

Curriculum Long Term Plans

Key Stage: 2

Year: 4

| | Autumn | | Spring | | Summer | |
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| Steps to Read | Science Living Things/ Habitats/ Animals/Humans | Reading Breadth Stories & Poetry – Different Forms | History Vikings | Reading Breadth Myths and Legends & Poetry – Different Forms | Geography Europe | Reading Breadth: Stories and Plays & Poetry – Different Forms |
| RE | Come and See Unit 1: People Come and See Unit 2: Called | World Faith: Sikhism Remembrance Come and See Unit 3: Gift | Come and See Unit 4: Community Come and See Unit 5: Giving and Receiving | Come and See Unit 6: Self -Discipline | World Faith: Islam Come and See Unit 7 New Life Come and See Unit 8: Building Bridges | Come and See Unit 9: God's People |
| History | Roman Empire and its impact on Britain <ul style="list-style-type: none"> -Recap on AD and BC - Chronology of Roman -Everyday life in Ancient Rome -Growth and expansion of the Roman Army -First invasion of Britain -Roman Conquest -Boudicca's Revolt | | Britain's settlements by Anglo Saxons and Scots <ul style="list-style-type: none"> -Life in Britain after Roman Withdrawal -Invasion timeline -Anglo Saxon invasion Domes and Dishes -Anglo Saxon Kingdoms -Sutton Hoo | | Local History <ul style="list-style-type: none"> - Industrial Revolution impacted upon Blackburn and its Textile Trade. -Use sources to address historically valid questions and hypotheses about change. -Recognise how sources of evidence are used to make historical claims | |

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| | <ul style="list-style-type: none"> -Hadrian's wall -Roman Roads -Romanisation of the local area - Roman Legacy <p>Black History Month</p> <ul style="list-style-type: none"> -Black history connected to the Lancashire Cotton industry and transatlantic slave trade. | <ul style="list-style-type: none"> -Everyday life in Anglo Saxon Britain -Anglo Saxon Legacy <p>Anglo Saxons and Viking struggle for the Kingdom of England</p> <ul style="list-style-type: none"> -The first Viking invasion -Viking raids at Lindisfarne -Comparing everyday lives of Anglo-Saxons and Vikings -Significant Person-Athlestan -After Athelstan -Norman Invasion <p>Learn chess planning of strategy x2</p> | | | | |
| Geography | <p>Where does our energy come from?</p> <p>Renewable and non-renewable energy, human feature interconnected by function, type and transport link, climate change, four figure grid referencing,</p> <p>They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</p> | <p>What exactly is the Americas?</p> <p>Tropics of Cancer and Capricorn, contrasting climate zones, Countries in the North and South America, Geographical characteristics and human and physical features. Identify similarities and differences between these countries, European countries and the UK. Explore what it is like to live in some of the America's Mega Cities (New York and São Paulo)</p> | <p>Why do rivers matter to use?</p> <p>Locate rivers of the world including our local, water cycle, Journey of a river, erosion, settlements next to rivers, human activity, link learning about rivers to other bodies of water – canals, reservoirs, seas.</p> | | | |
| Science | <p>Living Things and Their Habitats</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 | <p>Electricity</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 -Identify whether or not a lamp will light in a simple series circuit, based on whether or | <p>Sound</p> <p>Identify how sounds are made,</p> <ul style="list-style-type: none"> - Recognise that vibrations from sounds travel through a medium to the ear - Find patterns between the pitch of a sound, volume of a sound and the strength of the | <p>. Working Scientifically/In vestigative work</p> <p>Opportunities for working scientifically making cross-curricular links</p> | <p>States of Matter</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 | <p>Animals including Humans</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 |

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| | environments can change and that this can sometimes pose dangers to living things. | not the lamp is part of a complete loop with a battery -Recognise that a switch opens and closes a circuit -Recognise some common conductors and insulators. | vibrations that produced it. -Recognise that sounds get fainter as the distance from the sound source increases | | -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | food chains, identifying producers, predators and prey. |
| Art | Beautiful Botanicals -Botanical weaving using natural materials -Explore botanical art -Compare botanical art -Explore the work of Katie Scott -Printmaking | | Mosaic Masters -Exploring Mosaics -Gathering ideas in sketch books -Practising techniques -Create mosaic tile borders -Self-evaluation of design | | Animal -Explore animals in Art Sketching techniques -Animal patterns and textures -Clay Sculptures - | |
| DT | Greenhouse -Greenhouse design -Strengthening Structures -Using hot glue guns -Investigating sheet materials -Plan/make/evaluate a mini greenhouse | | Fresh Food, Good Food -What causes food decay? -Explore purpose and design features of food packaging - Create prototypes of packaging Prepare and cook healthy snacks Food hygiene Designing a healthy packaged snack Evaluation | | Fancy Fabrics -Exploring fabrics -Design features of familiar products -Significant Designer – William Morris -Block printing -Sewing a hem -Embroidered embellishment -Designing a William Morris inspired fabric Evaluation | |



