

## LONG TERM PLAN/CURRICULUM MAP

(Average hours per year are based on 36 weeks per year).

Year 4 Cycle B	Average Hours	AUTUMN TERM		SPRING TERM		SUMMER TERM	
ENGLISH	261	<ul style="list-style-type: none"> <li>▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years</li> <li>▪ Develop the breadth and depth of reading, making sure that children become independent, fluent and enthusiastic readers who read widely and frequently</li> <li>▪ Ensure decoding skills are secure and develop understanding and enjoyment of stories, poetry, plays and non-fiction, learning to read silently</li> <li>▪ Develop knowledge and skills in reading non-fiction about a wide range of subjects</li> <li>▪ Consolidate children's writing skills, grasp of sentence structure and knowledge of linguistic terminology.</li> <li>▪ Become more confident in using language in a greater variety of situations, for a variety of audiences and purposes, inc. through drama, presentations and debate</li> <li>▪ Learn to justify views about what they have read: increasingly independently</li> </ul> <p>By the beginning of Y5, children should be able to:</p> <ul style="list-style-type: none"> <li>▪ read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</li> <li>▪ read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity</li> <li>▪ prepare readings, with appropriate intonation to show their understanding</li> <li>▪ summarise and present a familiar story in their own words</li> <li>▪ read widely and frequently, outside as well as in school, for pleasure and information</li> <li>▪ read silently, and then discuss what they have read</li> <li>▪ write down their ideas quickly using joined handwriting and use grammar and punctuation broadly accurately</li> <li>▪ spell most words taught so far accurately and spell words that they have not yet been taught by using what they have learnt about how spelling works in English</li> </ul>					
MATHS	180	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>
SCIENCE	75	States of matter	Living things & their Habitats	Forest School	Animals, including humans	Electricity	Sound
Working Scientifically							
COMPUTING	27	NT Unit: <i>Getting started with Kodu</i> ~ creating games with Kodu. Programming characters and designing 3D worlds to make exciting collecting and racing games.	NT Unit: <i>Databases</i> ~ exploring different ways to collect, interrogate and present data collaboratively using a range of programs. What is a database? Why and how are they used in real life?	NT Unit: <i>Coding Retro Games - Scratch Pac man</i> ~ decomposing and then building the Pac-Man game using algorithms, repetition, conditional programming and variables	NT Unit: <i>Programming CrumbleBot</i> ~ programming Lego NXT or EV3 Robots, controlling movement and utilising the robot's sensors to interact with its environment and solve problems.	NT Unit: <i>What is a Computer?</i> ~ what really makes a computer a computer; investigating what is inside the metal box, how a computer works, memory, data and binary code.	NT Unit: <i>Manipulating Sound</i> ~ exploring a range of web tools for sound and music creation; exploring sound editing; creating radio adverts and audio books, complete with sound effects and atmospheric music.
RE	45	Beliefs & Teachings of Islam ~ belief in one true God, 99 names, creation, Muhammad (pbuh), Qu'ran, Shahadah	Christmas ~ Gifts & Giving	Jesus ~ life, ministry and death. Teachings - <b>Miracles</b> Effect Jesus had on people then and now.	Jesus ~ life, ministry and death. Teachings - <b>Parables</b> Effect Jesus had on people then and now.	The Bible ~ stories from the Old Testament. e.g. Daniel, Joshua, Ruth, David and Goliath, Samson, Elijah etc.	Signs & Symbols in religion

ENQUIRY QUESTION	135	WHY IS THE RIVER TYNE SO IMPORTANT TO NEWCASTLE?	WHY WERE THE ROMANS SO POWERFUL?	WHY IS LONDON THE CAPITAL CITY OF ENGLAND?	WHY WAS STEPHENSON'S ROCKET SO SPECIAL?	WHAT DID PEOPLE DO BEFORE COMPUTERS?	WHAT'S THE PERFECT PICNIC?
		River Study & City Locations	The Roman Empire & its impact on Britain	UK City Study	The First Railways	20 <sup>th</sup> century Leisure & Entertainment	Product design & Food technology
<i>HISTORY</i>	27		<ul style="list-style-type: none"> <li>• Julius Caesar's attempt to invade in 55-54 BC</li> <li>• Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius (Hadrian's Wall)</li> <li>• British resistance, e.g, Boudica</li> <li>• 'Romanisation' of Britain: local sites and the impact of technology, culture and beliefs, including early Christianity</li> </ul>		A significant turning point in British history - the first railways	A study of changes in an aspect of social history that extends pupils' chronological knowledge beyond 1066	
<i>GEOGRAPHY</i>	27	Name/locate UK counties and cities, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; understand how some have changed over time	Use 8 compass points, grid references, symbols and key to gain knowledge of the UK and wider world - <b>link to Roman Empire</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK,			
<i>DESIGN &amp; TECHNOLOGY</i>	27						<ul style="list-style-type: none"> <li>• use research, develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, for individuals/groups</li> <li>• generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design</li> <li>• investigate &amp; analyse various existing products</li> <li>• evaluate their ideas and products against own design criteria and consider views of others to improve their work</li> </ul>

		<ul style="list-style-type: none"> <li>select from/use a wide range of tools &amp; equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from/use a wide range of materials &amp; components, inc. construction materials, textiles &amp; ingredients, according to functional properties &amp; aesthetic qualities</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>					
ART & DESIGN	27	<ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay]</li> </ul>					
MUSIC	27	North Tyneside scheme: <b>Mamma Mia</b> (Pop unit)	North Tyneside scheme: <b>5 Gold rings</b>	North Tyneside scheme: <b>Glock 3</b>	North Tyneside scheme: <b>Pulse, Rhythm &amp; Pitch</b>	North Tyneside scheme: <b>Lean on Me</b> (Gospel unit)	North Tyneside scheme: <b>Tempo, Dynamics &amp; Timbre</b>
		<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>					
PSHE	27	New beginnings ***** Keeping Safe	Getting on & Falling out ***** Anti-bullying	Going for Goals ***** Learning Styles (SMARTs)	Good to be me ***** Healthy Eating & Drugs Education	Relationships ***** SRE	Changes ***** Emotional Health & Wellbeing
		<ul style="list-style-type: none"> <li>take responsibility</li> <li>feel positive about themselves</li> <li>participate</li> <li>make real choices and decisions</li> <li>meet and talk with people</li> <li>develop relationships through work and play</li> <li>consider social and moral dilemmas that they come across in life</li> <li>find information and advice</li> <li>prepare for change</li> </ul>					
PE	72	Dance ~ rhythm	Gymnastics ~ stretching, curling, arching	Dance ~ electricity	Gymnastics ~ travelling with change of direction	Athletics	Athletics ~ jumping, running throwing
		Net Games - Basketball	Invasion Games - Hockey	Invasion Games - Football	Net Games - Tennis	Striking & Fielding - Rounders	Striking & Fielding - Cricket
		<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games [e.g. basketball, cricket, football, hockey, rounders 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>					
FRENCH	27	North Tyneside scheme <b>Unit 7 (Mon école et moi)</b>		North Tyneside scheme <b>Unit 7 (Mon école et moi) &amp; Unit 8 (A boire et a manger)</b>		North Tyneside scheme <b>Unit 8 (A boire et a manger)</b>	
		<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>					

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|  | <ul style="list-style-type: none"><li>▪ present ideas and information orally to a range of audiences</li><li>▪ read carefully and show understanding of words, phrases and simple writing</li><li>▪ appreciate stories, songs, poems and rhymes in the language</li><li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>▪ describe people, places, things and actions orally and in writing</li><li>▪ understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul> |
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