



Barrowcliff School- Long Term Curriculum Plan - Year 4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|---|---|---|--|--|--|
| Topic | Plants & Animals | Ancient Egypt | The Digestive System | Rivers & Cities | Sound | Romans |
| Enquiry Question | Have we always looked like this? | How can we recreate the wonder of Ancient Egypt? | What happens to the food we eat? | Why are most of the world's cities located by rivers | Why is the sound made by 'Little Mix' enjoyed by so many? | Who were the Romans and what did we learn from them? |
| Focus Text | The Promise by Nicola Davies | The Egyptian Cinderella by Shirley Climo | The Incredible Book Eating Boy by Oliver Jeffers | Wind in the Willows by Kenneth Grahame | The Pied Piper of Hamlyn by Michael Morpurgo | Roman Diary: The Journal of Iliona By Richard Platt |
| Maths | Number & Place Value: Numbers to 10,000 (3wks) Calculations: Addition & Subtraction within 10,000 (3wks) | Calculations Continued: Addition & Subtraction within 10,000 (1 wk) Calculations: Multiplication & Division (4 wks) Calculations: Further | Calculations: Further Multiplication & Division (3wks) Statistics: Graphs (1wk) Fractions, Decimals & Percentages: Fractions (2 wks.) | Fractions, Decimals & Percentages Continued: Fractions (Cont.) (1wk) Measurement: Time (1wk) Mid-Year Tests (1wk) Fractions, Decimals & | Measurement: Money (2wks) Measurement: Mass, Volume & Length (3wks) Measurement: Area of Figures (2 wks) | Geometry: Properties of Shapes: Geometry (2 wks) Geometry: Position & Direction (1wk) Number & Place Value: Roman Numerals (1wk) |

Learning Together, Growing Together

| | | Multiplication & Division (1wk) | | Percentages: Decimals (3wks) | | Review of Calculation Units (2 wks) End of year assessments |
|----------------|---|---|--|--|--|---|
| English | <p>Linked Texts: <u>Dinosaurs and all that Rubbish</u> by Michael Foreman <u>The Last Tree</u> by Emily Haworth-Booth</p> <p>Narrative - Re-write the opening of The Promise setting a scene opposite to the book.</p> <p>Recount – recount the robbery from The Promise from a 1st person perspective.</p> | <p>Linked Texts:<u>The Time Travelling Cat</u> by Julia Jarman <u>The Pharos of Ancient Egypt</u> by Elizabeth Payne <u>The Mystery of the Egyptian Scroll</u> by Scott Peters</p> <p>Narrative – Write a character description of Rhodopis.</p> <p>Explanation – Why was the River Nile important to the Egyptians?</p> | <p>Linked Texts: <u>The Quest to Digest</u> by Mary Corcoran <u>Gut Garden: A Journey into the Wonderful World of Your Microbiome</u> by Katie Brosnan</p> <p>Narrative – Writing an adventure story from the perspective of someone travelling through the digestive system.</p> <p>Persuasive – Create a poster</p> | <p>Linked Texts: <u>A River Ran Wild</u> by Lynn Cherry <u>The Drop in my Drink</u> by Meredith Hooper <u>Raven and River</u> by Nancy White-Carlstrom</p> <p>Poetry – To write a poem in the style of Valerie Bloom’s ‘The River’.</p> <p>Explanation – Why are cities always build near Rivers?</p> | <p>Linked Texts: <u>Clang!</u>: <u>Ernst Chladni's Sound Experiments (Moments in Science)</u> by Darcy Pattison</p> <p>Narrative – Write your prediction for what happens next – how will the town get rid of the rats?</p> <p>Persuasive – Write a letter to the pied Piper to convince him to help the town.</p> <p>Explanation – How does sound travel?</p> | <p>Linked Texts: <u>The Captive Celts</u> by Terry Deary <u>The Roman Invasion- my story</u> by Jim Edridge <u>Gory Gladiators</u> by Kay Barnham</p> <p>Narrative – Describe the Roman Baths and Iliona’s experience there.</p> <p>Instructions – How to be a gladiator.</p> <p>Non-Chronological report - Who are the Romans?</p> |

