



Year 4 Long Term Curriculum Plan 2023 - 2024

	Autumn:		Spring:		Summer:	
	Autumn 1 Journey of Discovery	Autumn 2 Magical Spark	Spring 1 Italy's Force	Spring 2 The Power of Mother Nature	Summer 1 Deep in the Jungle	Summer 2 Honour and Pride
Trips/ Events/ Visitors		Storyhouse visit to see Cinderella.	Chester visit Chester Zoo		.	
English	<u>Objectives</u> <ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use fronted adverbials Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures) Use commas after fronted adverbials 	<u>Objectives</u> <ul style="list-style-type: none"> Use Standard English forms for verb inflections Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Indicate possession by using the possessive apostrophe with plural nouns Recognise the difference between plural and possessive 's' Build a varied and rich vocabulary. 	<u>Objectives</u> <ul style="list-style-type: none"> Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use Standard English for verb inflections. Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs). Use and punctuate direct speech (using dialogue to show the relationship between characters. 	<u>Objectives</u> <ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use and punctuate direct speech. Use commas after fronted adverbials. 	<u>Objectives</u> <ul style="list-style-type: none"> Build a varied and rich vocabulary. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Use paragraphs to organise information and ideas around a theme. Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular. Recognise the grammatical difference between plural and possessive 's'. 	<u>Objectives</u> <ul style="list-style-type: none"> Build a rich and varied vocabulary and an increasing range of sentence structures. Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. Use paragraphs to organise information and ideas around a theme.

Key Texts	Gorilla by Anthony Browne	Leon and the Place Between by Grahame Baker Smith & Angela McAllister.	Escape from Pompeii by Christiana Balit.	When the Giant Stirred by Celia Godkin	Where the Forest Meets the Sea by Jeannie Baker. Rainforests in 30 Seconds by Dr Jen Green.	Blue John by Berlie Doherty
Mathematics	Maths - No Problem! Numbers to 10000 Addition and subtraction within 10000 Multiplication and division		Maths - No Problem! Further multiplication and division Graphs Fractions Time Decimals		Maths - No Problem! Money Mass, Volume and Length Area of figures Geometry Position and movement Roman Numerals	
Science	<u>Working Scientifically</u> <ul style="list-style-type: none">Ask relevant questions and use different types of scientific enquiries to answer themSet up simple practical enquiries, comparative and fair testsIdentify differences, similarities or changes related to simple scientific ideas and processesMake systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggersRecord findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesGather, record, classify and present data in a variety of ways to help in answering questionsReport on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsUse results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsUse straightforward scientific evidence to answer questions or to support my findings.					
	<u>Sound Objectives</u> <ul style="list-style-type: none">I can identify how sounds are made, associating some of them with something vibrating.I can recognise that vibrations from sounds travel	<u>Electricity Objectives</u> <ul style="list-style-type: none">I can identify common appliances that run on electricity.I can construct a simple series electrical circuit, identifying and naming its basic parts, including	<u>Animals including humans Objectives</u> <ul style="list-style-type: none">I can describe the simple functions of the basic parts of the digestive system in humans.I can identify the different types	<u>States of Matter and the Water Cycle Objectives</u> <ul style="list-style-type: none">I can compare and group materials together, according to whether they are solids, liquids or gases.I can observe that some materials change state when	<u>Living things and their habitats Objectives</u> <ul style="list-style-type: none">I can recognise that living things can be grouped in a variety of ways.I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.I can recognise that environments can change and that this can sometimes pose dangers to living things.	

	<p>through a medium to the ear.</p> <ul style="list-style-type: none"> I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. 	<p>cells, wires, bulbs, switches and buzzers.</p> <ul style="list-style-type: none"> I can 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. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>of teeth in humans and their simple functions.</p> <ul style="list-style-type: none"> I can construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <ul style="list-style-type: none"> I can identify the part played by evaporation and condensation in the water cycle. I can associate the rate of evaporation with temperature. 		
Twitter						
History	<p style="text-align: center;"><u>Historical Skills</u></p> <ul style="list-style-type: none"> Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD. Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. Use evidence to build up a picture of a past event. 					

- Choose relevant material to present a picture of one aspect of life in time past.
- Ask a variety of questions. Use the library and internet for research.
- Recall, select and organise historical information.
- Communicate their knowledge and understanding.

Chester through the ages- Local History

Objectives

- I can recognise historical landmarks in Chester.
 - I can investigate the Walls of Chester.
 - I can compare and contrast images of Chester.
 - I can identify the physical and human features in the local area.
 - I can research the Rows of Chester.
 - I can explore and present my findings of The Rows and The Amphitheatre.
- End Product: Non-chronological report of findings.

