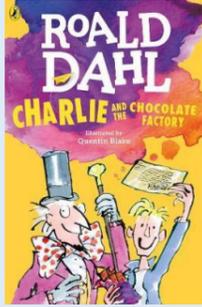
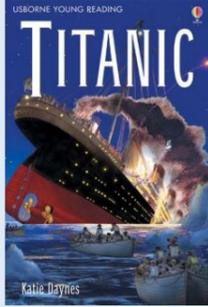
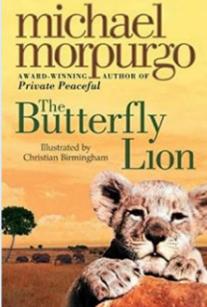
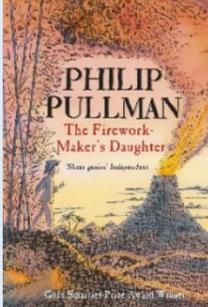
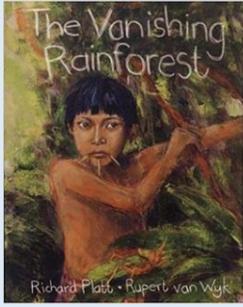


# Warley Road Academy BELLS and Whistles curriculum long term plan



## Year 4

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
						
<b>Other texts</b>	Rain before rainbows The boy, the mole, the fox and the horse	A Place Called Perfect- Helena Duggin Mia's story – Siobhan Collingwood Finish Charlie and Chocolate Factory	YR 4 Play preparation How to train your dragon – Cressida Cowell	Year 4 play preparation Why the whales came – Michael Morpurgo	Flotsam – David Wiesner	The Snow Walker's Son— Catherine Fisher
<b>Trips and visitors</b>	Ancient Greek workshop	Leeds Art Gallery	Glass Making workshop	Doe Park Magna	Howarth	Jerusalem Farm
<b>Writing genres</b>	Narrative- text prediction Character description Setting description Advert	Poetry (range) Diary Letter of complaint Biography of an artist	Recount Non- chronological report Persuasive letter	Balanced argument Information text Article Postcard	Oral storytelling Story setting Non-chronological report	Travel brochure Fact file Setting description Email
<b>Topics</b>	<b>Glorious Greeks</b>	<b>Art Attack!</b>	<b>The Unsinkable</b>	<b>Revolutionary Romans</b>	<b>Wild, Wicked Weather</b>	<b>Down in the Amazon</b>
<b>Understanding the world</b>	<b>Geography</b> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		- Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere.  - Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains).		- Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  - Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, and the water cycle.  - human geography, including: types of settlement and land use, food and water.	- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country <b>Peru</b> <b>cuca Rainforest - Bosnia</b>  - Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics.

	<b>History</b>	- Study of Greek life and achievements and their influence on the western world.		- Study of 'The Titanic' as an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	- Study the Roman Empire and its impact on Britain.		
	<b>RE</b>	- What are the British values?	- How are important events remembered?	- Why are Gurus at the heart of Sikh belief and practice?	- What faiths are shared in our country?	- What faiths are shared in our country?	- How do the five pillars guide Muslims?
<b>Expressive arts and design</b>	<b>Art</b>	- Shape, form, model and construct from imagination. - Express different feelings through drawing, blending and colour through the story Rain before Rainbows by Smirti Halls	- Learn about great artists in history <b>Monet, Matisse, Picasso Escher, Banksy</b> - Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. - Create sketch books to record observations and use them to review and revisit ideas.	- Draw whole sketches with detail of surrounds (i.e including the background)	- Use paint and equipment correctly and with increasing confidence. - Use the colour wheel to mix different shades of the same colour.		- Use the technique of overlaying – building up layers
	<b>DT</b>			- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (Make Ceasar some sound cancelling headphones). - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	- Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes (Amazon shelter – test waterproof, windproof etc.) - Select from and use a wider range of tools and equipment to perform practical tasks. - Select from and use a wider range of tools and equipment to perform practical tasks according to their functional properties and aesthetic qualities.
	<b>Musi c</b>	To be developed with a music specialist as part of the school development plan →					
<b>STEM</b>	<b>Science</b>	<u>Living things and their habitat</u> - 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.	<u>Animals including humans</u> - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions. - Construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>States of matter</u> - Compare and group materials together, according to whether they are solids, liquids or gases. - 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).	<u>Sound</u> - Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the pitch of a sound and features of the object that produced it.	<u>Electricity</u> - Identify common appliances that run on electricity. - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers. - Identify whether a lamp will light in a simple series circuit, based on	

		- Recognise that environments can change and that this can sometimes pose dangers to living things.		- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	- Find patterns between the volume of a sound and the strength of the vibrations that produced it.  - Recognise that sounds get fainter as the distance from the sound source increases.	whether or not the lamp is part of a complete loop with a battery.  - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  - Recognise some common conductors and insulators, and associate metals with being good conductors.		
	← Working Scientifically →							
	<b>Computing</b>	Design and write programs that accomplish specific goals, including controlling or simulating physical systems.	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work.	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
	<b>Physical development</b>	<b>PE</b>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.  Pupils should be taught to: <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			<b>Swimming and water safety (KS2)</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>		
<b>Outdoor</b>		Football	Dance (indoors) or swimming based on pool timetable	Tennis	Cricket	Hockey	Basketball/netball	
<b>Indoor</b>		Swimming						
<b>Whistles</b>	<b>PSHCE Following SCARF</b>	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing	
	<b>i-challenge</b>	<ul style="list-style-type: none"> <li>Introduce i-Challenge</li> <li>Science – teeth experiment with eggs</li> <li>English - preparing poems to read aloud and to perform</li> <li>English – setting and character description</li> <li>3d natural art sculpture</li> </ul>		<ul style="list-style-type: none"> <li>Pedestrian/road safety</li> <li>Make a smoothie</li> <li>Design and test a parachute</li> <li>Can sign my name</li> <li>Make a kite</li> </ul>		<ul style="list-style-type: none"> <li>Wild life and nature</li> <li>Map and fieldwork</li> <li>PE – Orienteering</li> <li>Residential two nights away from home</li> <li>Outdoor Equipment – Pack your bag/ suitcase for a residential</li> </ul>		

- Introduce KS2 Reading Challenge
- Circus skills

Building confidence, building relationships, building teamwork

