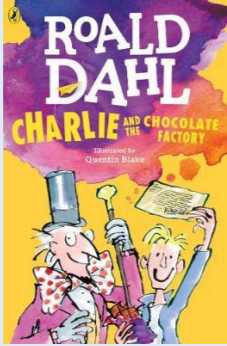

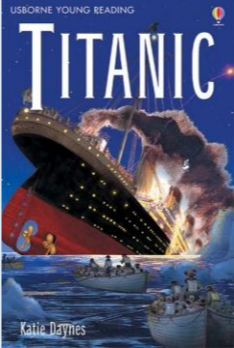

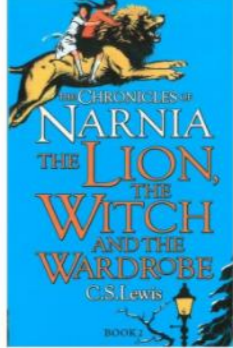
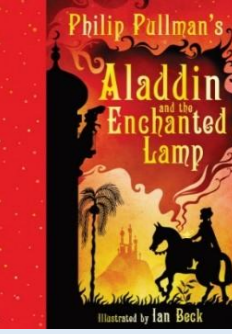

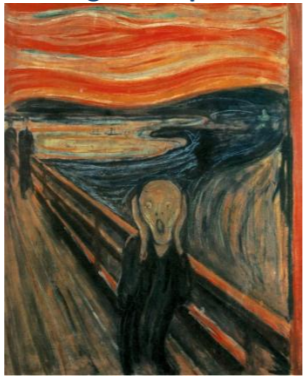






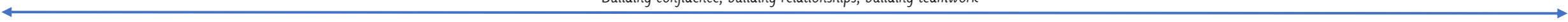
Warley Road Curriculum Long Term Plan

Year 4



Book Led Literacy							
ROAP Outcome	Space Retrieval	Space Retrieval	Titanic Day	30 seconds speech – comparing Whitby to Halifax	30 seconds speech – answering the enquiry question	Create a travel brochure/leaflet about Egypt	
Understanding the world	Geography	<p>Describe and understand key aspects of rivers and the water cycle.</p> <p>Sequence and describe the water cycle</p> <p>Name bodies of water and compare sizes</p> <p>Explain how rivers are formed.</p>		<p>Locate and identify Whitby on a map.</p> <p>Describe and understand geographical similarities and differences through studying the human and physical geography of an areas of the UK.</p> <p>Describe and understand key aspects of physical geography. Physical features of Whitby and Halifax.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>Locate and identify at least 5 countries.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region in Africa.</p> <p>Know and understand key aspects of physical geography.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
	History		<p>The sub lenses for this unit are exploration, and disaster. It will cover the timeline of the Titanic and examine what happened and why. It will look at how different classes were treated differently. This builds from children’s understanding of social class from the changing roles of women.</p>		<p>The sub lenses for this unit are civilisation, trade, settlement, monarchy, empire rebellion. It will cover the Romans and their achievements from 43 CE to 410CE. It will focus on who was in charge and held the power across the Empire and how the emperors trained up their powerful armies.</p>		
	RE	- 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?
	MFL	Spanish- Language Angels					

Expressive arts and design	Art	<p>Drawing Amitra Sher Gil Indian Hungarian - P. Impressionism</p>  <p>Figurative drawing In the Ladies enclosure</p>	<p>Painting Edward Munch Norwegian - Expressionism</p>  <p>Colour use and emotions The Scream</p>	<p>Print Making Andre Derain French - Fauvism</p>  <p>L'Etasque</p>	<p>Collage/Textiles Salvador Dali Spanish Surrealism</p>  <p>Photo montage The Dream</p>	<p>Sculpture Anthony Gormley British – Contemporary art</p>  <p>Card construction/scale</p>	
	DT	<p>Materials</p> <p>Use appropriate materials</p> <p>Work accurately to make cuts and holes</p> <p>Join materials</p> <p>Measure carefully to avoid mistakes</p> <p>Make a strong, secure structure</p> <p>Ensure product is strong and fit for purpose</p>		<p>Electrical Systems</p> <p>Use simple circuit in product</p> <p>Learn about how to program a computer to control product.</p> <p>Use a number of components in a circuit</p> <p>Program a computer to control a product</p>		<p>Mechanisms</p> <p>Alter product after checking, to make it better</p> <p>Select most appropriate tools/techniques</p> <p>Explain alterations to product after checking</p> <p>Grow in confidence about trying new/different ideas.</p> <p>Use levers and linkages to create movement</p> <p>Use pneumatics to create movement</p>	
	Music	<p>← Calderdale Music Services →</p>					
STEM	Science	<p>Sound</p> <ul style="list-style-type: none"> - 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. - 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. 	<p>Animals including humans</p> <ul style="list-style-type: none"> - 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. 	<p>States of matter</p> <ul style="list-style-type: none"> - 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). - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Electricity</p> <ul style="list-style-type: none"> - 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 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. 	<p>Living things and their habitat</p> <ul style="list-style-type: none"> - 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>← Working Scientifically →</p>					

	Computing	Online safety unit 4.2 Coding unit 4.1	Online safety unit 4.2 Spreadsheets 4.3	Online safety unit 4.2 Logo unit 4.5	Online safety unit 4.2 Unit 4.4 Writing for different audiences (5 weeks)	Online safety unit 4.2 Making music 4.9	Online safety unit 4.2 animation 4.6
Physical Development	PE	<p>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:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming and water safety (KS2) Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 					
		Indoor					
		Swimming					
		Outdoor					
		Football	Dance (indoors) or swimming based on pool timetable	Tennis	Cricket	Hockey	Basketball/netball
Whistles/Personal Development	PSHE/ SCARF	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Enrichment/ Trips & Experiences	Local walk – Warley Moors	Hardcastle Craggs	Titanic Experience Day	Ogden Water Orienteering	Ancient Rome workshop Mini First Aid Doe Park Whitby Residential	i-Challenge Day
	i-challenge	<ul style="list-style-type: none"> • Introduce i-Challenge • Science – teeth experiment with eggs • English - preparing poems to read aloud and to perform • Warley Moor – Map and fieldwork 		<ul style="list-style-type: none"> • Reversible and Irreversible changes with Mark • Experimenting states of matter using a fire • Hardcastle Craggs - Map and fieldwork • English - preparing poems to read aloud and to perform • Drama session with Luke about Titanic • Titanic Day • Bikability 		<ul style="list-style-type: none"> • Shelter Building and High Ropes at Doe Park • I-challenge Day • Residential two nights away from home • Mini First Aid • Outdoor Equipment – Pack your bag/ suitcase for a residential • English - preparing poems to read aloud and to perform • Group to work with Luke 	
 Building confidence, building relationships, building teamwork							

Aim High

4 R's

Drivers

I-Challenge

Talk, Read, Write

