




Bramley St. Peter's C of E Primary School  
Year 4 Curriculum Long Term Plan 24-25

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic and Big Question...</b> <b>Main subject drivers</b>	<b>Ancient Egypt</b> Who were the Ancient Egyptians? <b>History</b>	<b>Food Glorious Food</b> Are we what we eat? <b>Science</b>	<b>Anglo Saxons and Settlements</b> Why did the Anglo Saxons settle in England? <b>History</b>	<b>Sounds Amazing!</b> What's that Sound? <b>Science/D and T</b>	<b>Rivers</b> Do all rivers lead to the Sea? <b>Geography</b>	<b>United Kingdom</b> What's it like to live in the UK? <b>Geography</b>
<b>Key Texts:</b>	 	  	  	 	 	

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










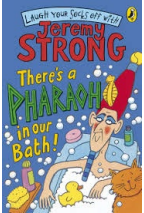
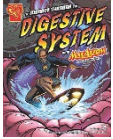



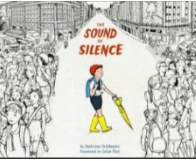
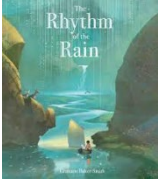

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<p><b>English</b></p>	<p><b><u>Character and setting descriptions</u></b>          Children will describe Ancient Egypt and the main character Rhodopis.</p> <p align="center"></p> <p><b><u>Write a newspaper report</u></b>          Children will write an article documenting the wedding of Rhodopis and the Pharaoh.</p> <p align="center"></p>	<p><b><u>Persuasive Letters</u></b>          Children will write a letter to the main character John Midas, persuading him to eat their vegetable instead of chocolate.</p> <p align="center"></p> <p><b><u>Writing from a Character's Perspective.</u></b>          Children will write the story at two points from the perspective of Mrs Midas, John's mother</p> <p align="center"></p>	<p><b><u>Kenning Poems</u></b>          Children will read the first part of the Beowulf story and write a traditional Anglo Saxon Kenning poem about the two main characters,</p> <p align="center"></p> <p><b><u>Anglo Saxon Stories</u></b>          Children will write a typical Anglo-Saxon story using the Beowulf story as a guide.</p> <p align="center"></p>	<p><b><u>Explanation Texts</u></b>          How do we hear sound?</p> <p align="center"></p>	<p><b><u>Non-Chronological reports-</u></b> wildlife along the river Aire? Focus on water voles as they are featured in the book 'The River Singers.'</p> <p align="center"></p> <p><b><u>Story writing-</u></b> Children will produce creative writing basing a story from the perspective of the river</p> <p align="center"></p>	<p><b><u>Write a diary entry</u></b> as one of Ahmet's friends.</p> <p align="center"></p> <p><b><u>Discussion text-</u></b> Should we take in refugees who are fleeing from war? Link to the treatment of Ahmet and his family in 'The Boy at the Back of the Class'.</p> <p align="center"></p>
<p><b>Reading VIPERS</b></p> <p align="center"></p>	<p align="center"></p>	<p align="center">  </p>	<p align="center">  </p>	<p align="center"></p>	<p align="center"></p>	<p align="center"></p>

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<p><b>Maths</b></p> 	<p><b>Number:</b> Place value</p> <p><b>Number:</b> Addition and subtraction</p> <p><b>Measurement:</b> Area, Length and perimeter</p>	<p><b>Number:</b> Addition &amp; Subtraction</p> <p><b>Measurement:</b> Area</p> <p><b>Number:</b> Multiplication and division</p>	<p><b>Number:</b> Multiplication &amp; Division</p> <p><b>Measurement</b> Length &amp; Perimeter</p>	<p><b>Number:</b> Fractions</p> <p><b>Number:</b> Decimals A</p>	<p><b>Number:</b> Decimals B</p> <p><b>Measurement:</b> Money</p> <p><b>Measurement:</b> Time</p>	<p><b>Measurement:</b> Time</p> <p><b>Geometry</b> Shape</p> <p><b>Statistics</b></p> <p><b>Geometry:</b> Position and direction</p>
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<p><b>Science</b></p> <p><b>Working Scientifically:</b></p> 		<p><b><u>Animals, including Humans</u></b></p> <p>Basic functions of digestive system</p> <p>Identify the different types of teeth in humans and their simple functions. Look at the effect of drinks on the enamel of the teeth- egg investigation.</p> <p>Learn about food chains and create and label using vocabulary: producer, predator, prey.</p> 	<p><b><u>Electricity</u></b></p> <p>Look at electrical circuits and how they are built.</p> <p>Make own electrical circuits and investigate how components changing effect the circuit</p> <p>Use knowledge to create an electrical Easter card.</p> 	<p><b><u>Sound</u></b></p> <p>How are sounds made?          How do we hear sounds?          Look at different musical instruments and focus on stringed instruments. How does the string thickness effect the pitch?          Volume- how to make a sound quieter and louder?          How is sound affected by distance?</p> 	<p><b><u>States of Matter</u></b></p> <p>The water cycle- focus on water evaporating to a gas then condensing back to a liquid          Making our own water cycle in a cup to see the different states of water.          Investigate how temperature affects the speed of evaporation.</p> 	<p><b><u>Living Things and their Habitats</u></b></p> <p>Recognise that living things can be grouped in a variety of ways          Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.          Recognise that environments can change and that this can sometimes pose dangers to living things.</p> 
<p><b>History</b></p>	<p><b><u>Ancient Egypt</u></b></p> <p><b>Main Enquiry – Who were the Ancient Egyptians?</b></p>		<p><b><u>Britain's settlement by Anglo-Saxons and Scots</u></b></p>			

