

Wheldrake with Thorganby CE Primary School



Curriculum Overview Long Term Planning

Year 4

Cycle A

Autumn Year 4

THE JOURNEY STARTS HERE...

What are the human and physical features of our local area?
How can we compare these features on our journey around the
world?

| | | | |
|--|---|--|---|
| <p><u>English</u> Belonging - Jeannie Baker Journey - Aaron Becker - setting description, narrative sequel The Lion the Witch and the Wardrobe - Lewis Carroll - setting description, first person narrative</p> <p><u>Whole Class Reading</u> The Queens Nose - Dick King Smith The Velveteen Rabbit - Margery Williams The Boy Who Biked the World - Alastair Humphreys The Ice Palace - Robert Swindells</p> | <p><u>Maths</u> Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Measurement: Length and Perimeter</p> | <p><u>RE</u> <u>Creation/Fall - Understanding Christianity</u> What do Christians learn from the Creation story?</p> <p><u>Incarnation (and God)- Understanding Christianity</u> What is the Trinity?</p> <p><u>PSHE</u> Being Me Celebrating Difference Zones of Regulation</p> | <p><u>Music</u> Interesting time signatures Combining elements to make music</p> |
| <p><u>Science</u> Living things and their habitats</p> | <p><u>History</u> A local study linked with Geography</p> | <p><u>Geography</u> The human and physical features of our local area and around the world.</p> | <p><u>PE</u> Dance, Gymnastics Team games - Tag Rugby, Football</p> |
| <p><u>Art and Design</u> Hockney - drawing, painting</p> | <p><u>Design Technology</u> Art Focus</p> | <p><u>ICT</u> Coding, Online safety, Spreadsheets</p> | <p><u>MFL</u> Phonetics Presenting Myself, Family</p> |

Spring 1 Year 4

HUNTERS, GATHERERS, FARMERS

What were the changes in Britain from the Stone Age to the Iron Age?

| | | | |
|--|--|---|---|
| <p><u>English</u> How to Wash a Woolly Mammoth - Michelle Robinson - instruction writing - non-chronological report writing</p> <p>Stone Age Boy - Satoshi Kitamura - narrative historical fiction writing</p> <p><u>Whole Class Reading</u> Stig of the Dump -Clive King</p> | <p><u>Maths</u> Number: Multiplication and Division</p> <p>Measurement : Area</p> <p>Number: Fractions</p> <p>Number: Decimals</p> | <p><u>RE</u> <u>Thematic</u> How and why do believers show their commitments during the journey of life?</p> <p><u>Kingdom of God - Understanding Christianity</u> When Jesus left, what next?</p> <p><u>PSHE</u> Dreams and Goals Zones of Regulation</p> | <p><u>Music</u> Developing pulse and groove through improvisation</p> |
| <p><u>Science</u> Animals including Humans</p> | <p><u>History</u> Changes in Britain from the Stone Age to the Iron Age.</p> | <p><u>Geography</u> Locate places on large scale maps</p> | <p><u>PE</u> Target skills, Team games Swimming</p> |
| <p><u>Art and Design</u> Cave Paintings – chalk and pastels</p> | <p><u>Design Technology</u> Textiles - Weaving project</p> | <p><u>ICT</u> Spreadsheets, Logo, Animation</p> | <p><u>MFL</u> Goldilocks</p> |

Spring 2 Year 4

VIVE LA FRANCE

How is France similar / different to the United Kingdom?

| | | | |
|--|--|---|--|
| <p><u>English</u> The Ghosts of Pere LaChaise - film clip - fictional autobiography</p> <p>Non Chronological Reports on France</p> <p>A Lion in Paris - Beatrice Alemagna</p> <p><u>Whole Class Reading</u> George's Marvellous Medicine - Roald Dahl The Twits - Roald Dahl</p> | <p><u>Maths</u> Number: Multiplication and Division</p> <p>Measurement : Area</p> <p>Number: Fractions</p> <p>Number: Decimals</p> | <p><u>RE</u> <u>Thematic</u> How and why do believers show their commitments during the journey of life?</p> <p><u>Kingdom of God - Understanding Christianity</u> When Jesus left, what next?</p> <p><u>PSHE</u> Healthy Me Zones of Regulation</p> | <p><u>Music</u> Creating simple melodies together</p> |
| <p><u>Science</u> Animals including Humans</p> | <p><u>History</u> Historical Figures</p> | <p><u>Geography</u> Human and Physical Geography of France</p> | <p><u>PE</u> Target skills, Team games Swimming</p> |
| <p><u>Art and Design</u> Monet - impressionism Seurat – pointillism French architecture</p> | <p><u>Design Technology</u> Traditional French food</p> | <p><u>ICT</u> Spreadsheets, Logo, Animation</p> | <p><u>MFL</u> Habitats</p> |

Summer Year 4

WHAT DID THE ROMANS EVER DO FOR US?

Who were the Romans and what was their impact on Britain?

| | | | |
|---|--|--|--|
| <p><u>English</u> Escape to Pompeii - Christina Balit - newspapers reports, setting descriptions,</p> <p>The Orchard Book of Roman Myths and Legends - Geraldine McCaughrean - Romulus and Remus</p> <p><u>Whole Class Reading</u> Roman Diary - Richard Platt Queen of Darkness - Tony Bradman</p> | <p><u>Maths</u> Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction</p> | <p><u>RE</u> <u>Kingdom of God - Understanding Christianity</u> When Jesus left, what next?</p> <p><u>Thematic</u> What will make our village a more respectful place?</p> <p><u>PSHE</u> Being Me Celebrating Difference Zones of Regulation</p> | <p><u>Music</u> Coming soon</p> |
| <p><u>Science</u> Sound Electricity</p> | <p><u>History</u> The Roman Empire and its impact on Britain</p> | <p><u>Geography</u> Location of key places in history topic</p> | <p><u>PE</u> Team games, Athletics</p> |
| <p><u>Art and Design</u> Roman mosaics Clay pinch pots Sculpture</p> | <p><u>Design Technology</u> Design and build catapults</p> | <p><u>ICT</u> Effective searching, Hardware investigators, Making music</p> | <p><u>MFL</u> Classroom My Home</p> |