

# Long Term Curriculum Plan 2022-23

## Year 4 – Mr P Hampson

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| ENGLISH | <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>proof-read for spelling and punctuation errors</p> | <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>predicting what might happen from details stated and implied</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>asking questions to improve their understanding of a text</p> <p># identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>using and punctuating direct speech</p> <p>discussing and recording ideas</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> | <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> |
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| mathematics | <p>count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>find the area of rectilinear shapes by counting squares recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math> use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> | <p>Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to 4 <math>\frac{1}{10}</math>, <math>\frac{2}{10}</math>, <math>\frac{4}{10}</math> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.</p> | <p>Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry. describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon.</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> |                                                                                                                                                                                                                                                                                |
| ART         | <ul style="list-style-type: none"><li>• Sketch lightly (no need to use a rubber to correct mistakes).</li><li>• Use shading to show light and shadow.</li><li>• Use hatching and cross hatching to show tone and texture.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Mix colours effectively.</li><li>• Use watercolour paint to produce washes for backgrounds then add detail.</li><li>• Experiment with creating mood with colour.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li><li>• Include texture that conveys feelings, expression or movement.</li><li>• Use clay and other mouldable</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Use layers of two or more colours.</p> <ul style="list-style-type: none"><li>• Replicate patterns observed in natural or built environments.</li><li>• Make printing blocks (e.g. from coiled string glued to a block).</li><li>• Make precise repeating patterns</li></ul> |

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| COMPUTING | <b>CODING</b><br>To create a simple computer program<br>To understand how an IF statement works<br>To understand how to use coordinates in computer programming<br>To understand the Repeat until command.<br>To begin to understand selection in computer programming.<br>To understand how an IF/ELSE statement works.<br>To understand what a variable is in programming.<br>To use a number variable | <b>ONLINE SAFETY</b><br>To understand how children can protect themselves from online identity theft.<br>To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.<br>To identify the risks and benefits of installing software including apps.<br>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.<br>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.<br>To identify the positive and negative influences of technology on health and the environment.<br>To understand the importance of balancing game and screen time with | <b>SPREADSHEETS</b><br>To explore how the numbers entered into cells can be set to either currency or decimal.<br>To explore the use of the display of decimal places.<br>To find out how to add formulae to a cell.<br>To explore how tools can be combined to use 2Calculate to make number games.<br>To explore the use of the timer, random number and spin button tools<br>To use the line graphing tool in 2Calculate with appropriate data.<br>To interpret a line graph to estimate values between data readings.<br>To use the currency formatting tool in 2Calculate.<br>To use 2Calculate to create a model of a real-life situation.<br>To use the functions of allocating value to images in 2Calculate to make a resource to teach place value. | <b>LOGO</b><br>To learn the structure of the language of 2Logo.<br>To input simple instructions in 2Logo<br>To use 2Logo to create letter shapes.<br>To use the Repeat command in 2Logo to create shapes.<br>To use and build procedures in 2Logo. | <b>ANIMATIONS</b><br>To decide what makes a good, animated film or cartoon and discuss favourite animations.<br>To learn how animations are created by hand.<br>To find out how 2Animate animations can be created in a similar way using technology.<br>To learn about onion skinning in animation.<br>To add backgrounds and sounds to animations<br>Introducing 'stop motion' animation.<br>To share animation the class blog. | <b>SEARCHING</b><br>To locate information on the search results page.<br>To use search effectively to find out information.<br>To assess whether an information source is true and reliable. | <b>HARDWEAR INVESTIGATIONS</b><br>To understand the different parts that make up a desktop compute<br>To recall the different parts that make up a computer. |