The Roman Empire

Objectives

- I can understand the terms of invade and settle.
- I can place The Romans on a timeline.
- I can find out how and why the Romans invaded Britain.
- I can investigate who was in Britain when the Romans invaded and learn about their way of life.
- I can explore who Boudicca was.
- I can understand what happened o Boudicca's revolt.
- I can understand about life in Roman Britain.

Ancient Greece

Objectives

- I can explain who were the Ancient Greeks.
- I can research and investigate Greek clothing and compare it to modern day clothing.
- I can explain why Greek soldiers were so powerful and won the Battle of Marathon?
- I can research and present information on what happened at the Ancient Greek Olympic Games.
- I can make comparisons between the Ancient Greek Olympic games and present day Olympics.
- I can explain how the life and achievements of Ancient Greece have influenced on the Western World.

Twitter		@Poppydayuk				
Geography	<p align="center"><u>Geography skills and Field work</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 					
		<p><u>The Polar Regions and the Effects of Climate Change</u></p> <p align="center"><u>Objectives</u></p> <ul style="list-style-type: none"> • I can explain the hemisphere. • I can explain what a biome is. • I can explain what global warming is. • I can explain the effects of global warming on the earth. 		<p><u>Extreme Earth: Volcanoes and Earthquake in Italy</u></p> <p align="center"><u>Objectives</u></p> <ul style="list-style-type: none"> • I can understand what a volcano is and where they are located in the world. • I can understand what an earthquake is and where they are located in the world. • I can understand why a volcano erupts and the different types of volcanos. • I can identify different types of volcanos. • Why do most volcanoes happen in the same places as earthquakes? • I understand what tectonic plates are and what the 'ring of fire' is. 	<p><u>The Amazon and South America</u></p> <p align="center"><u>Objectives</u></p> <ul style="list-style-type: none"> • I can understand about climate, biome zones and vegetation belts across the world. • I can understand how the climate affects the plants and animals living in a place. • I can describe the key aspects of a tropical climate and the layers of the Rainforest. • I can describe the animals and plants living in the Rainforest. • I can explain the effects that humans are having on the trees and forests - deforestation. 	

Twitter		@NatGeoUK	@NatGeoUK	@NatGeoUK	@NatGeoUK	
Art	<u>Art Objectives</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history. 					
	<u>Textiles Objectives</u> <ul style="list-style-type: none"> I can plan, design and sew a shield that represents me. 	<u>Artist Focus - Sir Terry Frost Objectives</u> <ul style="list-style-type: none"> I can learn about the British abstract artist Sir Terry Frost. I can discuss the meaning of 'collage'. I can collage using a range of materials in the style of Sir Terry Frost. 	<u>Artist Focus - John Singer Sargent Objectives</u> <ul style="list-style-type: none"> I can learn about the American painter John Singer Sargent. I can use my sketchbook to create a painting in the style of John Singer Sargent. I can use light and dark within my painting. 	<u>Drawing Objectives</u> <ul style="list-style-type: none"> I can draw a landscape picture which will be used for a future painting task. I can use different grades of pencil to create intricate patterns. 	<u>Artist Focus - Edward Hopper Objectives</u> <ul style="list-style-type: none"> I can learn about the American painter Edward Hopper. I can develop a painting from a drawing in the style of Edward Hopper 	<u>Printing Objectives</u> <ul style="list-style-type: none"> I can print a piece of work which has a complex and repeated pattern and colour work.
Twitter	@ArtsMark	@ArtsMark	@ArtsMark	@ArtsMark	@ArtsMark	@ArtsMark
D&T		<u>Electrical Systems: Simple circuits and switches Objectives</u> <ul style="list-style-type: none"> I can research and develop design criteria to inform the design of a product for a purpose and aimed at a particular audience. 		<u>Electrical Systems: Simple programming and control Objectives</u> <ul style="list-style-type: none"> I can research and develop design criteria to inform the design of a product for a purpose and aimed at a particular audience. 	<u>Structures: Shell structures using CAD Objectives</u> <ul style="list-style-type: none"> I can research and develop design criteria to inform the design of a product for a purpose and aimed 	

