

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	242	<ul style="list-style-type: none"> ▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Develop the breadth and depth of reading, making sure that children become independent, fluent and enthusiastic readers who read widely and frequently ▪ Ensure decoding skills are secure and develop understanding and enjoyment of stories, poetry, plays and non-fiction, learning to read silently ▪ Develop knowledge and skills in reading non-fiction about a wide range of subjects ▪ Consolidate children's writing skills, grasp of sentence structure and knowledge of linguistic terminology. ▪ 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 ▪ Learn to justify views about what they have read: increasingly independently <p>By the beginning of Y5, children should be able to:</p> <ul style="list-style-type: none"> ▪ read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace ▪ read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity ▪ prepare readings, with appropriate intonation to show their understanding ▪ summarise and present a familiar story in their own words ▪ read widely and frequently, outside as well as in school, for pleasure and information ▪ read silently, and then discuss what they have read ▪ write down their ideas quickly using joined handwriting and use grammar and punctuation broadly accurately ▪ 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 					
MATHS	156	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Statistics
SCIENCE	55	States of matter	Living things & their Habitats	Forest School	Electricity	Sound	Animals, including humans
Working Scientifically							
ICT & COMPUTING	30	We are bloggers ~ on-line communication & e-safety	We are programmers ~ using 'Scratch'	We are meteorologists ~ recording & analyzing weather data	We are multimedia presenters ~ using '2create'	We are co-authors ~ producing a wiki	We are musicians ~ producing digital music
<ul style="list-style-type: none"> ▪ design, write and debug programs that accomplish specific goals - controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ 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 and to detect and correct errors in algorithms and programs ▪ 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, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways to report concerns about content and contact 							
RE	39	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 - Miracles Effect Jesus had on people then and now.	Jesus ~ life, ministry and death. Teachings - Parables 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	150	<p>WHY IS THE RIVER TYNE SO IMPORTANT TO NEWCASTLE?</p> <p>River Study & City Locations</p>	<p>WHAT DID PEOPLE DO BEFORE COMPUTERS?</p> <p>Leisure & Entertainment in the 20th century</p>	<p>WHY IS LONDON THE CAPITAL CITY OF ENGLAND?</p> <p>UK City Study</p>	<p>WHY WAS STEPHENSON'S ROCKET SO SPECIAL?</p> <p>The First Railways</p>	<p>WERE THE ROMANS REALLY RUTHLESS?</p> <p>The Roman Empire & its impact on Britain</p>	<p>WHAT'S THE BEST SHAPE FOR A MOBILE PHONE?</p> <p>Product design</p>
<i>HISTORY</i>	30		<p>A study of changes in an aspect of social history that extends pupils' chronological knowledge beyond 1066</p>		<p>A significant turning point in British history - the first railways</p>	<ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius (Hadrian's Wall) • British resistance, e.g, Boudica • 'Romanisation' of Britain: local sites and the impact of technology, culture and beliefs, including early Christianity 	
<i>GEOGRAPHY</i>	30	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>		<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK,</p>		<p>Use 8 compass points, grid references, symbols and key to gain knowledge of the UK and wider world - link to Roman Empire</p>	
<i>DESIGN & TECHNOLOGY</i>	30						<ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design • investigate and analyse a range of existing products • evaluate their ideas and products against own design criteria and consider the views of others to improve their work

		<ul style="list-style-type: none"> select from/use a wide range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from/use a wide range of materials & components, inc. construction materials, textiles & ingredients, according to functional properties & aesthetic qualities understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 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 					
ART & DESIGN	30	<ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay] 					
MUSIC	30	North Tyneside scheme: Mamma Mia (Pop unit)	North Tyneside scheme: 5 Gold rings	North Tyneside scheme: Glock 3	North Tyneside scheme: Pulse, Rhythm & Pitch	North Tyneside scheme: Lean on Me (Gospel unit)	North Tyneside scheme: Tempo, Dynamics & Timbre
		<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 					
PSHE	18	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"> take responsibility feel positive about themselves participate make real choices and decisions meet and talk with people 			<ul style="list-style-type: none"> develop relationships through work and play consider social and moral dilemmas that they come across in life find information and advice prepare for change 		
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"> use running, jumping, throwing and catching in isolation and in combination play competitive games [e.g. basketball, cricket, football, hockey, rounders 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. 					
FRENCH	18	North Tyneside scheme Unit 7 (Mon école et moi)		North Tyneside scheme Unit 7 (Mon école et moi) & Unit 8 (A boire et a manger)		North Tyneside scheme Unit 8 (A boire et a manger)	
		<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 					

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| | <ul style="list-style-type: none">▪ present ideas and information orally to a range of audiences▪ read carefully and show understanding of words, phrases and simple writing▪ appreciate stories, songs, poems and rhymes in the language▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly▪ describe people, places, things and actions orally and in writing▪ 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 |
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