

Year Group 4	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (7 Weeks)	Summer 1 (5 Weeks)	Summer 2
	<b>All About Me Rainforests</b>	<b>Anglo Saxons</b>	<b>Ancient Egypt</b>		<b>Robots</b>	<b>Water</b>
<b>Immersive Classroom</b>	Rainforest	Saxon Village	Pyramids and tombs		Factory	Ocean waves
<b>WOW Experiences</b>	Charity car wash	Saxon feast.	In house Egyptian experience day		Magna science centre	Seaside
<b>Literacy</b>	<p>Stories from other cultures (3 weeks)</p> <p>Instructions (2 weeks)</p> <p>Persuasive letter Deforestation (3 weeks)</p>	<p>Setting description (Battle of Hastings) (2 weeks)</p> <p>Recount (Anglo-Saxon artefacts found) 3 weeks.</p> <p>Instructions (2 Weeks)</p>	<p>Non-Chronological report. (3 Weeks)</p> <p>Explanation text (3 weeks)</p>	<p>Narrative (3 weeks)</p> <p>Diary (2 weeks)</p> <p>Setting description (2 Weeks)</p>	<p>Non-Chronological Report (3weeks)</p> <p>Instructions (2 weeks)</p>	<p>Poetry (2 weeks)</p> <p>Report – water cycle (2 weeks)</p> <p>Explanation text (3 weeks)</p>
<b>Suggested Texts</b>	<p>The Shamans Apprentice (Lynne Cherry)</p> <p>The great Kapok tree (Lynne Cherry)</p> <p>The Lorax (Dr Seuss)</p>	<p>Beowulf (Rob Lloyd Jones)</p> <p>How to be an Anglo Saxon.(Scoular Anderson)</p> <p>Anglo Saxon boy (Tony Bradman)</p>	<p>Egyptian Cinderella (Shirley Climo)</p> <p>Pharaoh's fate (Camille Gautier)</p> <p>So you think Youv'e got it bad? A kid's life in Egypt.(Chae Strathe)</p>		<p>Iron Man (Ted Hughes)</p> <p>Run Away Robot (Frank Cotrell Boyce)</p> <p>Robots (DVD)</p> <p>Roboboy (DVD)</p>	<p>Once upon a Raindrop (James Carter)</p> <p>Madverbs (John Rice)</p>
<b>Numeracy</b>	White Rose Scheme of Work					
<b>Science</b>	<p>Living things and their habitats</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living</p>	<p>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Animals, including humans</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p>		<p>Electricity</p> <p>Pupils should be taught to: identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including</p>	<p>States of matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at</p>

	<p>things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>			<p>cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>
Working Scientifically Skills - ongoing						
<b>DT</b>		<p><u>Construction</u></p> <p><b>Shelter of an Anglo-saxon.</b></p> <p><b>Discuss appropriate materials.</b></p>		<p><b>Using tools.</b></p> <p>Creating a catapult to support in the story of a character.</p>	<p><b>Electrical Systems/ computing</b></p> <p>Light up robot</p>	
<b>Art &amp; Design</b>	<p>Painting of a scene of a rainforest.</p> <p>Henri Rousseau</p>		<p>Design and create Egyptian Pharaoh statues.</p> <p>Hieroglyphics</p>			<p>Digital media.</p> <p>Create ocean awareness posters.</p>
<b>History</b>		<p>Shackleton's journey</p> <p>NC</p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</i></p>	<p>Ancient Egypt</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p>		<p><a href="#">Technology since 1950</a></p> <p><a href="#">The First British Railway</a></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: First British railways</p>	
<b>Geography</b>	<p>Compare Amazon Rainforest and Indian Rainforest</p>	<p>Area study Compare UK to arctic/Antarctic:</p> <p>Climate</p>				<p>NC</p> <p>Describe and understand key aspects of: physical geography, including:</p>