Learning Together, Growing Together

| | | | | | | |
|---------------------------|--|---|---|--|--|--|
| | Fact File – Writing a fact file on a woodland animal. | Diary – Write a diary entry of Rhodopis receiving her shoes. | advertising a new healthy snack. Poetry – Writing a Kennings poem | | | |
| Ongoing Key Skills | <p><u>Writing Composition</u> Make careful choices about the vocabulary to be used throughout. Annotate plan with chosen vocabulary. Understand that paragraphs mark changes in place, time or event. Plan paragraphs. Know that the opening sentence (topic sentence) introduces the change. Develop and rehearse opening sentences for planned paragraphs. Know that main characters in a narrative can be developed by describing their actions, behaviour and speech – show not tell. Know that the plot of a narrative can be structured differently according to the kind of story. Identify the plot structure. Know that a non-narrative text needs a series of logical points leading to a closing. Know that each point is developed into a paragraph. Know that the opening sentence (topic sentence) introduces the point. Organise material to form paragraphs. Plan an opening and a closing appropriate to the text type.</p> <p><u>Grammar & Vocabulary</u> Develop noun phrases expanded before and after the noun. Understand when it is useful to use expanded noun phrases in writing. Use expanded noun phrases in own writing to add detail. Evaluate their effectiveness in painting a picture in words for the reader. Choose when to use a how, when or where fronted adverbial for an identified purpose. (For example, how a character was feeling) Recognise that a fronted adverbial can be used to show changes in time and place at the beginning of paragraphs. Begin to use fronted adverbials to open paragraphs to show changes in time and place in narrative writing. Understand how writers use direct speech to show character and move events forward. Use direct speech in writing to show character and move events forward. Use the comma to mark the reporting clause in direct speech in writing.</p> <p><u>Spoken Language</u> Give an opinion with a reason. Listen to others’ opinions. Use Standard English to give an opinion.</p> | | | | | |

Learning Together, Growing Together

| | | | | | | |
|-----------------------|---|---|---|--|--|--|
| | <p><u>Reading</u></p> <p>Identify and explain how words and language show the setting of a book – historical, cultural or social. Find similarities in books read. Notice in reading that fronted adverbials can be used to start the opening sentence of a paragraph (topic sentence). Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words. Empathise with a character.</p> <p>Understand why a character acted, responded or felt in a certain way. Understand why the writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Choose a specific non-fiction book for a specific purpose. Know where to find the specific information needed in the book. Know how to use a non-fiction book to find identified information. Skim to find specific information on a page or in a paragraph. Scan page or paragraph to find key words or information. Record key words or information found.</p> | | | | | |
| <p>Science</p> | <p>Plants & Animals</p> <p>Recognise that living things can be grouped in a variety of ways explore and use classification keys</p> <p>To help group, identify and name a variety of living things in their local and</p> | <p>Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have</p> | <p>The Digestive System</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety</p> | <p>Materials: States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or</p> | <p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and</p> | <p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to</p> |

Learning Together, Growing Together

| | | | | | | |
|--|---|--|--|--|---|--|
| | <p>wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> | <p>lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>of food chains, identifying producers, predators and prey</p> | <p>research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> | <p><i>grow and the correct temperature)</i> and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants. <i>Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit</i></p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> |
|--|---|--|--|--|---|--|