		<ul style="list-style-type: none"> I can generate, develop and communicate my ideas through discussion and annotated sketches. I can use electrical systems in my products. I can evaluate my ideas and product against the design criteria and consider how I can improve my work. <p>End Product I can construct a lantern with an electrical light inside.</p>		<ul style="list-style-type: none"> I can use a microcontroller (Crumble). I can evaluate my ideas and product against the design criteria and consider how I can improve my work. <p>End Product I can create a personalised nightlight.</p>	<p>at a particular audience.</p> <ul style="list-style-type: none"> I can use computer aided design to create a box for packaging. I can evaluate my ideas and product against the design criteria and consider how I can improve my work. <p>End Product I can design and create a box for packaging.</p>	
Computing	<p><u>The Internet</u></p> <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. To describe how content can be added and accessed on the World Wide Web. To recognise how the content of the WWW is created by people. To evaluate the consequences of unreliable content. <p>E-Aware programme for E-Safety</p>	<p><u>Audio editing</u></p> <ul style="list-style-type: none"> To identify that sound can be digitally recorded. To use a digital device to record sound. To explain that a digital recording is stored as a file. To explain that audio can be changed through editing. To show that different types of audio can be combined and played together. To evaluate editing choices made. <p>E-Aware programme for E-Safety</p>	<p><u>Programming A - Repetition in shapes</u></p> <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. <p>E-Aware programme for E-Safety</p>	<p><u>Year 4 Data Logging</u></p> <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 use data collected over a long duration to find information. To identify the data needed to answer questions. To use collected data to answer questions. <p>E-Aware programme for E-Safety</p>	<p><u>Photo editing</u></p> <ul style="list-style-type: none"> To explain that digital images can be changed. To change the composition of an image. To describe how images can be changed for different uses. To make good choices when selecting different tools. To recognise that not all images are real. To evaluate how changes can improve an image. <p>E-Aware programme for E-Safety</p>	<p><u>Repetition in games</u></p> <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.

						E-Aware programme for E-Safety
Music	<ul style="list-style-type: none"> <u>Interesting time signatures</u> How does music bring us together? 	<ul style="list-style-type: none"> <u>Combining Elements to make music</u> How does music connect us with our past? 	<ul style="list-style-type: none"> <u>Developing pulse and groove through improvisation</u> How does music improve our world? 	<ul style="list-style-type: none"> <u>Creating simple melodies together</u> How does music teach us about our Community? 	<ul style="list-style-type: none"> <u>Connecting notes and feelings</u> How does music shape our way of life? 	<ul style="list-style-type: none"> <u>Purpose, identity and expression in Music</u> How does music connect us with the environment?
PE	<p><u>Tennis Objectives</u></p> <ul style="list-style-type: none"> I can use foot movement to get into the optimum position to strike the ball. I can hit a ball fed from a partner with a forehand to a target. I can hit a ball fed from a partner with a backhand to a target. I can hit a ball fed from a partner with a forehand volley to a target. I can hit a ball fed from a partner with a backhand volley to a target. <p><u>Swimming</u> Weekly swimming lessons.</p>	<p><u>Floor gymnastics Objectives</u></p> <ul style="list-style-type: none"> I can complete a 7-piece sequence including a minimum of 2 different components. I can create a group balance with 4 people, with all people linked together in some way. I can demonstrate advanced counter balances with one partner off the ground. I can execute a bent leg linking move with correct form and technique. I can execute a full turn jump with correct form and technique from apparatus. 	<p><u>Dodgeball Objectives</u></p> <ul style="list-style-type: none"> I can perform a snatch throw effectively and accurately in a game scenario. I can show an effective technique to dodge a ball travelling at chest height. I can show an effective technique to dodge a low travelling ball. I can show an understanding and ability to deflect a dodgeball effectively. <p><u>Gymnastics - Rhythm Objectives</u></p> <ul style="list-style-type: none"> Execute the ribbon swing with correct technique and fluidity. 	<p><u>Netball Objectives</u></p> <ul style="list-style-type: none"> I can defend the player and the ball in a game scenario. I can demonstrate the attacking principles to successfully execute a 2 v 1 situations. I can demonstrate the defensive principles required in both 1 v 1 and 2 v 1 situations. <p><u>Tag Rugby Objectives</u></p> <ul style="list-style-type: none"> I can demonstrate the attacking principles to successfully execute a 2 v 1 situations. I can demonstrate the defensive principles to successfully execute a 2 v 1 situations. I can find creative solutions to beat a defender in a 1 v 1. I understand and perform a switch pass. 	<p><u>Rounders Objectives</u></p> <ul style="list-style-type: none"> I can accurately throw overarm at a target from a moving position. I can accurately throw underarm at a target from a moving position. I can strike a ball that has been bowled underarm. <p><u>Hockey Objectives</u></p> <ul style="list-style-type: none"> I can demonstrate the attacking principles to successfully execute a 2 v 1 situations. I can demonstrate the defensive principles to successfully execute a 2 v 1 situations. 	<p><u>Athletics Objectives</u></p> <ul style="list-style-type: none"> I can demonstrate effective technique for throwing a javelin. I can demonstrate effective technique using a heave throw. I can demonstrate effective technique using the sling throw. I can demonstrate effective technique for using the push throw. I can jump a distance from one foot to two feet. I can maintain a good running technique when sprinting over obstacles. <p><u>Football Objectives</u></p> <ul style="list-style-type: none"> Accurately head the ball at a target Demonstrate the attacking principles to