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| <p>Music</p> <p>(Salford Diocese Singing Programme)</p> <p>(Bolton Music Service Violins)</p> | <p>Musical Structures How Does Music Bring Us Together?</p> <p>Extra-Curricular- Harvest Hymns Remembrance Hymns</p> | <p>Exploring Feelings When You Play How Does Music Connect Us with Our Past?</p> <p>Extra-Curricular- Christmas Hymns</p> | <p>Compose with Your Friends How Does Music Improve Our World?</p> | <p>Feeling Through Music How Does Music Teach Us About Our Community?</p> <p>Extra-Curricular- Easter Praise</p> | <p>Expression and Improvisation How Does Music Shape Our Way of Life?</p> <p>Extra-Curricular- Crowning of Mary Hymns</p> | <p>The Show Must Go On! How Does Music Connect Us with the Environment?</p> <p>Assembly performance</p> |
| <p>Computing</p> | <p>Computing Systems and Networks The Internet Online safety, search engines in real-life context, explore websites</p> | <p>Creating Media Audio editing Use digital devices, inputs and outputs of sound</p> | <p>Creating Media Photo editing Reviewing and improving, discuss effects of editing</p> | <p>Data and Information Data Logging Grouping and sorting data Explain what a field and record are. Choose fields for sorting data</p> | <p>Programming A Repetition in shapes Drawing shapes, changing size and colour</p> | <p>Programing B Repetition in games Use algorithms Create a sequence of commands</p> |
| <p>PE</p> | <p>EdStart</p> | <p>EdStart Dance</p> | <p>EdStart Gymnastics</p> | <p>EdStart</p> | <p>EdStart Dance</p> | <p>EdStart Gymnastics</p> |
| <p>MFL</p> | <p>Spanish Presenting Myself -Count to 20 -Share information and ask questions about name, age, where I live and feelings.</p> | <p>Spanish Family -Nouns of family members form memory -Count to 100 -Understand possessive adjectives</p> | <p>Spanish Habitat (intermediate) -Say and write the key elements that animals and plants need to survive. - Name the 5 most common types of habitats.</p> | <p>Spanish At the Café -Order a selection of typical foods, drinks from a menu</p> | <p>Spanish The classroom Recall from memory a selection of nouns common classroom objects. - Use the negative in Spanish. -Identify pencil case items</p> | <p>Spanish Goldilocks -Listen to a whole familiar fairy tale in Spanish. -Improve gist reading and gist listening skills. - Re-tell a familiar fairy tale in Spanish</p> |



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| | | | -Name an animal and a plant that live and grow in each type of habitat. | | -Respond to classroom commands. | |
| RSE | Created and Loved by God | Created and Loved by God | Created to Love Others | Created to Love Others | Created to Live in Community | Created to Live in Community |
| Outdoor | History – human timeline, Roman defence role play Hunt of living things in and around school- woods Woods for natural weaving Compass points on the playground | | Sound hunt around the school History human timelines LOTC – Capture the flag playground and wooded area | | Art landscapes set around the local area Outdoor science investigations | |
| Personal Development: EDI, BV and SMSC Education for a connected world | <i>First News/Picture News Caritas in Action</i> <i>Self-image and Identity Managing online Information (EfaCW)</i> | <i>First News/Picture News Caritas in Action Friendship Week</i> <i>Online-Bullying Self-image and Identity Managing online Information Copyright and ownership (EfaCW)</i> | <i>First News/Picture News Caritas in Action</i> <i>Self-image and Identity Managing online Information Copyright and ownership (EfaCW)</i> | <i>First News/Picture News Caritas in Action</i> <i>Self-image and Identity Managing online Information Copyright and ownership (EfaCW)</i> | <i>First News/Picture News Caritas in Action</i> <i>Self-image and Identity Managing online Information Online reputation (EfaCW)</i> | <i>First News/Picture News Laudato Si Caritas in Action</i> <i>Self-image and Identity Managing online Information (EfaCW)</i> |
| Visits/Visitors | Ribchester Roman Museum | | Cinema Visit | | Fieldtrip – River Helmsore Textile Museum | |