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|  |  | other parts of their<br>lives. |  |  |  |  |  |
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| DESIGN<br>TECHNOLOGY | <p>FOOD Smoothie – Designing; Generate and clarify ideas and design criteria including appearance; Use annotated sketches Making Plan a recipe; Select and use appropriate utensils and equipment; Select ingredients Evaluating Evaluate work Technical knowledge and understanding use appropriate equipment; Know and use relevant technical and sensory vocabulary appropriately.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Circuits and switches – Designing develop design criteria; Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making Order stages of making. use tools and equipment to cut, shape, join and finish use materials and components, including construction materials and electrical components Evaluating analyse existing battery-powered products; Evaluate their ideas and products</p> | <p>Textiles - Designing Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.</p> |
| FRENCH               | <ul style="list-style-type: none"> <li>· Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</li> <li>· Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)</li> <li>· Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).</li> <li>· Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).</li> <li>· Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is).</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|           | · Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| GEOGRAPHY | <p><b>A study of our local area including Otley and Leeds. Ask geographical questions and use field work to find answers</b></p> <p>MAP SKILLS<br/>Begin to use 4-figure grid reference to locate features on a map.<br/>Introduce need for a key and standard symbols.<br/>Make own maps of real places with increasing accuracy.<br/>Use a variety of maps of different scale to locate places.</p> <p>FIELD WORK<br/>To know how to use the eight points of a compass and use them in fieldwork<br/>To know how to use fieldwork to observe and record human and physical features (including: sketch maps)</p> <p>LOCATION AND PLACE KNOWLEDGE<br/>Locate and name the main counties and cities in England.<br/>Locate and name the main counties and cities in/around Leeds, Whitby and Yorkshire</p> <p>HUMAN AND PHYSICAL GEOGRAPHY<br/>Types of settlements in modern Britain: villages, towns, cities. Eg Leeds and Whitby</p> | <p><b>Mountains -describe and understand key aspects of: physical geography, including: mountains, volcanoes and the water cycle</b></p> <p>GEOGRAPHICAL ENQUIRY<br/>Use skills and sources of evidence to respond to a range of geographical questions.<br/>Offer reasons for some of their observations and judgements about places.</p> <p>LOCATION AND PLACE KNOWLEDGE<br/>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions (habitats link).<br/>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.<br/>Identify and locate largest deserts in the world.<br/>Know the location and significance of the Equator and the Tropics of Cancer and Capricorn (latitude)</p> <p>HUMAN AND PHYSICAL GEOGRAPHY<br/>Human geography including trade links in the Pre-roman and Roman era.<br/>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> | <p><b>Study of Whitby - 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. Making maps of real places. Study countries and cities of UK and Europe.</b></p> <p>GEOGRAPHICAL ENQUIRY<br/>Offer explanations for the location for some human and physical features in different localities.</p> <p>FIELD WORK<br/>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied<br/>Italy, Rome, Greece, Athens – is this progressive if Year 3 are doing location of basic European countries? Learn the eight points of a compass, four-figure grid references.<br/>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>LOCATION AND PLACE KNOWLEDGE<br/>Locate Russia<br/>Name and locate all G 20 countries<br/>Name and locate several town/cities in Yorkshire<br/>Know that 'Yorkshire' is made up of 4 different counties.<br/>Know that the UK is divided into smaller regions called counties.</p> |
| HISTORY   | Ancient Greeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | the impact of the Roman Empire on Britain.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|       | <ul style="list-style-type: none"><li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li></ul> <p>Chronological Understanding</p> <p>Know and sequence key events of time studied. Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line. Use terms related to the period and begin to date events Understand and use BC / AD</p> <p>Historical Enquiry</p> <p>Begin to select and combine information from different sources.</p> <p>Historical Knowledge and Understanding</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied. Describe how some of the things from the past affect life today.</p> <p>Describe similarities and differences between some people, events and objects, within the studied period of history and its influence on modern life.</p> <p>Begin to recognize the causes and consequences of the main events and changes.</p> <p>Offer a reasonable explanation for some events.</p> <p>Historical Interpretation</p> <p>Identify and give reasons for different ways in which the past is represented.</p> |                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Chronologically secure understanding of British History. Impact on culture and beliefs including Christianity</p> <p>Chronological Understanding</p> <p>Know and sequence key events of time studied. Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line. Use terms related to the period and begin to date events Understand and use BC / AD</p> <p>Roman Empire impact on Britain, Roman invasion – Caesar, Boudicca</p> <p>Historical Enquiry</p> <p>Ask, “What was it like for a... (Celt, Roman, Legionary, Pharaoh, farmer etc)</p> <p>Why did the Romans invade Britain?</p> <p>Why did Boudicca revolt?</p> <p>Suggest reliable sources of evidence to help answer questions.</p> <p>Begin to use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Historical Knowledge and Understanding</p> <p>Describe similarities and differences between some people, events and objects, within the studied period of history and its influence on modern life.</p> <p>Begin to recognize the causes and consequences of the main events and changes.</p> <p>Offer a reasonable explanation for some events.</p> <p>Historical Interpretation</p> <p>Look at different representations of the period – museum, cartoons etc</p> <p>Look at the evidence available and begin to evaluate the usefulness of different sources</p> |
| MUSIC | <p>sing accurately; use an extended musical vocabulary; recognize ensembles and identify families of instruments and world instruments.</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Ukulele recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>comment on music from different historical periods, displaying understanding of how music has developed over time; show an understanding of scales in my compositions and performances.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| PHYSICAL EDUCATION                    | Coordination footwork, static balance: 1 leg and seated, Dynamic Balance to agility: jumping and landing                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                               | Dynamic balance on a line; coordination: ball skills and sending and receiving, counter balance: with a partner                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                          | Agility; reaction/response; Agility: ball chasing; static balance: floor work and stance                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                               |
|                                       | Gymnastics & NETBALL                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                               | DANCE & Invasion games                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                          | Cricket & Athletics                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                               |
| PERSONAL, SOCIAL, HEALTH AND ECONOMIC | <b>Being Me in My World</b><br>Being part of a class team<br>Being a school citizen<br>Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making<br>Having a voice<br>What motivates behaviour                                                | <b>Celebrating Differences</b><br>Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions                               | <b>Dreams and Goals</b><br>Hopes and dreams<br>Overcoming disappointment<br>Creating new, realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes                                                                                                        | <b>Healthy Me</b><br>Healthier friendships<br>Group dynamics<br>Smoking<br>Alcohol<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength                                                                                                                                                                                       | <b>Relationships</b><br>Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting on and Falling Out<br>Girlfriends and boyfriends<br>Showing appreciation to people and animals                                                                               | <b>Changing Me</b><br>Being unique<br>Having a baby<br>Girls and puberty<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change                                                                                                                                      |
| Growth Mind Set                       | Identify and value how failure is an important part of the learning process<br><br>Define the term 'successful'                                                                                                                                                                            | Identify strategies for persevering and learning when they make a mistake<br><br>Describe how they feel when they make a mistake                                                                                                                                                              | Identify words and phrases that can restrict us as learners<br><br>Create our own words to describe the learning process                                                                                                                                                                                                    | Identify the characteristics of an effective learner<br><br>Suggest justification for why a character is awarded a given number of points for a characteristic<br><br>Create a simple game                                                                                                                                               | Identify the characteristics of growth and fixed mindsets<br><br>Debate whether we are born to be good at something                                                                                                                                                 | Identify the characteristics of an effective learner<br><br>Create a design for learning cereal package                                                                                                                                                                                                       |
| mindmate                              | <b>Feeling good and being me knowledge</b><br>Pupils will have the opportunity to: recognise and respond appropriately to a wider range of feelings in others extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.<br><b>skills</b> | <b>Friends and family knowledge</b><br>I can recognise what makes a positive, healthy relationship.<br>I can develop the skills to form and maintain positive and healthy relationships.<br><b>skills</b><br>I can name a wide range of attributes that contribute to a healthy relationship. | <b>Life Changes knowledge</b><br>I can name some things, including changes, that can affect people's emotional wellbeing<br>I understand that feeling different emotions is a part of life<br>I understand that everyone's state of mental health can change frequently and that any one state is not necessarily permanent | <b>Strong Emotions Knowledge</b><br>I know that people can experience conflicting emotions at different times, such as times of loss and change, stress and anxiety<br>I can recognise when and how to ask for help<br>I can use basic techniques for resisting pressure to do something dangerous or unhealthy, something that makes me | <b>Being the same Being different knowledge</b><br>I understand what discrimination is.<br>I know about stereotypes.<br>I know the connection between discrimination and uncomfortable feelings.<br><b>skills</b><br>I recognise different forms of discrimination. | <b>Solving Problems Learning outcomes: knowledge</b><br>I recognise that, at times, I may experience conflicting emotions<br>I know when I might need to listen to my emotions or overcome them<br><b>skills</b><br>I can develop a coping strategy that will work for me<br>I can explain the steps involved |



