CAYTON SCHOOL

LONG TERM CURRICULUM PLAN: YEAR 4

Learn from yesterday, seek today and aim for tomorrow

September 2023

Year Groups to follow the National Curriculum English and Mathematics Programme of Study

KEY DRIVERS

History

CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
To include: *Stone age to Iron age* *Romans* *Anglo-Saxons* *Vikings*	*An aspect of theme that takes pupils beyond 1066*	*A local study linked to one of the periods of time studied under chronology; or* *A local study that could extend beyond 1066*
• Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor		

ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
Cover each of and then choose one to look at in depth: *Ancient Egypt* *Ancient Sumer* *Indus Valley* *Shang Dynasty*	*Choose one of:* *Mayans* *Islamic Civilizations* *Benin Civilization*	*Greek life and influence on the Western world*
• Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty		

Geography

Locational Knowledge		
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	*name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time*	*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)*
• Can I name and locate at least 8 of the longest rivers from around the world? • Can I name and locate the major rivers of the UK?	• Can I name and locate at least 8 of the tallest mountains from around the world? • Can I name and locate the main mountain regions of the UK?	• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map • Know what is meant by the term 'tropics'

Place Knowledge	Human and Physical Geography	
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	*describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*	*describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*
describe and understand key aspects of: • Can I compare two different cities and say how the land use differs?	• Know and label the main features of a river • Explain the features of a water cycle	• Know why most cities are located by a river •

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*
• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian	• Know how to plan a journey within the UK, using a road map • Can I identify different types of roads and possible routes within the UK? • Can I identify the 6-figure grid references for the local area? • Can I name and apply the eight compass points and describe positions of cities and places in a country?

Science

Working Scientifically	
❑ Ask questions such as: • Why are steam and ice the same thing? • Why is the liver important in the digestive systems? • What do we mean by 'pitch' when it comes to sound?	❑ Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
	❑ Group information according to common factors e.g. materials that make good conductors or insulators
❑ Use research to find out how much time it takes to digest most of our food	❑ Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
❑ Use research to find out which materials make effective conductors and insulators of electricity	❑ Present findings using written explanations and include diagrams, when needed
❑ Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water	❑ Write up findings using a planning, doing and evaluating process
❑ Set up a fair test with more than one variable e.g. using different materials to cut out sound	❑ Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
❑ Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures	❑ When making predictions there are plausible reasons as to why they have done so
❑ Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning	❑ Able to amend predictions according to findings

❑ Use a data logger to check on the time it takes ice to melt to water in different temperatures	❑ Prepared to change ideas as a result of what has been found out during a scientific enquiry

Animals, including humans	All living things and their habitats	States of Matter	Electricity	Sound
Digestive system *Teeth* *Food chains*	*Grouping living things* *Classification keys* *Adaptation of living things*	*Compare and group materials* *Solids, liquids and gases* *Changing state* *Water cycle*	*Uses of electricity* *Simple circuits and switches* *Conductors and insulators*	*How sounds are made* *Sound vibrations* *Pitch and Volume*
• Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Identify and know the different types of human teeth • Know the functions of different human teeth • Use and construct food chains to identify producers, predators and prey	• Use classification keys to group, identify and name living things • Know how changes to an environment could endanger living things	• Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle • Group materials based on their state of matter (solid, liquid, gas)	• Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each	• Know how sound is made, associating some of them with vibrating • Know how sound travels from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*	*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	*investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world*	*apply their understanding of how to strengthen, stiffen and reinforce more complex structures* *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* *apply their understanding of computing to program, monitor and control their products.*	*understand and apply the principles of a healthy and varied diet* *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed*

Designing	Making	Evaluating	Technical Knowledge	Food Technology
• use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated	• know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately	• evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way	• links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product	• know how to be both hygienic and safe when using food • bring a creative element to the food product being designed

Art

Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
create sketch books to record their observations and use them to review and revisit ideas	*improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*	*great artists, architects and designers in history*
• begin to make individual choices in their choice of media • know how to integrate digital images into artwork • use sketchbooks to experiment with different texture • Create images, videos and sound recordings	• Show body language in sketches and paintings • Use line, tone, shape and colour to represent figures and forms in movement • Show reflections in art • Mix tertiary colours • Know how different colours affect our mood/feelings compare/contrast two paintings with separate moods. • use photographs to help create reflections • Print onto different materials using at least 4 different colours • Ensure collage work is precise Use mosaic & montage • Create and combine shapes eg nets or using solid materials • Sculpt using clay & other mouldable materials Include texture that conveys expression and movement • Dye fabric • Use cross stitch & back stitch	• experiment with the styles used by other artists. • explain some of the features of art from historical periods. • know how different artists developed their specific techniques • Replicate some of the techniques • Create original pieces influenced by Van Gogh

