and written response</p> <p>Major/minor</p> <p>Christmas focus</p>	<p><b>Famous musical works and the Orchestra’</b></p> <p>Instrumentation</p> <p>Orchestral families</p> <p>Listening and understanding of the differences between instruments</p> <p>Ode to Joy – sing along and internalise/create lyrics</p> <p>Glockenspiels – note names</p> <p>Appraise and evaluate peer performances</p> <p>Begin to sing in harmony</p>	<p><b>‘Famous composers’</b></p> <p>Famous musical composers and the history of music</p> <p>Mozart</p> <p>Bach</p> <p>Beethoven</p>	<p><b>‘Music from around the world’</b></p> <p>Learn songs in another language.</p> <p>To explore music and songs from different cultures.</p> <p>Features of music from different cultures.</p> <p>Pitched and unpitched instruments.</p> <p>Latin music.</p> <p>Syncopated rhythms.</p> <p>Latin music.</p>	<p><b>Performing</b></p> <p>Singing in an ensemble.</p> <p>Play and perform in solo or ensemble.</p>

# Long Term Plan: Year 4 Curriculum Objectives

<b>Religious Education</b>	<p>Sikhs: Rite of Passage</p> <ul style="list-style-type: none"> <li>Who Sikhs are and what they believe</li> <li>Naming ceremonies of Sikh children</li> <li>Sikh baptismal ceremony of Amrit</li> <li>Sikh marriage ceremonies</li> <li>Sikh funerals and beliefs on life after death</li> </ul>	<p>Christmas Journeys</p> <ul style="list-style-type: none"> <li>The importance of Bethlehem to Christmas and to find out what a pilgrimage is</li> <li>Mary and Joseph's journey to Bethlehem</li> <li>Key features of the nativity story</li> <li>Religious ideas expressed through music and art</li> <li>How are the emotions of the people in the story the same as emotions of people today</li> </ul>	<p>Hindu worship at home and in the Mandir</p> <ul style="list-style-type: none"> <li>Important aspects of Hindu beliefs in God</li> <li>Characteristics of Hindu gods and goddesses</li> <li>Understand why a shrine is a special place in a Hindu home</li> <li>Understand why puja is important for Hindus, and how it is practised at home</li> <li>Explore Hindu worship in the Mandir</li> <li>Evaluate learning on Hindu worship at home and in the Mandir</li> </ul>	<p>Why is Easter important?</p> <ul style="list-style-type: none"> <li>Events of Palm Sunday</li> <li>Significance of the Last Supper</li> <li>Events that led up to Jesus being arrested</li> <li>Event and emotions surrounding the crucifixion of Jesus</li> <li>Events of the resurrection and to explore Christian beliefs in life after death</li> <li>The meaning of 'Messiah' for Jesus and summarise the events of Holy Week</li> </ul>	<p>Buddhist festivals</p> <ul style="list-style-type: none"> <li>Why is Buddhism special? Gather, select and organise ideas about Buddhism</li> <li>Understand why Buddhists give offerings during Vesak</li> <li>Understand how and why significant moments in the life of the Buddha are celebrated</li> <li>Understand how and why Buddhists pay respect to the Buddha</li> <li>Know how activities during the festival Songkran relate to the teachings of the Buddha</li> </ul>	<p>Identity and belonging</p> <ul style="list-style-type: none"> <li>Understand how drama is used to reinforce important teachings and stories in religions</li> <li>Consider the ways in which we express our identity</li> <li>Consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding</li> <li>Explore ways in which a sense of belonging is shaped by our relationships and environment</li> <li>Consider some of the responsibilities of belonging to a global community</li> <li>Consider the importance of sharing in our global community</li> </ul>
<b>PSHE</b>	<p><b>Being in My World</b>  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</p>	<p><b>Celebrating Difference</b>  Challenging assumption  Judging by appearance  Accepting ourselves and others  Understanding influences  Understanding bullying  Problem solving  Identifying how special and unique we are.  First impressions</p>	<p><b>Dreams and Goals</b>  Hopes and Dreama  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes</p>	<p><b>Healthy Me</b>  Healthy friendships  Group Dynamics  Smoking Inc. vaping  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength.</p>	<p><b>Relationships</b>  Jealousy  Love and loss  Memories  Getting on and falling out  Showing appreciation to the people and animals we love</p>	<p><b>Changing Me</b>  Being unique  Puberty  Confidence in change  Accepting change  Preparing for transition  Environmental change.  Water safety.</p>



# Long Term Plan: Year 4 Curriculum Objectives

		Anti-bullying Week	Children's Mental Health Week			
<b>Spanish</b>	<ul style="list-style-type: none"> <li>• Phonetics</li> <li>• Presenting Myself</li> </ul>	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Merry Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• At the Tea Room</li> <li>• At the Café</li> <li>• At the Restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• In the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• What is the Weather?</li> </ul>	<ul style="list-style-type: none"> <li>• Habitats</li> </ul>

