




Long Term Curriculum Planning for 2019-2020

Bramley Sunnyside Junior School


Year 4




	Aut Term 1	Aut Term 2	Spr Term 1	Spr Term 2	Sum Term 1	Sum Term 2
Theme	Lights Camera Action Toy Story/ Mary Poppins		The Wild Blue and Green Jungle Book / Nemo / Mermaid		Raiders and Traders Train your Dragon/Longships/Gladiators of Rome	
Maths (See additional planning)	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Multiplication & Division Area 	<ul style="list-style-type: none"> Fractions Time – to include clocks with Roman Numerals 	<ul style="list-style-type: none"> Decimals Money 	<ul style="list-style-type: none"> Measurement: <ul style="list-style-type: none"> Perimeter and Length Angles Shape and Symmetry Position and Direction 	<ul style="list-style-type: none"> Statistics Measurement: <ul style="list-style-type: none"> Area and Perimeter
Science (Working Scientifically objectives to be done throughout science lessons)	<p>Sound</p> <ul style="list-style-type: none"> I can describe how sound is made. I can explain how sound travels from a source to our ears. I can explain the place of vibration in hearing. <ul style="list-style-type: none"> I can explore the correlation between pitch and sound. I can describe what happens to a sound as it travels away from its source. 	<p>Electricity</p> <ul style="list-style-type: none"> I can identify and name appliances that require electricity to function. I can construct a series circuit. I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) <ul style="list-style-type: none"> I can draw a circuit diagram. I can predict and test whether a lamp will light in a circuit. <ul style="list-style-type: none"> I can describe the function of a switch. I can describe the difference between a conductor and insulator. 	<p>Living things and their habitats</p> <p>I can group living things in different ways.</p> <p>I can use classification keys to group, identify and name living things.</p> <p>I can create classification keys to group, identify and name living things.</p> <p>I can describe how changes to an environment could endanger living things</p>	<p>Animals including humans</p> <p>I can identify and name parts of the human digestive system.</p> <p>I can describe the functions of the organs in the human body.</p> <p>I can identify and describe the different types of teeth in humans.</p> <p>I can describe the functions of different human teeth.</p> <p>I can use food chains to identify producers, predators and prey.</p> <p>I can construct food chains to identify producers, predators and prey.</p>		<p>States of matter</p> <ul style="list-style-type: none"> I can group materials based on their state of matter (solid, liquid or gas) I can describe how some materials can change state. I can explore how materials change state. I can measure the temperature at which materials change state. I can describe the water cycle. I can explain the part played by evaporation and condensation in the water cycle.
Computing	<p>Research - Terragen</p> <p>I can collect and present data.</p> <p>I can select and use software to accomplish given goals.</p>	<p>Research - Data logging</p> <p>I can experiment with variables to control models.</p> <p>I can give an on- screen robot specific instructions that take them from A to B.</p> <p>I can de-bug a program.</p>	<p>Research</p> <p>I can collect and present data.</p> <p>I can select and use software to accomplish given goals.</p>		<p>Research</p> <p>I can collect and present data.</p> <p>I can select and use software to accomplish given goals.</p> <p>Coding</p>	<p>Research</p> <p>Data logging</p> <p>I can experiment with variables to control models.</p> <p>I can give an on- screen robot specific instructions that take them from A to B.</p> <p>I can de-bug a program.</p>

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RE (See RE syllabus)	Hindu and Christian life journeys		What matters most? Christian and humanists		Worship and community – Hindu and Christian (Visit to Hindu Temple and Christian Church)	
Geography (Following enquiry planning documentation)			Beyond the Magic Kingdom: what is the Sunshine State really like?		Why do so many people in the world live in megacities?	
History (Following enquiry planning documentation)	History of popular film and musicals. Timelines Linking to place value and number order.				What did the Romans do for us? Why did the Vikings come - Misunderstood? Where do the Anglo-Saxons fit? Local History investigation	
D&T (See progression of skills)	3D models of a puppet Modelling skills, textile skills Wood work skills – cutting, joining materials I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my design.		Food – healthy eating Skills – Food preparation Wood work skills – cutting, joining materials I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my design. I know how to be both hygienic and safe when using food.		Designing a Viking or Roman home Wood work skills – cutting, joining materials I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my design. I can present a product in an interesting way. I can measure accurately.	

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Art (See progression of skills)	Modernist Artists: Dali, Warhol, Hurst, Mondrian Art Skills - pencil, - pastel, - pen, - paint, - Watercolour Face and body sketches (facial expressions) in pencil, charcoal and pen.		Scenes of Nature Artists: Rousseau, Cezanne, Monet, Van Gogh Skills - Face and body sketches (facial expressions) in pencil, charcoal and pen. Animals in the wild - Sewing skills		Ancient Artists: Michelangelo, Da Vinci, Raphael Viking/Roman/Celt portraits and sketches - Printing - Roman mosaics - Celtic art Skills - Martin Harvey pencil - Pencil Skeletons – shading	
PE	Hockey Football Fitness Golf I can catch with one hand. I can throw and catch accurately. I can hit a ball with control. I can vary tactics. I can keep possession of the ball.	Gymnastics Basketball / Netball Theory I can work in a controlled way. I can include change of speed and direction. I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases.	Tag rugby Athletics Circuit training I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways.	Tennis Orienteering Dance I can follow a map in a familiar context. I can follow a route with a time limit. I can take the lead when working with a partner. I can use dance to communicate ideas.	Golf Athletics Cricket I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways.	Rounders Alternative sports Tournaments I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways.
Music	I can identify and describe the different purposes of music.	I can sing songs from memory with accurate pitch.	I can begin to identify the style of work of Beethoven, Mozart and Elgar.	I can explain why silence is needed in music and explain what effect it has.	I can use notation to record and interpret compositions.	I can perform a simple part rhythmically. I can improvise using repeated patterns.

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MFL	I can name and describe a place and an object.	I am starting to speak in sentences I can have a short conversation I can give a response.	I can read and understand a short passage. I can explain the main points in a short passage. I can read a passage independently. I can use a bilingual dictionary or glossary to look up words		I can write phrases from memory I can write 2-3 short sentences in Spanish. I can say what I like/dislike about a familiar topic.	
Visits		Pantomime	Twycross Zoo		Danelaw – Viking Day	VR

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