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	<p>Timelines-AD, BC/BCE CE</p> <p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>What sources of evidence have survived and how were they discovered?</p> <p>What does the evidence tell us about everyday life for men, women and children?</p> <p>Mummification</p> <p>Organs of the body that were seen as important.</p>		<p><b>Main Enquiry – Why did Anglo Saxons settle in Britain?</b></p> <p>Who were they?</p> <p>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <p>Examine artefacts found around Britain - using sources of evidence and discuss what they tell us.</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p>			
<p><b>Geography</b></p> 		<p><b><u>Chocolate and Fair Trade</u></b> Does Chocolate Grow on Trees?</p>			<p><b><u>Do All Rivers Lead to the Sea?</u></b> Rivers- focus on the river Aire</p>	<p><b><u>UK Geography</u></b> Countries of the UK. Cities of the UK, Rivers of the UK</p>

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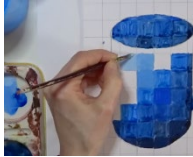
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		Follow the journey of chocolate from the plant to the chocolate bar. Fair trade workshop			Parts of a river  Fieldwork- possibly around the river Aire?	Human and physical features
RE  	<b>Festivals – L2.9</b>  What are the deeper meanings of Festivals?	<b>Festivals – L2.9</b>  What are the deeper meanings of Festivals?	<b>Hinduism – L2.7</b>  What does it mean to be Hindu in Britain today?	<b>Salvation – L2.5</b>  Why do Christians call the day that Jesus died “Good Friday?”	<b>Kingdom of God – L2.6</b>  When Jesus left, what was the impact of Pentecost?	<b>Sikhs, Christians &amp; Hindus – L2.10</b>  How and why do believers show their commitments during the journey of life?
<b>Collective Worship Values</b>	<b>Justice</b>	<b>Friendship</b>	<b>Trust</b>	<b>Thankfulness</b>	<b>Truthfulness</b>	<b>Wisdom</b>
<b>Art</b>	<b>Craft &amp; Design</b> Ancient Egyptian Scrolls    To investigate the style, pattern and			<b>Drawing</b> Power Prints    To draw using tone to create a 3D effect.	<b>Painting and Mixed Media</b> Light and dark    To use tints and shades to give a three-	

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	<p>characteristics of ancient Egyptian art.          To apply design skills inspired by the style of an ancient civilisation.          To apply understanding of ancient techniques to construct a new material.          To apply drawing and painting skills in the style of an ancient civilisation.          To apply an understanding of Egyptian art to develop a contemporary response.</p>			<p>To explore proportion and tone when drawing.          To plan a composition for a mixed-media drawing.          To use shading techniques to create pattern and contrast.          To work collaboratively to develop drawings into prints.</p>	<p>dimensional effect when painting.          To explore how paint can create very different effects.          To consider proportion and composition when planning a still life painting.          To apply knowledge of colour mixing and painting techniques to create a finished piece.</p>	
<p><b>DT</b></p>		<p><b>Cooking &amp; Nutrition</b>          Adapting a recipe</p>  <p>To evaluate existing biscuit products.          To prepare and cook a dish.</p>	<p><b>Electrical Systems</b>          Torches</p>  <p>To learn about electrical items and how they work.</p>			<p><b>Structures</b>          Constructing a castle</p>  <p>To recognise how multiple shapes (2D and 3D) are combined</p>

