




## St John's Catholic Primary School – Year 4 Long Term Curriculum Plan

|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|---|---|--|---|--|--|--|
| Art and Design<br>Technology  | <p><b>Drawing</b> – Looking at drawing the human body, paying close attention to proportion and scale<br/>Artist - <b>Edgar Degas and Dominic Hinchcliffe</b></p> | <p><b>Electrical</b><br/>The children will focus on creating a device that includes circuits and switches to create a light up Christmas cards.<br/><b>Linked to science electricity topic</b></p> | <p><b>Collage</b> - The children will look at designs of mosaics and collages and design their own collage of a river-<br/><b>Emma Briggs</b><br/><b>Linked to Geography.</b></p>   | <p><b>Food and Nutrition</b><br/>Children will continue to develop their understanding of eating a healthy and varied diet before adapting simple recipes to make a chicken pasta salad.</p> | <p><b>Printing-</b> The children will create their own 3D printing blocks using card, string and other small items. They will use their blocks to print using printing ink. Focusing on the artist <b>William Morris</b></p> | <p><b>Mechanical Components</b><br/>Levers and linkages the children will create a story books using sliders and levers to make pictures move.</p> |
| Computing   | <p><b>IT:</b> Branching Databases<br/><br/>Pupils learn about the concept of branching database and create their own using presentation software</p>              |  | <p><b>CS:</b> Coding - Designing a Game<br/><br/>Pupils to use their knowledge of Scratch to create a formula one style game.<br/><br/>Online safety-<br/>Children will analyse the reliability of websites, explore ownership of online content (plagiarism) and understand the importance of age restrictions on a range of online platforms.</p> |  | <p><b>IT:</b> Pixel Art: spreadsheet<br/><br/>Pupils to create a piece of pixel artwork using a grid format</p>  |  |


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| English   | <p><b>Main Focus text:</b></p> <p>Mufaro's beautiful daughters, John Steptoe</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Dialogue between characters</li> <li>• Character comparison</li> <li>• Writing from a character viewpoint</li> </ul> <p><b>Poetry Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Theme poetry (including a range of themes – metaphor, personification, rhyming / rhythm)</li> </ul> | <p><b>Main Focus text:</b></p> <p>Queen of Darkness, Tony Bradman</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Non- Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Newspaper Reports</li> <li>• Exploring characters</li> </ul> | <p><b>Main Focus text:</b></p> <p>The Creakers, Tom Fletcher</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Setting description</li> <li>• Story writing</li> <li>• Writing from a character viewpoint</li> <li>• Dialogue</li> </ul> | <p><b>Main Focus text:</b></p> <p>The Creakers, Tom Fletcher</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Newspaper including indirect speech - recap</li> <li>• Informal persuasion- Poster advertisements, radio advertisements, T.V. advertisements</li> </ul> <p><b>Poetry-</b> Creaker poem and song.</p> | <p><b>Main Focus text:</b></p> <p>Greta and the Giants, Zoe Tucker</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Comparing settings</li> <li>• Setting description</li> </ul> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Formal persuasive letters</li> </ul> | <p><b>Main Focus text:</b></p> <p>The Miraculous Journey of Edward Tulane, Kate DiCamillo</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes</b></p> <ul style="list-style-type: none"> <li>• Writing from a character viewpoint</li> <li>• Character development</li> </ul> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Autobiography</li> </ul> <p><b>Poetry-</b> Change and dream poem.</p> |


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| <b>Humanities</b><br>(History and Geography)                                      | <p><b><u>UK With a focus on Rivers</u></b><br/>The children will develop a contextual knowledge of the United Kingdom and recognise the key defining physical geographical features of rivers. They will be able to name and identify different counties, rivers and mountain ranges in the UK and explain land use in different areas.</p> | <p><b><u>The Roman Empire</u></b><br/>The children will develop an understanding of how the romans invaded and settled in Britain, focusing on Hadrian's wall and the legacy they left behind. Children will explore the importance of Boudica's rebellion and the collapse of the roman empire.</p> | <p><b><u>Local History study on John Alexander Brodie</u></b><br/>Children will learn about local engineer J. A Brodie focusing on the designing, building and opening of the Mersey Tunnel. Children will also explore his other inventions such as football nets and the Queen's Drive flyover.</p> | <p><b><u>North America-</u></b><br/>The children will develop a contextual knowledge of North America, recognising the key defining physical and human geographical features, exploring time zones and comparing climates to Merseyside. Within the topic children, will use an 8 point compass and recognise OS map symbols.</p> | <p><b><u>Mayan Civilization</u></b> -The children will be exploring who the Mayans were and where they came from. They will understand how to use historical interpretation to analyse sources about writing, number, currency and leisure. Children will also explore Mayan religious beliefs and different settlement areas.</p> | <p><b><u>Fieldwork- River study at Croxteth Park-</u></b><br/>Children will use 4 and 6 figure grid references and 8 point compasses to identify the River Alt and its features within the park. Once there, they will identify human and physical features, complete a sketch map and take a public survey about the area.</p> |


