



St Bede's Curriculum Long Term Plan Overview Year 4 2019 to 2020



Our intent for our children is for them to be:
resilient, independent, respectful, aspirational, responsible, reflective, critical thinkers, spiritual, problem solvers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Story of my life					
RE	People Called	Judaism Gift	Community Giving and Receiving	Islam Self-Discipline	New Life Building Bridges	God's People
Quality Texts	The Giraffe and the Pelly and Me The lion, the Witch and the Wardrobe Pied Piper of Hamelin The incredible book eating boy		Varjak Paw The Firework Maker's Daughter		Stig of the Dump Charging about High as a Hawk My side of the mountain A drop around the world	
	<p>Working Scientifically in Year 4</p> <p>Ask questions such as:</p> <ul style="list-style-type: none"> • Why are steam and ice the same thing? • Why is the liver important in the digestive systems? • What do we mean by 'pitch' when it comes to sound? • • Use research to find out how much time it takes to digest most of our food • Use research to find out which materials make effective conductors and insulators of electricity • Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water • Set up a fair test with more than one variable e.g. using different materials to cut out sound. Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures • Set up a fair test with more than one variable e.g. using different materials to cut out sound • Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning • Use a data logger to check on the time it takes ice to melt to water in different temperatures • Use a thermometer to measure temperature and know there are two main scales used to measure temperature • Gather and record information using a chart, matrix or tally chart, depending on what is most sensible • Group information according to common factors e.g. materials that make good conductors or insulators 					

	<ul style="list-style-type: none"> • Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings • Present findings using written explanations and include diagrams, when needed • Write up findings using a planning, doing and evaluating process • Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned • When making predictions there are plausible reasons as to why they have done so • Able to amend predictions according to findings • Prepared to change ideas as a result of what has been found out during a scientific enquiry 		
<p>Science</p>	<p>Is there sound in space! (Physics)</p> <ul style="list-style-type: none"> • Know how sound is made, associating some of them with vibrating • Know how sound travels from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source <p>Where does poo come from? (Biology)</p> <ul style="list-style-type: none"> • Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Identify and know the different types of human teeth • Know the functions of different human teeth 	<p>Can a camel live in the North Pole? (Biology)</p> <ul style="list-style-type: none"> • Use classification keys to group, identify and name living things • Know how changes to an environment could endanger living things • Group materials based on their state of matter (solid, liquid, gas) 	<p>Why do puddles disappear? (Chemistry)</p> <ul style="list-style-type: none"> • Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle <p>What's in a wire? (Physics)</p> <ul style="list-style-type: none"> • Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each • recognise some common conductors and insulators, and associate metals with being good conductors

	<ul style="list-style-type: none"> • Use and construct food chains to identify producers, predators and prey 		
Humanities Geography History	<p>The Roman Empire and its impact on Britain (Chronology)</p> <ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor <ul style="list-style-type: none"> • Use maps and globes to locate the equator, the • Tropics of Cancer and Capricorn and the Greenwich Meridian • Know how to plan a journey within the UK, using a road map 	<p>The achievements of the earliest civilizations (Ancient Ancients approx. 3,000 years ago)</p> <p>an overview of where and when the first civilizations appeared then an indepth study of one of the following:</p> <p>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</p> <ul style="list-style-type: none"> • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty 	<p>Rivers and Mountains – can we save the world?</p> <ul style="list-style-type: none"> • Know and label the main features • of a river • Know why most cities are located by a river • Know the name of and locate a number of the world’s longest rivers • Know the names of a number of the world’s highest mountains • Explain the features of a water cycle <p>2020 Olympics</p>
DT	Christmas lights	pyramids	Organic food and sustainable sources
	<p>Designing</p> <ul style="list-style-type: none"> • use ideas from other people when designing • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated <p>Making</p> <ul style="list-style-type: none"> • know which tools to use for a particular task and show knowledge of handling the tool • know which tool is likely to give the best outcome 		

	<ul style="list-style-type: none"> • measure accurately <p>Evaluating</p> <ul style="list-style-type: none"> • evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in a interesting way <p>Technical Knowledge</p> <ul style="list-style-type: none"> • links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product <p>Food Technology</p> <ul style="list-style-type: none"> • know how to be both hygienic and safe when using food • bring a creative element to the food product being designed 		
<p>Art and Design</p>	<p>Mackenzie Thorpe feature artist</p>	<p>Printing inspired by Egyptian prints</p>	
	<p>Using Sketchbooks</p> <ul style="list-style-type: none"> • know how to integrate digital images into artwork. • Use sketchbooks to help create facial expressions • use sketchbooks to experiment with different texture • use photographs to help create reflections <p>Drawing, painting and sculpture</p> <ul style="list-style-type: none"> • know how to show facial expressions and body language in sketches and paintings 		