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		To select ingredients and follow a budget. To take inspiration from existing products. To make and test a prototype biscuit. To evaluate a final product.	To analyse and evaluate electrical products. To design a product to fit a set of specific user needs. To make and evaluate a torch.			to form a strong and stable structure. To design a castle. To construct 3D nets. To construct and evaluate my final product.
<b>Music</b> 	<b>Mamma Mia</b> - Abba song from the 70s	<b>Glockenspiel Stage 2</b>	<b>Stop!</b> - a song/rap about bullying	<b>Lean on Me</b> - a soul/gospel song	<b>Blackbird</b> - Beatles song about civil rights	<b>Reflect, Rewind &amp; Replay</b>
<b>Computing</b> 	4.1 Coding <ul style="list-style-type: none"> <li>• 2Code</li> </ul>	4.2 Online Safety <ul style="list-style-type: none"> <li>• 2Connect (Mind Map)</li> <li>• 2Publish Plus</li> <li>• Displayboards</li> </ul> 4.3 Spreadsheets <ul style="list-style-type: none"> <li>• 2Calculate</li> </ul>	4.3 Spreadsheets continued <ul style="list-style-type: none"> <li>• 2Calculate</li> </ul>	4.4 Writing for different audiences <ul style="list-style-type: none"> <li>• Writing Templates</li> <li>• 2Simulate</li> <li>• 2Connect (Mind Map)</li> <li>• 2Publish Plus</li> </ul>	4.5 Logo <ul style="list-style-type: none"> <li>• 2Logo (text-based coding)</li> </ul> 4.6 Animation <ul style="list-style-type: none"> <li>• 2Animate</li> </ul>	4.7 Effective Searching <ul style="list-style-type: none"> <li>• 2Quiz</li> <li>• 2Connect (Mind Map)</li> </ul> 4.8 Hardware Investigators <ul style="list-style-type: none"> <li>• 2Quiz</li> <li>• 2Connect (Mind Map)</li> <li>• Writing Template</li> </ul>

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<p><b>PSHE</b></p> 	<p><b>Identity, society &amp; equality</b> Democracy</p>		<p><b>First Aid – St John's Ambulance</b></p>		<p><b>Physical health &amp; wellbeing</b> What is important to me?</p>		<p><b>Drug, alcohol and tobacco education</b> Making choices</p>		<p><b>Keeping safe and managing risk</b> Playing safe</p>		<p><b>Sex and relationship education</b> Growing up and changing</p>	
 <p><b>MindMate</b></p>	<p><b>Feeling good &amp; being me</b></p> <p><b>Feelings - Intensity</b> I can use a range a words to describe my feelings</p>		<p><b>Friends &amp; Family</b></p> <p><b>Skills to maintain &amp; keep positive relationships</b> I can describe a healthy relationship</p>		<p><b>Strong emotions</b></p> <p><b>Resisting pressure</b> I can stand up for myself without hurting others</p>		<p><b>Solving problems/ Making it better</b></p> <p><b>Coping with difficult situations</b> I can cope in difficult situations</p>		<p><b>Being the same, being different</b></p> <p><b>Know actions affect themselves &amp; others</b> I know that discrimination can hurt people's feelings</p>		<p><b>Life Changes</b></p> <p><b>Positive &amp; negative effects on emotional wellbeing &amp; mental health</b></p> <p>I am learning to accept that I will feel a wide range of emotions depending on the situation</p>	
<p><b>PE</b></p>  <p>One lesson indoors and one lesson outdoors per week</p>	<p><b>Invasion:</b> Basketball</p> <p><b>Swimming</b></p>	<p><b>Athletics:</b> Throwing and Jumping</p>	<p><b>Dance:</b> Dance Teacher 23-24</p> <p><b>Swimming</b></p>	<p>Skipping School</p>	<p><b>Health and Fitness:</b> Circuits</p> <p><b>Swimming</b></p>		<p><b>Net and Wall games:</b> Tennis S</p> <p><b>Swimming</b></p>	<p><b>Invasion games:</b> Hockey</p>	<p><b>Dance:</b> Cats</p> <p><b>Swimming</b></p>	<p><b>OAA:</b> Communication &amp; Tactics</p>	<p><b>Athletics:</b> Competitions Bramley Olympics S</p> <p><b>Swimming</b></p>	<p><b>Striking and Fielding:</b> Rounders Cricket</p>
<p><b>Spanish</b></p> 	<p>Revision of colours Parts of the body Adjectives Asking for Spanish translation</p>		<p>Zoo animals Hay Letters of the alphabet Verb – ser (to be) Es – he/she</p>		<p>Days of the Week Months of the Year Members the family</p>		<p>Pets Revision of learnt vocabulary Easter</p>		<p>Fruit Te Gusta? Revision of colours</p>		<p>Revision of hobbies Weather</p>	

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	Los dias del muertos	Christmas				
<b>Curriculum enhancements and experiences</b>		Global workshop- Fairtrade		Sound Man workshop	Residential to Cober Hill	
		 How is Fair Trade fair?			  What has happened to water voles over the years?	 How can refugees feel safe?

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