



Chantry Primary School Long Term Curriculum Planning

Year 4 2022-23

	Term 1 Maps and Places	Term 2 The Roman Empire	Term 3 The Anglo- Saxons	Term 4 Let's Perform	Term 5 The Mountains	Term 6 1066
Proposed trips/ special days	Harvest Festival	Pantomime Walk around Bexhill. Link to geography topic 'human and physical geography'.	Anglo Saxon Day	Hasting's music festival Year 3/4 musical production	Walk to the beach (Shells)	The Big Summer Sing Battle Abbey History trip
Text English	Leon and the place between	The Mousehole Cat	Wolves	Libba	Arthur and the golden rope	Non-fiction texts
Grammar	Nouns, adjectives and verbs. Pronouns Prepositions Coordinating conjunctions Subordinating conjunctions	Tenses Different punctuation which can be used Adverbials and fronted adverbials Figurative language	Figurative language Inverted commas Expanded noun phrase with prepositional phrases Presentational features – headings and subheadings	Standard English Paragraphs	Expanded noun phrase with prepositional phrases Paragraphs Co-ordinating conjunctions and subordinating conjunctions – sentence structures	Presentational features Consolidation

Spellings	Statutory spellings Recap of Yr 2 spelling patterns Suffixes beginning with a vowel –ing Suffixes beginning with a vowel –ed Suffixes beginning with a vowel –en	Statutory spellings Words with a / shuhn/ sound, spelt with ‘tion’ Words with a /shuhn/ sound, spelt with ‘cian’ Words with a /shun/ endings spelt with ‘sion’ Words with a /shuhn/ sound, spelt with ‘ssion’ Nouns ending in the suffix -ation	Statutory spellings Adding the prefix in- Adding the prefix im- Adding the prefix il- Adding the prefix ir- Homophones & Near Homophones	Statutory spellings Words with the /s/ sound spelt with ‘sc’ Adding the prefix sub- Adding the prefix super- Adding the prefix inter- Adding the prefix auto-	Statutory spellings Adding the prefix ex- Adding the prefix non- Adding the prefix anti- Homophones & Near Homophones	Statutory spellings Adding the suffix -ous Homophones & Near Homophones Recap on spelling patterns across 3/4
Maths	Numbers and Place Value Numbers to 1,000 Rounding Comparing 4-digit numbers Ordering numbers Negative numbers	Numbers and Place Value Roman numerals Adding Subtracting Measuring mm, cm, m and km Add and subtract lengths Shape Perimeter	Multiply 10, 100, 1 and 0 Divide 10, 100 and 1 Times tables facts Multiply Two-digits by one Three-digits by one	Divide Two-digits by one Three-digits by one Shape Area Fractions Equivalent Add Subtract	Decimals Ordering Rounding Money Ordering money Pounds to pence Working with money	Time Telling the time Analogue to digital Charts and graphs Shape Angles Triangles Quadrilaterals Symmetry Position and direction of a shape

Science	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating 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>Circuits/electricity</p> <p>Identify common appliances that run on electricity 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>States of Matter</p> <p>Compare and group materials together, according to whether 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>Living things and their habitats</p> <p>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</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Animals, including humans and SRE. 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 food chains, identifying producers, predators and prey</p>
Geography	Maps and Places	Human and physical geography	Hemispheres	Climate zones and biomes	Mountains	Maps and Places

	<p>Why do we use maps? What can maps tell us? What do maps look like? Where are the geographical regions in the UK? Where are the counties in the UK?</p>	<p>What is human geography? What is physical geography? What are examples of human geography in Bexhill? What are examples of physical geography in Bexhill?</p>	<p>What are the lines of latitude? What are the lines of longitude? What are the Earth's hemispheres? What famous landmarks are in each hemisphere?</p>	<p>What are the Earth's climates? Why are jungles so wet and deserts so dry? How do climate graphs help geographers compare climates? How does the climate affect the plants and animals living there? Why is the jungle of the Amazon rainforest so wet and humid?</p>	<p>Why are mountains so important? Why are the three mountains of Olympus, Mauna Kea and Everest so famous? How were the world's greatest mountain ranges formed? Why do tourists visit the Cambrian Mountains? How else is the precious resource of water used in the Cambrian Mountains?</p>	<p>Why do we use maps? What can maps tell us? What do maps look like? Where are the geographical regions in the UK? Where are the counties in the UK?</p>
History	<p>The Roman Empire The Roman invasion</p> <p>Who were the Romans? What did the Romans believe? Who was Julius Caesar? Who was Boudicca and what did she try to do?</p>	<p>The Roman Empire The impact on Britain</p> <p>What did the Romans ever do for us? What was the impact on Britain? How do we know so much about the towns the Romans built in Britain?</p>	<p>Anglo- Saxons and The Scots</p> <p>Who were the Anglo Saxons and how do we know what was important to them? Why did the Romans leave Britain? Who were the Anglo Saxons</p>	<p>Anglo-Saxons and The Vikings</p> <p>Why was the design of their long ships so important to the Vikings? What were the two treasures that most Viking Norsemen wanted in Britain? Viking Horned helmets – historical fact or myth? What did the Vikings want in Britain and how did Alfred help to stop them getting it? What was the 'terror' that appeared in Britain on June 8th 793?</p>		<p>1066</p> <p>Battle Abbey trip What happened during the Battle of Hastings? Where did the Battle of Hastings take place?</p>