Music

Listening and Appraise Music (Musicianship)	Singing and Voice	Notation	Playing instruments	Improvising	Composing	Performing
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *Develop an understanding of the history of music.*	*Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*	*Use and understand staff and other musical notations*	*Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression*	*Improvise and compose music for a range of purposes using the inter-related dimensions of music*	*Improvise and compose music for a range of purposes using the inter-related dimensions of music*	*Listen with attention to detail and recall sounds with increasing aural memory* *Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression*

• Talk about the words of a song. • Think about why the song or piece of music was written. • Find and demonstrate the steady beat. • Identify 2/4, 3/4, and 4/4 metre. • Identify the tempo as fast, slow or steady. • Recognise the style of music you are listening to. • Discuss the structures of songs. • Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music • Explain what a main theme is and identify when it is repeated. • Know and understand what a musical introduction is and its purpose. • Recall by ear memorable phrases heard in the music. • Identify major and minor tonality. • Recognise the sound and notes of the pentatonic scale by ear and from notation. • Describe legato and staccato.	• Rehearse and learn songs from memory and/or with notation. • Sing in different time signatures: 2/4, 3/4 and 4/4. • Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. • Demonstrate good singing posture. • Demonstrate vowel sounds, blended sounds and consonants. • Sing 'on pitch' and 'in time'. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to staccato and legato. • Talk about the different styles of singing used for different styles of song. • Talk about how the songs and their styles connect to the world.	• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B♭, C G, A, B, C, D, E, F♯ D, E, F♯, G, A, B, C • Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. • Identify: • Stave • Treble clef • Time signature • Identify and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a range. • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. • Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.	• Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F♯, A, B D, E, F, G, A • Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. • Improvise over a simple chord progression. Improvise over a groove.	• Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. • Compose over a simple chord progression. • Compose over a groove. • Create music in response to music and video stimulus. • Use music technology, if available, to capture, change and combine sounds. • Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. • Use simple dynamics. • Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. • Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: • C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) • C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)	• Rehearse and enjoy the opportunity to share what has been learned in the lessons. • Perform, with confidence, a song from memory or using notation. • Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. • Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. • Explain why the song was chosen, including its composer and the historical and cultural context of the song. • Communicate the meaning of the words and articulate them clearly. • Use the structure of the song to communicate its mood and meaning in the performance. • Talk about what the rehearsal and

• Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.				• A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) • D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	performance has taught the student. • Understand how the individual fits within the larger group ensemble. • Reflect on the performance and how well it suited the occasion. • Discuss and respond to any feedback; consider how future performances might be different. •

Physical Education

Athletics	Competitive Games	Gymnastics

use running, jumping, throwing and catching in isolation and in combination	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
• sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed	• throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game	• move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases

Dance	Outdoor and Adventurous Activity	Evaluate
perform dances using a range of movement patterns	take part in outdoor and adventurous activity challenges both individually and within a team	compare their performances with previous ones and demonstrate improvement to achieve their personal best
• take the lead when working with a partner or group • use dance to communicate an idea	• follow a map in a (more demanding) familiar context • follow a route within a time limit	• provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others

Swimming

• develop their swimming aiming for competency, confidence and proficiency over increasing distance.
• develop their use of a range of strokes effectively, for example front crawl, backstroke and breaststroke.
• develop their awareness of safe self-rescue in different water based situations.

Real PE

Unit 1	Personal	I know where I am with my learning and I have begun to challenge myself.

Unit 2	Social	I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.
Unit 3	Cognitive	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.
Unit 4	Creative	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.
Unit 5	Applying Physical	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.
Unit 6	Health and Fitness	I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.

Foreign Languages

Listening	*Listen attentively to spoken language and show understanding by joining in and responding* *Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words* *Appreciate stories, songs, poems and rhymes in the language* Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.
Speaking	*Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* *Present ideas and information orally to a range of audiences* *Describe people, places, things and actions orally and in writing* Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.
Reading	*Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* *Read carefully and show understanding of words, phrases and simple writing* Read aloud short pieces of text applying knowledge learnt. Understand most of what we read in the foreign language when it is based on familiar language.

Writing	*Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material* *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly* *Describe people, places, things and actions in writing* Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate – my name/ where I live/ my age.
Grammar	*Understand basic grammar appropriate to the language being studied* Better understand the concept of gender and which articles to use for meaning ('the', 'a' or 'some'). Introduce simple adjectival agreement (adjectival agreement when describing nationality) the negative form and possessive adjectives ('In my pencil case I have' or 'In my pencil case I do not have').

