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| **OLIVER’S BATTERY LONG TERM CURRICULUM PLANNING – Year 4 2022-2023** | | | | | | |
| **Year Group: 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Project title | Water World  Rivers, Mountains and Coast | Rotten Romans | Invaders and Settlers | Flowering plants | Carnivals | |
| Key question | Why is water important? | What did the Romans leave behind? | Who ruled best? – Vikings or Saxons? | How does our garden grow? | Why do people celebrate carnivals? | |
| Driver | Geography | History | History | Science | Science/Geography | |
| Hook | Go and explore the pond, describe the scene and wildlife seen. | Hook – solve own mystery – clues around the school | Viking Day | Go into edible gardens and walk around the school on a flower hunt. | Guest Speaker about the Hat Fair or similar. | |
| Outcome | Make a model of a river/water cycle | To entertain (build suspense/tension – Roman Mysteries story writing (using Thieves of Ostia)  To inform – factual writing for Romans information book | Viking Invasion role play with shields | Grow seeds and display produce. | Have a Carnival day, dress up and play our Samba drums around the school. Invite parents.  Make a float with lights wired by an electrical circuit. | |
| Key texts | Memory of Fountain  The Dam.  Mrs Armatage and the big wave.  The Drop goes Plop.  The river by Marc Martin. | Thieves of Ostia | Arthur high king of Britain - Micheal Morpurgo. | The Promise – Nicola Davies | Carnival Stories and information text about actual carnivals. | |
| English genre and form | Picture books  Silent film, using images to tell the story. | Adventure story | Non-fiction fact file  Newspaper reports | Letters and postcards  Diary writing | Poetry and songs | |
| NC objectives | **Science – Solids, liquids and gases**  Changing state, melting freezing, boiling  - Compare and group materials together according to whether they are solid liquid or gases.  -observer that some materials change state when they are heated or cooled and measure the temperature which this happens in in degrees.  **Geography**  Key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  - Key human features, including: city, town, village, factory, farm, house, office and shop.  Identify key aspects of physical geography including rivers, mountains and the water cycle.  Make mountain and river.  Water cycle  Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.  **Art & Design:** **Take inspiration from the Greats.**  Looking at famous water colour artists – Monet,Dali and Renoir and Abstract works.  Use pastels to create pictures in the style of these artist.  Replicate techniques and pieces of art made by others.  Create original pieces influences by the study of others.  **Computing**  This lesson is the first in a unit on manipulating images digitally. Throughout the unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.  PE  **Dance**  The children watch video clips and discuss the stimulus and use language to describe it, exploring these action words through different movements.  The children will be encouraged to respond imaginatively to a variety of stimuli.  **Invasion Games**  To understand the concept of attack and defence. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.  **Music**  Listen To Me  Play notes on an instrument with care so that they are clear.  Use the terms: duration, timbre, pitch, beat, tempo and texture.  Recognise the notes EGBDF and FACE.  Evaluate music using musical vocabulary.  **Charanga** | **Geography**  **: L**ocate and name countries – focus on Roman Empire and Europe, (name changes, link to Roman invasion and empire) trade and settlements  **Link with English (non-fiction book writing)**  **History:**  Roman Empire & impact on Britain:  How Roman control expanded over Europe.  Why invade Britain?  Exploring aspects of Romanisation and its impact.  What has changed, what’s the same?  Exploring aspects of long term impact of the Roman Empire.  **Science**  Digestion – Animals including humans need a variety of foods to help them grow and survive. Meat provides proteins, grains provide carbohydrates, fat for insulation and fruit for minerals and vitamins.  The role of digestion in the human body.  **Computing**  Computer safety and the internet – how we can use the internet safely, becoming familiar with the rules to stick to.  **Art & Design:** **Collage**  Roman mosaics – Collage. Use ceramic mosaic materials and techniques to make roman patterns.  **Gym basic shapes**  Children should practise agilities and actions from the basic shapes that they can include in their sequence. Help them to perform different combinations of these. Teach them how to perform these combinations with a change of speed, level and direction.  **Tag Rugby**  Children will be taught to pass the Rugby ball correctly, behind them. They will learn to dodge opponents and chase for a Tag. Small-sided games will be played and scoring introduced.  **Music**  Listen To Me  Play notes on an instrument with care so that they are clear.  Use the terms: duration, timbre, pitch, beat, tempo and texture.  Recognise the notes EGBDF and FACE.  Evaluate music using musical vocabulary.  **Charanga** | **Science – Rocks and soils**  Rocks and soils   * Compare and group together different kinds of rocks on the basis of their simple, physical properties. * Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). * Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. * Recognise that solids are made from rocks and organic matter.   States of matter  **Art - Collage**  Include texture that conveys feelings, expression or movement.  Use layers of two or more colours.  **History**  -Viking and saxon raids and invasion  -Suggest suitable sources of evidence for historical enquiry  -Describe different accounts of a historical event  -Give an overview of life in Britain from ancient until Medieval times.  **DT** –  Anglo saxon runes and jewellery design.  **Cooking**  Prepare ingredient hygienically using appropriate utensils.  Measure ingredients to the nearest gram accurately.  Follow a recipe.  Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).  **Computing**  To explain that data gathered over time can be used to answer questions  I can choose a data set to answer a given question  I can suggest questions that can be answered using a given data set  **Gym Apparatus**  Children will be imaginative in apparatus layout, and create a sequence on and around the equipment.  Children can suggest why the layout is safe and suitable for the activity. (ie a bench and mat to display jumping.)  **Basketball/Netball**  Children should understand the need for a warm up and describe what effect a running warm-up has on their body. Children will dribble a basketball with control. They will learn to footwork rule and pass the ball effectively. Children will begin to link passing, dribbling and shooting in a game situation.  **Music**  Listen To Me  Play notes on an instrument with care so that they are clear.  Use the terms: duration, timbre, pitch, beat, tempo and texture.  Recognise the notes EGBDF and FACE.  Evaluate music using musical vocabulary.  **Charanga** | **Science – plant reproduction**  Identify and describe the functions of different parts of flowering plants.  \*Explore the requirements of plants for life and growth.  \*Investigate the way in which water is transported within plants.  \*Explore the part play that flowers play in the life cycle of flowering plants, pollination, seed formation and dispersal.  **Art and design - Drawing**  Close up pencil drawing of flowering plants using the edible garden as our inspiration..  Use different hardness of pencils to show line, tone and texture  **DT**  Prepare ingredient hygienically using appropriate utensils.  Measure ingredients to the nearest gram accurately.  Follow a recipe.  Assemble or cook ingredients  **Dance**  The children will translate ideas from a variety of stimuli. They will begin to create longer dances/motifs and work in small groups and whole class to prepare a piece for performance.  **Football/Hockey**  Children will use a range of sending, receiving and travelling techniques to move the ball independently and in a small-sided game.  **Music**  **Listen To Me**  Play notes on an instrument with care so that they are clear.  Use the terms: duration, timbre, pitch, beat, tempo and texture.  Recognise the notes EGBDF and FACE.  Evaluate music using musical vocabulary.  **Charanga** | **Science – Making electrical circuits**   * 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 is part of a complete loop with a battery. * Recognise that a switch opens and close 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.  **DT**   * Cut materials accurately and safely by selecting appropriate tools. * Measure and mark out to the nearest millimetre. * Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs). * Select appropriate joining techniques. * Choose suitable techniques to construct products or to repair items. * Strengthen materials using suitable techniques.   Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product    **Art – Textiles**  Shape and stitch materials to make flags.  **Geography**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features.  Tropics of Cancer and Capricorn and date and time zones.  Describe some of the characteristics of these geographical areas.  Describe geographical similarities and differences between countries.  **ICT**   * Use Scratch to recognise patterns, solve problems and learn through inquiry.   **Athletics**  Children will explore different ways of running jumping and throwing.  Children will feel the difference between running faster and slower over longer distances, and the affect it has on their breathing.  **Striking and fielding**  Children will learn to strike a ball with Cricket bat and throw the ball accurately towards a target when bowling and fielding. Children will learn to intercept and stop a ball, then return it quickly.  Children will take part in a competitive, small-sided game of Quick Cricket, and then will progress to a full Cricket Match.  **Tennis and Badminton**  Children will develop skills of hand - eye coordination used for hitting a ball or shuttle cock and sending it to an opponent.  **Music**  **Listen To Me**  Play notes on an instrument with care so that they are clear.  Use the terms: duration, timbre, pitch, beat, tempo and texture.  Recognise the notes EGBDF and FACE.  Evaluate music using musical vocabulary.  Explore different techniques for playing a variety of percussion.  Develop use of Ostinato – short repeated patterns.  **Charanga** | |