		<ul style="list-style-type: none"> I can execute a half turn jump with correct form and technique from apparatus. I can execute a shoulder balance with correct form and technique. <p>I can execute a side roll with correct form and technique.</p>	<ul style="list-style-type: none"> Execute the ribbon snake with correct technique and fluidity. Swing the hoop overhead whilst passing it from hand to hand. Throw and catch the hoop in a stationary position. Swing the ball from one hand to another whilst transferring weight from one leg to the other. Bounce a ball at a variety of heights whilst travelling. Travel forward whilst skipping, using the jogging step. Swing the rope from hand to hand using the correct technique and fluidity. Create a 7 piece sequence including a minimum of 2 different components. 		<ul style="list-style-type: none"> I can find creative solutions to beat a defender in a 1 v 1. I can demonstrate safely the required skills to tackle an opponent on the open side. I can demonstrate safely the required skills to tackle an opponent on the reverse side. 	<p>successfully execute a 2 v 1 situation.</p> <ul style="list-style-type: none"> Demonstrate the defensive principles required in both 1 v 1 & 2 v 1 situations. Find creative solutions to beat a defender in a 1 v 1 situation. Safely demonstrate the required skills to tackle an opponent.
Twitter	@Wimbledon		@englandcricket			@BritAthletics
French	<p>Animals Numbers 1-10 and j'ai quel âge as-tu? Plurals Colours (bleu, rouge, jaune, vert, marron, rose, orange and gris) Word order with an adjective</p> <p>Connectives and simple sentence (voici, et) Understand the phrases 'j'ai' and 'je suis'</p>		<p>Understand the difference between le/la/les and un/une Understand the question 'qu'est-ce que tu voudrais?' and use the phrase 'je voudrais' in appropriate contexts.</p> <p>'J'adore/ je deteste ... mais je voudrais'</p> <p>Learn the high frequency phrase 'c'est'</p>		<p>Numbers 1-15 Days of the week</p> <p>Learn about Paris and French landmarks.</p>	

			Ask questions with c'est qui?			
			Connectives (mais, et and aussi)			
RE	<u>Judaism Objectives</u> <ul style="list-style-type: none"> I can talk about how Jews worship at home and in the Synagogue and different events and festivals which are celebrated. 	<u>Christianity Objectives</u> <ul style="list-style-type: none"> I can explain what the term "Incarnation" means and how this is an important concept for Christianity. 	<u>Christianity Objectives</u> <ul style="list-style-type: none"> I can retell a range of parables and tell you the meaning. 	<u>Christianity Objectives</u> <ul style="list-style-type: none"> I can give reasons for why Easter was part of a plan, why it happened and why Jesus died. I can explain the role of art and symbolism to aid prayer, worship as well as recall. I am able to describe in my own terms what sin, suffering and sacrifice mean. 	<u>Christianity Yr3 Recovery Objectives</u> <ul style="list-style-type: none"> I can give examples of stories which they have come across in the Bible and can demonstrate how to find a particular book. I can explain how Christians use the Bible for guidance and how it is in many languages around the world. 	<u>Hinduism Objectives</u> <ul style="list-style-type: none"> I can give an example on how to explain the Hindu concept of God and the cycle of Create, Preserve and Destroy. I can explain how Hindus worship at home and in the Mandir and the associated symbols and gestures. I can tell you about the Hindu festival of Holi and why it is celebrated.
	Me and my Relationships Objectives I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.	Valuing Difference Objectives I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others. No Outsiders - King and King by Linda de Hann & Stern	Keeping Myself Safe Objectives I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most	Rights and Responsibilities Objectives I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people	Being my Best Objectives I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment. No Outsiders - The Flower by John Night	Growing and Changing Objectives I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.

	No Outsiders - Dogs don't do ballet by Anna Kemp & Sarah Ogilvie	Nijland	<p>people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p>No Outsiders - The Way Back Home by Oliver Jeffers</p>	<p>think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.</p> <p>RSE: To explore the human lifecycle.</p>	<p>RSE: To identify some basic facts about puberty.</p>	<p>No Outsiders - Red: A Crayons Story by Michael Hall</p> <p>RSE: To explore how puberty is linked to reproduction</p>
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