Learning Together, Growing Together

| | | | | | | |
|--------------------------|---|--|---|--|---|---|
| <p>Humanities</p> | <p>Geography: Fieldwork: Local Area</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p> <p>Using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Mapping school environment – building fields perimeter fence etc.</p> <p>Traffic survey of local area around school</p> | <p>History: Egypt</p> <p>Know where Egypt is.</p> <p>Know that the Ancient Egyptians were ruled by pharaohs.</p> <p>Know that the Ancient Egyptians built very sophisticated tombs for their pharaohs called pyramids.</p> <p>Know that we know a great deal about the lives of Ancient Egyptians because of what has been found in the pyramids.</p> | <p>History: Chronological Understanding</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop the appropriate use of historical terms</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> | <p>Geography: Rivers & Cities</p> <p>Know how a river is formed</p> <p>Know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary</p> <p>Should know the difference between the upper, middle and lower courses of a river</p> <p>Should know the names and location of many famous rivers in the UK and the world</p> | <p>Geography – Modern Europe</p> <p>Understand the physical and human geography of Europe.</p> <p>Locate Europe on a world map.</p> <p>Identify European countries</p> <p>Use maps to locate countries and cities in Europe.</p> <p>Identify similarities and differences of European countries.</p> | <p>History: Romans</p> <p>Know where Rome is.</p> <p>Know that the Romans came to Britain 2000 years ago</p> <p>Know that the Romans conquered Britain but left Britain with many important features, such as roads</p> <p>Know that the Roman army was very powerful and had many weapons</p> <p>Know that about a few famous Romans, including Julius Caesar</p> |
|--------------------------|---|--|---|--|---|---|

Learning Together, Growing Together

| | | | | | | |
|------------------|--|---|--|---|---|---|
| PSHCE | Being Me In My World Being part of a class team Rights & Responsibilities Having a voice | Celebrating Difference Challenging Assumptions Accepting self and others Problem solving | Dreams & Goals Hopes & Dreams Overcoming Disappointment Achieving Goals | Healthy Me Healthier Friendships Groups Dynamics Smoking Alcohol Assertiveness | Relationships Jealousy Love & Loss Getting On & Falling Out Girlfriends & Boyfriends | Changing Me Being Unique Having a Baby Girls & Puberty Confidence in Change |
| Computing | i program To understand that a program is a sequence of statements written in a programming language To program a sequence of statements To program an object to move and draw To understand that commands and actions can be programmed to be executed | i safe To distinguish between personal information, which is safe to share online, and private information which is unsafe to share To use keywords in search engines to refine online searches To understand when it is acceptable to use the work of others | i mail To understand that messages can be used to communicate over distance a number of ways To understand how email travels and how to retrieve it To send and reply to emails To attach a file to an email To understand the | i data To sort record cards using field names To understand that information can be stored as numbers, text and choices (e.g. yes/no) To understand that storing information in an organised way helps answer questions To search a database to answer questions | i animate To understand what an animation is To create a scene for an animation To understand that animations can be created using digital tools To create an animated scene To storyboard and create a short animation | i algorithm To find the best method of sorting a group of unknown weights into order To understand that information is easier to find in a sorted order understand that algorithms are a set of instructions that complete a task To understand that |

Learning Together, Growing Together

| | | | | | | |
|--------------|---|--|---|--|---|---|
| | <p>depending upon whether a condition is true or not</p> <p>To combine repetition and conditional statements in a program</p> | <p>To use strong passwords</p> <p>To explore strategies for safely managing spam</p> | <p>advantages of attaching files to emails</p> <p>To use email to communicate ideas</p> | <p>To use the information in a database to create a simple chart</p> | | <p>computers work by following a set of instructions called a program</p> <p>To use decomposition to approach problems</p> <p>To use logical reasoning and abstraction to design algorithms</p> |
| PE | <p>Unit 1 – Personal</p> <p>Coordination (Footwork)</p> <p>Static Balance (1 Leg)</p> | <p>Unit 2 – Social</p> <p>Dynamic Balance to Agility (Jumping & Landing)</p> <p>Static Balance (Seated)</p> | <p>Unit 3 – Cognitive</p> <p>Dynamic Balance (On a Line)</p> <p>Coordination (Ball Skills)</p> | <p>Unit 4 - Creative</p> <p>Coordination (Sending & Receiving)</p> <p>Counter Balance (With a Partner)</p> | <p>Unit 5 – Physical</p> <p>Agility (Reaction/Response)</p> <p>Static Balance (Floor Work)</p> | <p>Unit 6 - Health & Fitness</p> <p>Agility (Ball Chasing)</p> <p>Static Balance (Stance)</p> |
| Music | <p>Mama Mia</p> <p>Play and copy back using up to 2 notes – G + A.</p> <p>Play instrumental parts with the</p> | <p>Glockenspiel Part 2</p> <p>Learn more complex rhythm patterns.</p> | <p>Stop!</p> <p>s play and copy back using up to 2 notes – C + D.</p> | <p>Lean On Me</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium</p> | <p>Blackbird</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part,</p> | <p>Reflect, Rewind & Replay</p> <p>revisiting songs and musical activities</p> |