# Long Term Curriculum Plan 2022-23

## Year 4 – Mr P Hampson

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|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                     | Children can talk about an event that made them have strong feelings. Children can listen to someone else talking about a similar event.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | I can identify some of these attributes in myself. I can recognise that we don't all like the same things and show that this is ok.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>skills</b><br>I can use 'I' messages especially if experiencing difficult emotions.<br>I can listen to others 'I' messages.                                                                                                                                                                                                                                                                                                  | uncomfortable, anxious or that I believe to be wrong<br><b>skills</b><br>I can complete the sentence 'I feel stressed/anxious when ...and my body feels...'<br>When I feel stressed or anxious I can ask for help by ...                                                                                                                                                                                                                                      | I have some helpful strategies to use if someone is being discriminated against.                                                                                                                                                                                                                                                                        |  |
| RELIGIOUS EDUCATION | Describe different festivals, explaining the reasons for them, and making links between them (Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations). · Express ideas and opinions about what light represents. · Describe and explain key teachings of Islam and the different ways these are interpreted by believers. · Describe and show understanding of how Muslim beliefs impact on the life and decisions of believers. · Explain how the pilgrimage of Hajj can affect a Muslims life. · Give examples of Sikh beliefs and stories about their Gurus.<br>Describe and show understanding of Sikh practices relating to the Guru Granth Sahib.<br>Explore and describe ways beliefs and values are expressed in different religions through symbols and actions. · Give examples of ways in which people show they belong. · Explain why belonging to a community may be valuable but also challenging. · Explain and give reasons for Sikh values |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                         |  |
| SCIENCE             | <b>Animals, including humans</b><br>describe the simple functions of the basic parts of the digestive system in humans<br>identify the different types of teeth in humans and their simple functions<br>construct and interpret a variety of food chains, identifying producers, predators and prey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Electricity</b><br>identify common appliances that run on electricity<br>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>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<br>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br>recognise some common conductors and insulators, and associate metals with being good conductors | <b>States of matter</b><br>compare and group materials together, according to whether they are solids, liquids or gases<br>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)<br>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | <b>Sound</b><br>identify how sounds are made, associating some of them with something vibrating<br>recognise that vibrations from sounds travel through a medium to the ear<br>find patterns between the pitch of a sound and features of the object that produced it<br>find patterns between the volume of a sound and the strength of the vibrations that produced it<br>recognise that sounds get fainter as the distance from the sound source increases | <b>Living things and their habitats</b><br>recognise that living things can be grouped in a variety of ways<br>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>recognise that environments can change and that this can sometimes pose dangers to living things |  |

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| <b>WORKING SCIENTIFICALLY</b> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings</li> </ul> |  |  |  |  |  |