Computing

Programming - Create programs	Coding - Develop programs	Logical Reasoning	Multimedia Sound and Motion Networks
Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output*	*Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	*Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration*
iProgram unit 1 • To understand the need to reuse code in programming • To create custom blocks (procedures) in Scratch • To understand that action can be programmed to synchronise • To understand that broadcasts can be used to change scenes in Scratch • To detect and correct errors in a computer program • To understand that code can be remixed and reused to create new content **iProgram unit 2 unit 3** • To understand that a program is a sequence of statements written in a programming language (TurtleArt) • To program a turtle to execute a sequence of statements • To understand that computer programs consist of statements that perform a specific task. • To understand that statements can be altered	**iProgram unit 1** • To understand the need to reuse code in programming • To create custom blocks (procedures) in Scratch • To understand that action can be programmed to synchronise • To understand that broadcasts can be used to change scenes in Scratch • To detect and correct errors in a computer program • To understand that code can be remixed and reused to create new content **iProgram unit 2 unit 3** • To understand that a program is a sequence of statements written in a programming language (TurtleArt) • To program a turtle to execute a sequence of statements • To understand that computer programs consist of statements that perform a specific task.	**iProgram unit 1** • To understand the need to reuse code in programming • To create custom blocks (procedures) in Scratch • To understand that action can be programmed to synchronise • To understand that broadcasts can be used to change scenes in Scratch • To detect and correct errors in a computer program • To understand that code can be remixed and reused to create new content **iProgram unit 2 unit 3** • To understand that a program is a sequence of statements written in a programming language (TurtleArt) • To program a turtle to execute a sequence of statements • To understand that computer programs consist of statements that perform a specific task. • To understand that statements can be altered	**iMail** • 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 advantages of attaching files to emails • To use email to communicate ideas

• To amend an algorithm to change the size of a shape • To program a virtual robot to move and draw • To design a program that makes choices • To understand that commands and actions can be programmed to be executed depending upon whether a condition is true or not • To develop algorithms • To combine repetition and conditional statements into a program	• To understand that statements can be altered • To amend an algorithm to change the size of a shape • To program a virtual robot to move and draw • To design a program that makes choices • To understand that commands and actions can be programmed to be executed depending upon whether a condition is true or not • To develop algorithms • To combine repetition and conditional statements into a program	• To amend an algorithm to change the size of a shape • To program a virtual robot to move and draw • To design a program that makes choices • To understand that commands and actions can be programmed to be executed depending upon whether a condition is true or not • To develop algorithms • To combine repetition and conditional statements into a program	

Technology in our Lives Search engines	Using programs Handling Data	Safe use
Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*
iMail • 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 advantages of attaching files to emails To use email to communicate ideas	**iAnimate unit** • To understand what an animation is • To create a scene for an animation • To understand that animations can be created using digital tools **iData unit** • 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 • To use the information in a database to create a simple chart	**iSafe unit** • To distinguish between personal information, which is safe to share online, and private information which is unsafe to share • To understand when it is acceptable to use the work of others • To identify strategies for dealing responsibly with cyberbullying **iMail** • 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 advantages of attaching files to emails • To use email to communicate ideas

Jigsaw Piece One	**Being me in my world**	• **Being part of a class team** • **Being a school citizen** • **Rights, responsibilities and democracy (school council)** • **Rewards and consequences** • **Group decision-making** • **Having a voice** • **What motivates behaviour**
Jigsaw Piece Two	**Celebrating Difference**	• **Challenging assumptions** • **Judging by appearance** • **Accepting self and others** • **Understanding influences** • **Understanding bullying** • **Problem-solving** • **Identifying how special and unique everyone is** • **First impressions**
Jigsaw Piece Three	**Dreams and Goals**	• **Hopes and dreams** • **Overcoming disappointment** • **Creating new, realistic dreams** • **Achieving goals** • **Working in a group** • **Celebrating contributions** • **Resilience** • **Positive attitudes** • **Water safety**
Jigsaw Piece Four	**Healthy Me**	• **Healthier friendships** • **Group dynamics** • **Smoking** • **Alcohol** • **Assertiveness** • **Peer pressure** • **Celebrating inner strength**

		• Sun safety
Jigsaw Piece Five	**Relationships**	• Jealousy • Love and loss • Memories of loved ones • Getting on and falling out • Girlfriends and boyfriends • Showing appreciation to people and animals
Jigsaw Piece Six	**Changing Me**	• Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change • Consent

Religious Education

Unit	Theme
L2.8	What does it mean to be a Hindu in Briton today?
L2.9	What can we learn from religions about deciding what is right or wrong?
L2.5	Why are festivals important to religious communities? Eid focus possibly an R.E. week
L2.3	Why is Jesus inspiring to some people?
L2.6	Why do some people think that life is like a journey and what significant experiences mark this?