









## Chantry Primary School Long Term Curriculum Planning

**Year 4 2023-24**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Proposed trips/ special days	Harvest Festival	Puppet Making workshop Bexhill College production Roman re-enactment	Anglo Saxon/Viking Day	Hasting's music festival Year 3/4 musical production		The Big Summer Sing
Core Text English	Leon and the place between	The Mousehole Cat	KrindleKrax	Arthur and the Golden Rope.	Libba	Wolves
Grammar	Nouns, adjectives and verbs. Pronouns Prepositions Coordinating and subordinating conjunctions	Tenses Different punctuation which can be used Adverbials and fronted adverbials	Figurative language Inverted commas Figurative language	Expanded noun phrase with prepositional phrases. Conjunctions - sentence structures	Standard English Paragraphs	Presentational features – headings and subheadings Non-Fiction Consolidation
Spellings (Scheme)	Statutory spellings  Recap of Yr 3 spelling patterns Words ending /ʒa/ Year 2 recap – possessive apostrophe singular Homophones	Statutory spellings  Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /f/ sound spelt 'ch' and the /n/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Statutory spellings  The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals Homophones.	Statutory spellings  Prefixes 'anti-' and 'inter-' Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Statutory spellings  Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʒən/ spelt 'sion' Apostrophes for possession, including singular and plural. Homophones	Statutory spellings  Suffix -ous Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
Maths	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and division	Measure: Length and Perimeter Number: Fractions	Number: Decimals	Measure: Money and Time Statistics	Measure: Area Geometry: Shape, position and direction
Science	<u>Sound</u>  Identify how sounds are made, associating some of them with something vibrating.	<u>Circuits/electricity</u>  Identify common appliances that run on electricity.	<u>Living things and their habitats</u>  Recognise that living things can be grouped in a variety of ways.		<u>States of Matter</u>  Compare and group materials together, according to whether	<u>Animals, including humans and SRE.</u>  Describe the simple functions of the basic

	<p>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.</p>	<p>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. Understand what makes electricity renewable and non-renewable.</p>	<p>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>	<p>they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>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>	
<b>Geography</b>	<b><u>Maps and Places</u></b>  Key information about maps. Geographical regions and counties in the UK. Human and physical Geography recap Comparing Bexhill to an urban city.		<b><u>Hemispheres</u></b>  Latitude and longitude. Hemispheres Time zones	<b><u>Climate zones and biomes</u></b>  Earth's climates. Comparing different climates weather and conditions. Link to science – how animals survive in harsh climates and environments.		<b><u>Mountains</u></b>  What mountains are. How they are formed. Famous mountains Famous mountain ranges. Why people visit and climb mountains.
<b>History</b>	<b><u>Romans</u></b>  Why were the Romans so powerful?  The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.		<b><u>Anglo Saxons and Vikings</u></b>  Were the Saxons really smashing and the Vikings vicious?  Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice		<b><u>Mayan Civilisation AD 900</u></b>  How did the Maya develop such an advanced civilisation?  To compare some of the times studied with those of other areas of interest around the world. To describe the social, ethnic, cultural or religious diversity of past societies. To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
<b>Art and design</b>	<b><u>Mosaics</u></b>	<b><u>Romans: Shields</u></b> <u>Artists:</u> Romans	<b><u>Portraits</u></b> <u>Artists:</u> David Hockney,	<b><u>Pointillism</u></b> <u>Artists:</u> Yoyoi Kusama, Joan Miro, Sonia	<b><u>Anglo Saxon Crosses</u></b> <u>Artists:</u> Unknown	<b><u>Bayeux Tapestry</u></b> <u>Artists:</u> Unknown monks

