



# What children will learn in Year 4 at Chiltern Primary School

## Year 4 Long Term Curriculum Plan



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<b>2023- 2024</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Open ended investigative question as topic title	Where in the world is Africa?  Who took over England after the Romans left?	The long boats are coming - who is onboard?  What's hiding inside the rainforest?	Who settles where?  Who was Edward the Confessor?
<b>Books</b>	<b>The Anglo-Saxon times</b> <b>How to Train Your Dragon</b> <b>The Dragon's Hoard</b>	<b>Alice in Wonderland (convert to playscript)</b> <b>The Great Kapok Tree</b>	<b>The River Nile</b>
<b>Shared Reading</b>	<b>Gangster Granny</b> <b>Africa</b>	<b>The Vikings</b> <b>The Firework Maker's Daughter</b>	<b>Cliffhanger</b> <b>The Nothing To See Here Hotel</b>
<b>English</b>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Write fantasy stories</li> <li>Write myths</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write information texts</li> <li>Write instructions</li> <li>Write newspaper texts</li> <li>Write letters</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Write Haiku</li> <li>Learn by heart and perform a significant poem</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Write stories with a familiar setting</li> <li>Write stories that contain historical events</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write recounts</li> <li>Write arguments</li> <li>Write letters</li> <li>Write newspaper texts</li> </ul> Write information texts <b>Poetry</b> <ul style="list-style-type: none"> <li>Write cinquain (Kenning linked to Anglo Saxons)</li> <li>Learn by heart and perform a significant poem</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Write fairy tales stories</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write persuasive texts</li> <li>Write biographies</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Write poems that convey an image (simile, word play, rhyme, metaphor)</li> <li>Learn by heart and perform a significant poem</li> </ul>
<b>Maths</b>	We are following the coherent sequencing of the primary maths curriculum provided in the <b>NCETM Curriculum prioritisation mapping</b> . This covers the entire NC (except constructing and presenting data and Roman Numerals) and draws together the NC Mathematics Guidance (RtP criteria) and the NCETM Primary Mastery PD Materials with additional units (including Geometry). View the Y4 units <a href="#">here</a> View the Y1-6 overview <a href="#">here</a> Thrive LTPs for Mathematics can be found <a href="#">here</a>		
<b>History</b>	Britain's settlements by Anglo-Saxons	Britain's invasion/settlements by the Vikings (Scotts)	Hull History - Mary Murdoch
<b>Geography</b>	Location knowledge: compare and contrast <b>Africa</b> to the UK (countries, major cities, capital cities etc. including Hull & Sierra Leone)	Climates and weather in the <b>rainforests</b> (include <b>climate zones</b> , equator etc.)	Mapping <b>settlement areas</b>



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	Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern & Southern hemispheres, Tropics of Cancer Capricorn, Artic and Antarctic Circle, Prime/Greenwich Meridian and time zones.					
<b>Science</b>	<p><b>Living things and their habitats</b> (School environment, improving habitats: wormery, bug house, bee house etc.) Living things can be grouped Classification keys Environments change</p> <p style="text-align: center;"><b>Sound</b> Vibration Sounds travel Patterns in pitch and volume</p>		<p style="text-align: center;"><b>Changes of state</b> Reversible change Heating and cooling Water cycle Compare and group solids, liquids and gases</p> <p style="text-align: center;"><b>Electricity</b> Appliances Simple circuits Conductors and insulators</p>	<p style="text-align: center;"><b>Animals including humans</b> Describe functions of digestive systems – PoS1 Identify different teeth and functions – PoS2 Construct and interpret food chains – PoS 3</p> <p style="text-align: center;"><b>Inventors</b></p>		
<b>Ongoing</b>	Ongoing observations of the natural world, tree classification etc. Seasonal variation in plants		Planting a variety of crops and flowering plants to explore conditions for growth Caring for, collecting and using crops production		<b>Scientist Links</b>	
<b>Working Science</b>	<b>Considering our evidence</b> Drawing conclusions and evaluating		<b>Testing and communicating outcomes</b> Observing and recording		<b>Planning to investigate</b> Asking questions and choosing enquiry methods	
<b>Types of Enquiry</b>	<b>Observing changes over time</b>	<b>Grouping and classifying</b>	<b>Noticing patterns</b>	<b>Research</b>	<b>Comparative testing</b>	<b>Fair testing</b>
<b>Computing - e-safety</b>	<p>Can I talk about the ways I can protect myself and my friends from harm online?</p> <p>Can I recognise that anything I post online can be seen and used by others?</p> <p><b>Play, Like, Share (three video clips - one per term with short discussion of video theme afterwards/Workbook Level 2)</b></p>		<p>Can I recognise the need to keep my personal information safe when online?</p> <p>Can I use the safety features of websites as well as reporting concerns to an adult?</p> <p>Can I comment positively and respectfully online?</p> <p><b>Play, Like, Share (three video clips - one per term with short discussion of video theme afterwards/Workbook Level 2)</b></p>		<p>Can I choose a secure password when using a website?</p> <p>Can I comment positively and respectfully online?</p> <p>Can I explain why I need to ask a trusted adult before downloading files?</p> <p><b>Play, Like, Share (three video clips - one per term with short discussion of video theme afterwards/Workbook Level 2)</b></p>	



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<b>Computing - Programming</b>	Scratch conversation	Scratch selection	Scratch maths quiz
<b>Computing- Digital Literacy</b>	Presentation media	Desktop publishing	Web research
<b>Art</b>	Sketching and shading an African elephant or tiger ( <a href="http://www.how to draw animals.com">www.how to draw animals.com</a> )	Rainforest collage (3D) in the style of Henri Rousseau	Printing: Viking artefacts
<b>D&amp;T</b>	Cook an African dish (Design, make & evaluate using cooking and nutrition knowledge)	Build a rainforest quiz game (using electrical systems) (Design, make & evaluate using technical knowledge)	Sewing/weaving a Viking Rune (Design, make & evaluate using technical knowledge)
<b>Music</b> Listen and appraise/ compose and perform	African Music  Listen and appreciate the music by the African musician <b>Fela Kuti (African/Soul)</b> and <b>compose</b> a piece of African music	The Vikings  <b>Singing and performing Modern songs</b>	Rainforests  <b>Compose a jazz</b> soundscape
	Wider opportunities Pee buzzer lessons throughout the year		
<b>Singing</b>	Harvest/Christmas  KS2 Remembrance	Easter songs	Summer songs  KS2 Songs for Hull Singing Day
<b>PE</b>	Invasion Games 1 (Choose 2 from: TAG Rugby, Netball, Football, Hockey ) or swimming & 2 (Choose 1 from: Basketball, Hockey, TAG Rugby, La-cross ).	Dance or gym Fitness - Net wall 1 (Choose 1 from: Badminton, Short tennis, Squash)	Athletics or Striking and fielding 1 (Choose 1 from: Cricket, Rounders, Softball) Net wall 2, OAA or Striking and fielding 2 (Choose 1 from: Cricket, Rounders, Softball or Mini tennis)
<b>RE</b>	4.1 Belief in the community	4.3 Our world	4.2 Saints and Heroes
<b>PSHE/Jigsaw</b>	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
<b>MFL</b>	Spanish: Module 1	Spanish: Module 3	Spanish: Module 5
	Spanish: Module 2	Spanish: Module 4	Spanish: Module 6