| RE | *Ceremonies – funerals, baptism*  Autumn leaves  Vicar visit | *Christmas: The Annunciation (visit of the Angel Gabriel to Mary to announce the Incarnation).* | Holi – Good and Evil | Trees- as a symbol | *How do people perceive God?* | *Christian miracle stories about Jesus* |
| PSRE | **Rights and responsibilities (LWW)**  • know that rules are agreed statements which people are expected to follow  • know that we use rules to ensure fairness and safety and to encourage people to take responsibility for themselves  • know that lots of people make rules eg parents, teachers, government, businesses  • know that laws are types of rules to protect people and the environment eg you must wear a seat belt in a car  **•** know that our environment provides resources needed by humans and that there is limited supply, requiring us to act in an environmentally responsible manner  • know that there are consequences if laws are broken eg break time room, a fine, community service  • know that anti-social behaviour is behaviours which aren’t kind in a community eg littering, hanging around outside shops and homes  • know the role of a Police Community Support Officer ie to reassure and advise the public and to deter crime  • know the road safety rules: stop, look, listen, think  • know that to keep safe in the community we must be vigilant for risks | **Anti-Bullying – Prejudice (R)**  • Know that bullying is a repeated negative behaviour eg. name calling, hitting, texting  • Know that bullying has consequences eg can make victims feel sad, helpless, lonely, worthless  • Know that bullying can manifest itself in different forms: physical, verbal, emotional, cyber  • Know that prejudice is a preconceived opinion; not based on reason or actual experience  • Know that diversity is a range of different things  **•** know that responding to a dare can be a way of make someone feel different or ostracise them  • Know that a stereotype is a widely held view, but it is a fixed and over simplified view of a particular type of person or thing  • Know strategies to resolve conflict eg by educating people, sharing experiences  **•** know that they can recognise and care about other people’s feelings and try to see, respect and, if necessary, constructively challenge disrespectful points of view. | **Alcohol and Tobacco (H&W)**  • Know that all medicines are drugs but not all drugs are medicines  • Know that prescribed drugs have been authorised for use by a medical practitioner  • Know that ‘over the counter’ drugs are legal drugs (medicines) that you can by in a chemist/ shop  • Know that all drugs can cause harm if misused eg take the wrong dose  • Know that ‘legal’ means it is permitted by law  • Know that ‘illegal’ means it is against the law  • Know that tobacco causes harm to the body eg lungs, heart, skin  • Know that alcohol causes harm to the body eg liver, stomach, brain  • Know where to go for help/ advice eg teacher, doctor, police  **•** know that some medicines and drugs can lead to habit / dependency and recognise that we can break a habit or develop good habits | **Secrets (R)**  • Know that not all secrets should be kept ie. Those which make you feel uncomfortable  • Know who to talk to if you feel uncomfortable after being told to keep a secret eg trusted adult  • Know the High Five strategy  • Know the PANTS underwear rule  • Know the difference between good (eg a hug), necessary (eg nurse administering an injection) and unwanted (makes you feel uncomfortable) touch | **Diversity (LWW)**  • Know that Great Britain has values of freedom of speech, democracy, human rights  • Know that a custom is a traditional way of behaving or doing something to a specific society, place or time eg Queen opens parliament/ shares speech on Christmas day  • Know that a citizen is a legally recognised person of a state or commonwealth eg a British citizen  • Know that GB is a diverse country ie: people from a range of backgrounds, beliefs, cultures etc live here  • Know that diversity can cause tensions eg shouting abuse at another person  • Know that racism is prejudice directed at someone of a different race as you believe your race is superior  • Know that discrimination is unjust treatment of different categories of people eg due to age, gender, race | **People and the Media (H&W)**  • Know that ‘media’ is the main means of mass communication eg TV, publishing, internet  • Know that advertisements use media outlets to promote and sell their products  • Know that advertisements may not actually reflect real life and can therefore be damaging to our mental health eg use of airbrushing |
| MFL | * Start to understand cultural similarities and differences and how festivals are celebrated * Respond to simple questions with support from a spoken model or visual clue * Respond to spoken instructions | * Recognise numbers 1–20 * Colours | * Begin to know some key vocabulary e.g. body parts * countries and towns. | Investigate weather patterns of select country. | * Research additional vocabulary using a dictionary | * Remember a sequence of spoken words * Speak clearly and confidently Initiate a conversation when working with a partner |