	<p><u>Artists:</u> Caroline Jariwala, Elaine M Godwin, Gaudi, Isaiah Zagar</p> <p><u>Media:</u> ceramic tiles, paper, natural materials, rubbish</p> <p><u>Skills:</u> sticking, cutting, placing, polishing</p> <p><u>Key activities:</u></p> <ul style="list-style-type: none"> <li>• Study Roman /contemporary mosaics</li> <li>• Practice mosaic techniques</li> <li>• Design &amp; make mini mosaics</li> <li>• Class mosaic collaboration</li> </ul> 	<p><u>Media:</u> Paint, cardboard, papier-mâché</p> <p><u>Skills:</u> joining, moulding, painting</p> <p><u>Key activities:</u></p> <ul style="list-style-type: none"> <li>• Investigate Roman motifs</li> <li>• Practice and refine</li> <li>• Making own Roman shield</li> </ul> 	<p>Michelangelo Caravaggio, Guy Denning</p> <p><u>Media:</u> pencil</p> <p><u>Skills:</u> portraiture, proportion, sketching</p> <p><u>Key activities:</u></p> <ul style="list-style-type: none"> <li>• Comparison portraits different eras</li> <li>• Look at decorated skulls and proportion</li> <li>• Create own decorated skull</li> <li>• Practice individual features</li> </ul> 	<p>Delaunay, Sophie Taeuber-Arp</p> <p><u>Media:</u> felt tips, paint, acetate, wax crayons, stickers</p> <p><u>Skills:</u> drawing, painting, weaving</p> <p><u>Key activities:</u></p> <ul style="list-style-type: none"> <li>• Connected to the dot stories</li> <li>• Collaborative art</li> <li>• Weaving</li> <li>• Stained glass windows</li> <li>• Dot art</li> </ul> 	<p><u>Media:</u> cardboard, thread, paint, felt pens, beads, buttons</p> <p><u>Skills:</u> gluing, wrapping, dry brushing, layering</p> <p><u>Key activities:</u></p> <ul style="list-style-type: none"> <li>• Look at design of AS Cross</li> <li>• Making AS pendant/cross</li> <li>• Design &amp; make 2 large AS crosses collaboratively.</li> </ul> 	<p><u>Media:</u> pencil</p> <p><u>Skills:</u> sketching, drawing</p> <p><u>Key activities:</u></p> <ul style="list-style-type: none"> <li>• Learning the story of BT &amp; analysing themes</li> <li>• Sketching a section of the tapestry</li> <li>• Making class Bayeux Tapestry</li> </ul> 
<b>Design Technology</b>	<b>Shell structure recap.</b> Design, make and evaluate a musical instrument out of upcycled materials.	<b>Electrical systems Circuits and switches.</b> Completed during science lessons. Design, make and evaluate a light up Christmas card	<b>Pneumatics</b> Design, make and evaluate a toy jack in the box.	<b>Musical production</b>	<b>Shell structures using computer-aided design</b> Design, make and evaluate a package for something, e.g chocolates	<b>Simple Programming and control</b> Design, make and evaluate a reading nightlight.
<b>Design Technology – food</b>			Anglo Saxon food			
<b>Music</b>	<p>Recorders Learn how to hold a recorder Play 3 notes</p> <p>Harvest Festival singing</p> <p><u>Sing up:</u> This Little light of mine.</p>	<p>Recorders Learn how to play 5 notes Playing from memory</p> <p>Christmas music</p> <p><u>Sing up:</u> Composing with colour</p> <p>Sing up: The armed Man</p>	<p>Recorders Practise for Hastings music festival</p> <p>Practise for Musical production</p> <p><u>Sing up:</u> The Doot Doot Song</p> <p>Vocabulary: Duration, pitch, structure,</p>	<p>Recorders Preparing for Hastings Music Festival</p> <p>Preparing for Musical production</p> <p>Singing Performance</p>	<p>Singing Preparing for big summer sing Recap on learning from musical production</p> <p><u>Sing up:</u> Global pentatonics</p> <p>Vocabulary: Pitch, structure, tempo and texture.</p>	

	Vocabulary: Duration, pitch and structure	Vocabulary: Duration, dynamics, pitch and structure.	timber, style, improvise.			
<b>P.E.</b>	Invasion games	Gymnastics	Dance	Net Wall games	Striking and fielding.	Athletics
<b>Computing</b> (Teach Computing)	Computing systems and networks – The Internet	Data and information – Data logging	Creating media – Photo editing	Creating media – Audio Production	Repetition in Shapes	Repetition in games
<b>RE</b>	What is the 'trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?
<b>French</b>	Phonetics lesson 2 & Presenting Myself Je me présente	My family Ma famille	Habitats Les habitats		In the classroom En classe	My home Chez moi

	<b>Term 1 &amp; 2</b>	<b>Term 3 &amp; 4</b>	<b>Term 5 &amp; 6</b>
<b>Discrete PSHE &amp; RSHE</b>	<b>Brain Building and Shaping</b>	<b>Safe in the World</b>	<b>Healthy Body, Healthy Mind. Transition</b>

PSHE Running throughout via Empowerment approach:

- **NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity**
- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best.
- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.
- **STRESS RESPONSE.** For children to understand that when are needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.
- **HELPING PEOPLE IN A STRESS RESPONSE.** For children to know how we can best help people who are experiencing a stress response.