			and why didn't they choose to live in towns the Romans left behind? What does Sutton Hoo tell us about the Anglo-Saxon world?			Who was William the Conqueror? Who was King Harold? What was different between the Normans and the Saxons? How were their shields different?
Art and design	Mosaics What are mosaics? What can mosaics be made of? What are the different types of mosaics? What are Roman mosaics?	Design and create a Roman Shield. What did the colours represent on a shield? How detailed were the Roman shields? How can I make my shield look like it was used in Roman times? What could I design on my Roman shield? What paint brushes will I need to use to cover my Roman shield?	Sketching What are the different techniques of sketching? How can different techniques of sketches be used to create The Ice Palace	Musical production Create props for our musical production. What props do we need? How are we going to create our artwork? What materials could we use?	Pointillism George Seurat Similarities and differences	Pointillism Mountain artwork Creating our own work
Design Technology	Making a musical instrument out of upcycled materials.	Electrical systems Circuits and switches.	Electrical systems Programming and control	Musical production Reading and understanding our musical production. Research: What	Shell structures using computer-aided design	2D shape to 3D product
Design Technology – food			Anglo Saxon food			
Music	Recorders	Recorders	Recorders	Recorders	Singing Preparing for big summer sing	

	<p>Learn how to hold a recorder Play 3 notes</p> <p>Harvest Festival singing</p> <p>Sing up: My fantasy football team</p> <p>Vocabulary: Duration, pitch and structure</p>	<p>Learn how to play 5 notes Playing from memory</p> <p>Christmas music</p> <p>Sing up: The giant's garden Vocabulary: Duration, dynamics, pitch and structure.</p>	<p>Practise for Hastings music festival</p> <p>Practise for Musical production</p> <p>Sing up: A little light of mine</p> <p>Vocabulary: Pitch, structure, tempo and texture.</p>	<p>Preparing for Hastings Music Festival</p> <p>Preparing for Musical production Singing Performance</p>	<p>Recap on learning from musical production</p> <p>Sing up: Playground songs 'A young Austrian' and 'Juba'. Comparing – similarities and differences.</p>	
P.E.	Invasion games	Gymnastics	Dance	Striking and fielding	Net games	Athletics
Computing (Purple mash)	<p>Purple Mash Unit 4.2 Online safety Digit footprint and identity theft Spam email</p> <p>Purple Mash Unit 4.7 Effective searching</p>	Purple Mash Unit 4.1 Coding	Purple Mash Unit 4.3 Spreadsheets	<p>Purple Mash Unit 4.4 Write for different audiences</p> <p>Write about our Musical production</p>	Purple Mash Unit 4.5 Write programs in logo to draw 2D shapes	<p>Purple Mash Unit 4.6 Animation Purple Mash Unit 4.8 Hardware investigators</p>
RE	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?

French	Phonetics lesson 2 (C) & Presenting Myself (I)	Family (I)	Goldilocks (I)	Habitats (I)	Classroom (I)	My home (I)
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Discrete PSHE	<p>Being me in my world</p> <ul style="list-style-type: none"> • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and I 	<p>Celebrating difference</p> <ul style="list-style-type: none"> • I understand there are different perceptions about what normal means • I understand how having a disability could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities 	<p>Dreams and goals</p> <ul style="list-style-type: none"> • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them 	<p>Healthy me</p> <ul style="list-style-type: none"> • I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I can evaluate when alcohol is being used responsibly, anti-socially or being misused • I know and can put into practice basic emergency aid 	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify the most significant people to be in my life so far • I know some of the feelings we can have when someone dies or leaves • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I understand how 	<p>RSHE</p> <ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can ask the questions I need answered about changes during puberty

	<p>understand how these relate to my rights and responsibilities</p> <ul style="list-style-type: none"> • I understand how an individual's behaviour can impact on a group <p>I understand how democracy and having a voice benefits the school community</p>	<p>who lead amazing lives</p> <ul style="list-style-type: none"> • I can explain ways in which difference can be a source of conflict and a cause for celebration 	<ul style="list-style-type: none"> • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise 	<p>procedures (e.g. the recovery position) and know how to get help in emergency situations</p> <ul style="list-style-type: none"> • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse 	<p>technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <ul style="list-style-type: none"> • I can use technology positively and safely to communicate with my friends and family 	<ul style="list-style-type: none"> • I can describe how a baby develops throughout 9 months of pregnancy
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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.