Learning Together, Growing Together

| | | | | | | |
|---------------------|---|---|---|---|---|---|
| | <p>song by ear and/or from notation using the easy or medium part</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)</p> | <p>Revise, play and read the notes C, D, E, F + G</p> <p>Record the performance and talk about it afterwards</p> <p>Compose using the notes C, D, E, F + G.</p> | <p>Singing and rapping in unison and in parts.</p> <p>Compose own rapped lyrics about bullying or another topic or theme</p> <p>Listen & Appraise (Grime Music)</p> | <p>part, using up to 4 notes – C, E, F + G</p> <p>Improvise using up to 3 notes – F, G + A.</p> <p>Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.</p> | <p>using up to 3 notes – C, D + E.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale)</p> <p>Improvise using up to 3 notes – C, D + E.</p> | <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Share and perform the learning that has taken place</p> |
| RE | <p>Why is Jesus inspiring to some people?</p> | <p>Why do some people think that life is like a journey and what significant experiences mark this?</p> | <p>What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist)</p> | <p>Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people (Focus on Ramadan)</p> | <p>What does it mean to be a Hindu in Britain today?</p> | |
| Art & DT | <p>Sketching</p> <p>Explores tone using different grades of pencil. (Know different grades of pencil)</p> | <p>Artist Study/Printing</p> <p>Use a variety of materials to print.</p> <p>Explore colour mixing through</p> | <p>Painting</p> <p>Confidently mix colours to make a range of tones.</p> | <p>DT: Alarms (Control/Electrical)</p> <p>Develop an understanding of simple electrical control through the designing and</p> | <p>Collage</p> <p>Develops awareness of contrasts in texture and colour. Experiment with a range of collage techniques such as</p> | <p>DT: Money Containers (Structures/Textiles)</p> <p>Learn how textiles containers eg, purses and belt bags are designed for</p> |

Learning Together, Growing Together

| | | | | | | |
|---------------|---|---|--|---|--|--|
| | Explores shading using different media. | overlapping of prints. Compares own prints with that of well-known artists. Andy Warhol Henri Matisse | Explore blending of colours and washing. | making of an alarm system Experiment with the use of a control program | tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and building a visual vocabulary. | different purposes and different users Design patterns/templates and join/reinforce fabrics. Develop their design skills when evaluating products and use this to generate their own ideas |
| French | Les Monstres Learn the names for the main parts of the body Revise numbers to 10 Use newly learnt vocabulary to describe themselves and others Learn a traditional French song and dance | Les Calendrier des Frites Learn the months and dates in French Study a range of different festivals celebrated in French | Les Animaux Learn the names for some pet animals Learn to talk about their pets Learn to write simple/complex sentences about their pets. Learn animal songs. | Au Marche Compare shopping in French markets with their own experiences Learn names for vegetables in French Learn how to buy some vegetables | Je Suis le Musicien Learn to say which instrument they play Learn to focus on the rhythm in sentences Use the language and structures to write a rap | A La Mode Learn vocabulary for a range of clothes Learn to say what they and others wear in different weathers/seasons |

Learning Together, Growing Together

Learning Together, Growing Together