	<p><b>NC</b> 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</p>	<p><b>KS1 NC</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Environment</b> <b>KS2 NC</b> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Life</b> <b>KS2 NC</b> 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</p>				<p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>
<p><b>Computing Y3</b></p>	<p>Unit 4.1 Creating Art</p> <p>Suggested programme.</p> <p>Suggested Activities Wrapping paper: create and tile image modifying an existing design. Wrapping paper: Introduce use of photographs (abstract images). Discuss copyright.</p>	<p>Unit 4.2 Animation Storytelling</p> <p>Suggested programme.</p> <p>Suggested activities</p> <p>Look at a range of good and bad animations e.g. smooth, jolty. Create a simple animation using a toy. Small movements of object. Peer Review</p>	<p>Unit 4.3 Working with databases</p> <p>Suggested programme.</p> <p>Suggested activities</p> <p>Discuss what a database is and what Information is needed and why. Design a questionnaire (given guidance worksheet) allow a selection of topics across different themes.</p>	<p>Unit 4.5 Controlling on screen Models</p> <p>Suggested programme. MSW Logo Suggested activities Revise basic Commands in Logo. fd, bk ,rt , lt, pu, pd,cs, repeat, Repeat command: Write procedures to create shapes</p>	<p>Unit 4.4 Algorithms – Error correcting and Decomposition</p> <p>Suggested programme. Suggested activities</p> <p>Write an algorithm for playing a simple board game eg snakes and ladders. Test algorithms and make corrections where necessary.</p>	<p>Unit 4.6 Procedures / Subroutine</p> <p>Suggested programme. Suggested activities</p> <p>Recap Scratch. Create new character make it move add background and music. Animate 2 sprites e.g. dragon and octopus</p>

	<p>Design and create wrapping paper for specific audience/purpose. Create a montage e.g. of an animal (Straight cuts/similar size). Create montage of transport or plant and begin searching for images for Lesson 6. Search for own images of one particular person/celebrities. Create a montage from those images.</p>	<p>against success criteria checklist. With the children demonstrate how to storyboard. Children storyboard an animation on a given theme. Making set and character(s). Film considering movement, fluidity and story narrative following storyboard. Editing and titles screens. Peer review. Refine based on review and add appropriate backing music and sound effects from a given set. Present to class.</p>	<p>Create, gather and enter data into a database package. Create graph from data and present interpreted data in a word processing program. Input data from investigation and use database to draw conclusions. e.g most common eye colour Introduce the concept and practicalities of data logging. Logging the environment using random sensors to demonstrate. Set up investigation e.g. 'insulators'.e.g. keeping warm/cool Write up investigation and share.</p>	<p>using a range of same sized squares or other shapes Introduce using procedures. Create shapes using repeats and procedures Write a procedure to create a repeating pattern, including repeats and previously defined procedures. Test and debug Create a picture e.g . a house Edit and investigate defined procedures. (Nesting)</p>	<p>Exchange with someone else and test. Were there still errors the original author missed? Sort unmarked weight of items by comparing (computers only compare 2 things at a time to sort) How many comparisons did you make? Is there an easier way? Walk children through Bubble sort. (Computers are often used sort items into order data handling.) Sort 5 numbers, sort 10 numbers. How many steps did it take? Try different groups of numbers? Is there a link between quantity being sorted and sorting steps taken? Walk children through a Quick sort.What did they find? Which algorithm was faster: BubbleSort or QuickSort? Which algorithm uses fewer steps and is therefore more efficient? Which one can sort the list of numbers the fastest? Is it always the same whatever the number of items being sorted eg 3 items vs 30? Sorting in order. Compare two numbers from a set to sort eg use more than less than. Demonstrate this as a drawn diagram. Can pupils extend the model to compare and sort four number a 'Sorting Network'2 (Parallel Processing)</p>	<p>Explore Motion blocks (Point in direction of Can Dragon chase Octopus? Program interaction between sprites e.g. sound/text when touching Edit costumes for effect. Eg Can dragon breath fire? Octopus turn black? (Switch Costume) Create 2 or more characters that interact e.g to retell a story</p>
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# Eastwood Village Primary Long Term Curriculum Planning

Languages Italian	Greetings	Colours	Numbers	Animals	Dates	All about me
<b>PSHE/P4C</b>	Y4 Learn for Life Unit 1 - Our happy School	Y4 Learn for Life Unit 2 – Out and About	Y4 Learn for Life Unit 3 – Looking forward Learn for	Y4 Learn for Life Unit 4 – My friends and family	Y4 Life Unit 5 – Healthy bodies, healthy minds	Y4 Learn for Life Unit 6 – Ready steady go
<b>RE</b>	Unit 1: Christians and Hindus: how do Christians and Hindus use art, buildings and music in worship and community?		Unit 2: Christian values: what matters most to Christians and what matters most to me?		Unit 3: Christian and Hindu answers to questions: what is God like? What matters most in life? What happens when we die?	
<b>PE</b>	Cross country (Live and Learn)	Tag rugby (Live and Learn)	Hi Fives Netball (Live and Learn)	Racquet Skills (Live and Learn)	Cricket (Live and Learn)	Tennis (Live and Learn)
	Football (School Delivery)	Uni Hockey (School Delivery)	Matball (School Delivery)	Gymnastics (School Delivery)	Athletics (School Delivery)	Rounders (School Delivery)
<b>Music</b>	Rotherham Music Service Scheme of Learning					