	<ul style="list-style-type: none"> • know how to use marks and lines to show texture in art. • know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections • know how to print onto different materials using at least four colours. • know how to sculpt clay and other mouldable materials. <p>Study of Great Artists</p> <ul style="list-style-type: none"> • experiment with the styles used by other artists. • explain some of the features of art from historical periods. • know how different artists developed their specific techniques 					
Music (Charanga Scheme of Work)	Mamma Mia!		Stop!		Blackbird	
	Glockenspiel 2		Lean on me		Reflect, Rewind and Replay	
	<p>Performing</p> <ul style="list-style-type: none"> • sing songs from memory with accurate pitch <p>Compose</p> <ul style="list-style-type: none"> • use notation to record compositions in a small group or individually <p>Listen</p> <ul style="list-style-type: none"> • explain why silence is often needed in music and explain what effect it has <p>Use and understand</p> <ul style="list-style-type: none"> • use notation to record and interpret sequences of pitches <p>Appreciate</p> <ul style="list-style-type: none"> • identify and describe the different purposes of music <p>History of Music</p> <ul style="list-style-type: none"> • begin to identify the style of work of Beethoven, Mozart and Elgar 					
PSHCE (Twinkl) and RSE	Think Positive		VIPs		Growing Up	
	Respecting Rights		One World		Safety First	
Computing awaiting Sacred Heart - September						
PE	Dance Swimming	Invasion Games Hockey	Invasion Games Basketball	Tri-golf (PB) Gymnastics	Net and Wall Games Tennis	Athletics Gymnastics

	<ul style="list-style-type: none"> • take the lead when working with a partner or group • use dance to communicate an idea • provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others • 	<p>Indoor Athletics (PB)</p> <ul style="list-style-type: none"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game 	<p>Dance</p> <ul style="list-style-type: none"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game 	<ul style="list-style-type: none"> • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases • provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others • 	<p>Outdoor and Adventurous (PB)</p> <ul style="list-style-type: none"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game • follow a map in a (more demanding) familiar context • follow a route within a time limit 	<ul style="list-style-type: none"> • sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases
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French	<p>Speaking</p> <ul style="list-style-type: none"> name and describe people, a place and an object have a short conversation, saying 3 to 4 things give response using a short phrase start to speak, using a full sentence <p>Reading</p> <ul style="list-style-type: none"> read and understand a short passage using familiar language explain the main points in a short passage read a passage independently use a bilingual dictionary or glossary to look up new words <p>Writing</p> <ul style="list-style-type: none"> write phrases from memory write 2-3 short sentences on a familiar topic write what they like/dislike about a familiar topic 					
Global Awareness	<p>Homelessness (British Council Connecting Classrooms)</p> <p>International Day of Peace</p> <p>Black History Week (October)</p> <p>World Toilet Day</p> <p>All Saints Day 1st November</p>	<p>World Braille Day</p> <p>Louis Braille</p> <p>Fairtrade</p> <p>World Book Day</p>	<p>World Health Day</p> <p>Refugee Week</p>			
British Values	Weekly downloads from Picture News and to be evidenced in Floor Books, Curriculum Books and English Books					
	<p>Is our help always wanted? (Mutual Respect)</p> <p>Should we give money to the homeless? (Individual Liberty)</p>	<p>Should drones be banned? (Rule of Law)</p> <p>Should our leaders make key decisions or should we all have a say? (Democracy)</p>	<p>Should we always give people a second chance? (Rule of Law)</p>			

	<p>How different would life be without information at our fingertips? (Mutual Respect)</p> <p>Should young people who break the law be punished like adults? (Rule of Law)</p> <p>What would you find hardest about living in a world designed for people different to you? (Mutual Respect)</p> <p>Are there times we need to break the rules to change how people think? (Rule of Law)</p> <p>Should any animal be allowed to be kept as a pet if it is cared for? (Individual Liberty)</p> <p>Who decides what is art? (Rule of Law)</p> <p>Can remembering the past help us make a better future? (Respect)</p> <p>Should we be able to control when it is day and when it is night? (Democracy)</p> <p>Have we become a throwaway society? (Individual Liberty)</p> <p>Does your gender affect the job you choose? (Rule of Law)</p> <p>Should adverts be a place to share news and opinions? (Rule of Law)</p> <p>Should technology be banned at mealtimes? (Individual Liberty)</p> <p>What does it take to perform in front of others? (Mutual Respect)</p>	<p>Should we spend more time with people who are older than us? (Mutual Respect)</p> <p>Should all children receive free fruit at school? (Individual Liberty)</p> <p>Is there a time when giving up is the right thing to do? (Mutual Respect)</p> <p>Is it everyone's responsibility to help us learn? (Tolerance)</p> <p>Is it ever acceptable to take time off school? (Rule of Law)</p> <p>Should you always vote if you have the chance? (Democracy)</p> <p>Do we have more clothes than we need? (Individual Liberty)</p> <p>Can we learn how to be happy? (Mutual Respect)</p> <p>Should schools be car free zones? (Rule of Law)</p> <p>Do we still need libraries in modern times? (Respect)</p> <p>Is it ever OK to copy others? (Individual Liberty)</p> <p>Should all schools have pets? (Respect)</p> <p>Who should decide what we eat for lunch? (Individual Liberty)</p>	<p>Is it always better to rebuild than start again? (Respect)</p> <p>Can anyone become a good leader? (Democracy)</p> <p>Should McDonald's have banned plastic straws? (Respect)</p> <p>Does it take more than talent to succeed? (Individual Liberty)</p>
<p>Enrichment/Visits</p>	<p>Middlesbrough Transporter Bridge</p>		