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| <p>Maths</p>  | <p><b>Number:</b> Number and <i>Place Value</i>, <i>Addition and Subtraction</i> (Read, write and order whole numbers to at least 10,000.) Use knowledge of addition and subtraction facts and place value to derive sums and differences of pairs of multiples of 10, 100 or 1000) Add and subtract 4 digit numbers.<br/><i>Round numbers</i> to the nearest 10,100,1000.<br/><i>Decimals</i> children will recognise the value of decimal digits</p> | <p><b>Measurement:</b> <i>Area</i> Children will use their knowledge of multiplication to find the area of a variety of rectangles and solve related problems. They will convert between different units of measure.</p> <p><b>Number:</b> Mental calculations on multiplication and division. Solve multiplication and division calculations using formal methods.</p> | <p><b>Number:</b> Fractions children will be taught to recognise and show families of common equivalent fractions, count up and down in hundredths, add and subtract fractions and solve problems. Children will also recap decimals.</p> | <p><b>Measurement:</b><br/><b>Money</b><br/>Within measurement, the children will explore converting, estimating and comparing between different units of measure including money in pounds and pence.<br/><b>Time</b> children will be <i>converting between the 12 and 24 hour clock</i>.<br/><b>Perimeter:</b> Children will use their addition skills to find the perimeter of a variety of rectangles and rectilinear shapes and solve related problems.</p> | <p><b>Geometry:</b> <i>Angles</i> (identify acute and obtuse angles and compare and order angles up to two right angles by size), <i>Shape and Symmetry</i>, (identify lines of symmetry in 2D shapes presented in different orientations)<br/><i>Position and Direction</i> (describe positions on a 2D grid as coordinates in the first quadrant and describe movements)</p> | <p><b>Statistics-</b> We will interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p><b>Recap and revisit:</b><br/>Children will recap and revisit major themes through a variety of fluency, reasoning and problem solving.</p> |


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| Music   | <p><b>Pop- Mamma Mia</b><br/>To begin with pupils were taught how ABBA became famous, through Eurovision. Pupils listened to and were able to sing ABBA songs.</p> | <p><b>Glockenspiel</b><br/>The children will continue their learning on the basic rudiments of playing an instrument. Pupils are taught how to play the glockenspiel.</p> | <p><b>Grime- STOP!</b><br/>Children will explore grime music and write lyrics linked to a theme.</p> | <p><b>Gospel- Lean on me</b><br/>The children will focus on soul and gospel music and helping one another.</p> | <p><b>Pop- The Beatles/ Blackbird</b><br/>The children will focus on The Beatles, equality and civil rights.</p> | <p><b>Classical- Creating simple melodies together</b><br/>The history of music will be explored- learning some of the language of music and consolidating prior learning.</p> |


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| Physical Education  | <p><b><u>Invasion Games – basketball</u></b><br/>Children will learn how to accurately dribble, pass and shoot within basketball as well as being able to communicate with team-mates and understand the basic principles of attacking and defending.</p> | <p><b><u>Dance - Romans</u></b><br/>Children will learn to demonstrate agility, balance, coordination and precision. They will creatively turn static actions into travelling movements, communicate effectively with a partner to show use of mirror images, work within a group and evaluate others and their own work, focusing on good timing, execution and performance skills.</p> | <p><b><u>Gymnastics</u></b> The children will be developing and performing a range of body shapes, balances, matching a partner's asymmetrical balances and explore different ways of using apparatus at contrasting levels. Rolls and weight on hands. Develop flexibility, strength, technique, control and balance. Children will then compose a sequence with a partner.</p> | <p><b><u>Dodgeball-</u></b> Children will throw over arm powerfully and accurately, keeping an eye on the opposing. Children will time when to move and when to throw, learn to catch to bring team mates back into the game. Adapt to different rules quickly, attack decisively and defend skillfully.</p> | <p><b><u>Athletics-</u></b> Children will use correct technique to start a sprint race. Develop coordination to improve speed. Hurdle effectively and consistently. Develop the technique and consistency of my jumps. Throw over arm with power for distance. Run a relay effectively as part of a team and challenge themselves to beat previous performances.</p> | <p><b><u>Cricket-</u></b> Children will learn to bat, bowl, take a wicket keeping stance and throw accurately and powerfully to a team mate. Children will learn to stop balls using the long barrier technique and back up fellow fielders.</p> |

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| PSHE  | <p><b>Families and friendships-</b><br/>Recognising positive friendships, including online.</p> <p><b>Safe relationships-</b><br/>Responding to hurtful behaviour, managing confidentiality and recognising risks including online.</p> <p><b>Respecting ourselves and others-</b><br/>Respecting similarities and differences and discussing differences sensitively.</p> |          | <p><b>Belonging to a community-</b><br/>What makes a community and shared responsibilities.</p> <p><b>Media literacy and digital resilience-</b><br/>Identifying how data is used and shared.</p> <p><b>Money and work-</b><br/>Making decisions about money; using and keeping money safe.</p> |          | <p><b>Physical health and mental wellbeing-</b><br/>Maintain a balanced lifestyle, oral hygiene and dental care.</p> <p><b>Growing and changing-</b><br/>physical and emotional changes in puberty, external genitalia, personal hygiene, support with puberty.</p> <p><b>Keeping safe-</b><br/>Medicine and household products, drugs common to everyday life.</p> |          |

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| Science   | <p><b><u>Animals including Humans</u></b></p> <p>The children will be able to describe the simple function of the basic parts of the digestive system in the human body. Children will identify the different types of teeth in humans and their function. Children will also construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p><b><u>Circuits and Electricity</u></b></p> <p>The children will practically make circuits whilst extending their understanding of conductors, insulators, switches and safety.<br/><i>Linked with D&amp;T</i></p> | <p><b><u>Living Things and their Habitats</u></b></p> <p>The children will understand the seven characteristics of living things and the interdependence of these living things and the environment. They will learn the different types of vertebrates and invertebrates. We will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.<br/><i>Links to English persuasion</i></p> | <p><b><u>Sound</u></b></p> <p>The children will be identifying how sounds are made and recognise how this happens. Children will find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> | <p><b><u>States of matter</u></b></p> <p>The children will compare and group materials together, according to whether they are solids, liquids or gases. Children will observe that some materials change state when they are heated or cooled and measuring the temperature at which this happens in degrees Celsius (°C).</p> | <p><b><u>States of matter Continued</u></b></p> <p>Children will also identify the part played by evaporation and condensation in the water cycle.</p>   |
| Spanish   | <p><b><u>Taught by a Specialist Teacher</u></b></p> <p>Greetings<br/>Classroom instructions,<br/>How old they are and where they live.<br/>Numbers to 100<br/>Months of the year.</p>  | <p><b><u>Taught by a Specialist Teacher</u></b></p> <p>Children will continue to build upon their knowledge of Autumn 1 and recalling all eleven colours and recognise the numbers to 100.</p>                       | <p><b><u>Taught by a Specialist Teacher</u></b></p> <p>The children will be focusing on the Spanish alphabet, weather, school subjects and also opinions (like/dislike)</p>   | <p><b><u>Taught by a Specialist Teacher</u></b></p> <p>The children will be focusing on the Spanish alphabet, weather, school subjects and also opinions (like/dislike).</p>  | <p><b><u>Taught by a Specialist Teacher-</u></b></p> <p>The children will continue to focus on the Spanish alphabet, weather, school subjects and also opinions (like/dislike)</p>  | <p><b><u>Taught by a Specialist Teacher--</u></b></p> <p>The children will continue to focus on the Spanish reading the clock, school subjects and also opinions (like/dislike) and describing their family.</p> |



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