

## YEAR 4 Curriculum Skills and Theme Long Term Planning

	Autumn	Spring		Summer		
Focus	<b>Who were the Anglo-Saxons and why did they invade Britain?</b>		<b>What's the connection between Rainforests and Chocolate?</b>		<b>Here come the Vikings!</b>	
<b>SCIENCE</b>	<b>Living Things &amp; their Habitats</b> What do different animals need? How do we classify living things?	<b>Electricity</b> What does a circuit need? What makes a good conductor? Making alarms ( DT) Lighting It Up ( DT)	<b>States of Matter</b> What happens during evaporation and condensation? Solids, liquids and gases The Water Cycle		<b>Animals including humans</b> What are the basic parts of the digestive system in humans? Identify different types of teeth and their jobs. Construct and interpret a variety of food chains - identify producer/ predator/prey	<b>Sound as Vibrations</b> How do we hear? How are sounds made? Understand pitch, volume and vibrations.
<b>HISTORY</b>	<b>Invaders &amp; Settlers</b> -Roman withdrawal from Britain -Invasions, settlements and kingdoms - Anglo Saxons -Why is Sutton Hoo such an important archeological find? -Robert The Bruce and the Scots invasion.				<b>The Viking Invasion including a local study</b> -Invasion, settlements - kingdoms -Monks, monestaries and beliefs -Longboats -A way of life. Link to Ormesby as a Viking settlement	
<b>GEOGRAPHY</b>			<b>Rainforests</b> -Identifying where Rainforests are located -Different layers of the forest -Rainforest creatures -Importance of Rainforests to the world -How can we help save the Rainforest?		<b>Local Study</b> Where does the name Ormesby originate from? What makes Teesside an important settl	
<b>ART</b>	<b>Line and Space</b> -All sorts of lines! -Shading (dark to light) -Perspective -Skylines -School Playground - Lowry		<b>Colour and Tone</b> -Primary and secondary colours -Colour mixing -Creating tones -Complementary colours -Rainforests - Rousseau, Georgia O'Keefe, Jeannie Baker (art day)		<b>Texture and Form</b> -Collage -Photography -Clay models -Papier mache -Where the wild things are -Seascapes -Hokusai, Saltburn visit	
Use sketch books to collect, record, review, revisit and evaluate ideas.						

## YEAR 4 Curriculum Skills and Theme Long Term Planning

DT	<b>Light it up</b> -Using skill and knowledge learnt in ICT to create a Christmas decoration		<b>Chocolate</b> -Linked to rainforest topic, science topic and Enterprise Scheme -Create a new chocolate bar/snack and design packaging		<b>Shelters</b> -Linked to all history and geography topics this year. Your mission if you choose to accept it is to design a shelter for a lego figure!	
MUSIC	<b>Explaining rhythmic patterns</b> Singing & playing		<b>World Music</b> Music from different countries/traditions Listening, singing, playing Samba Drumming- TVMS		<b>Play &amp; Perform</b> Improvise and compose music for a range of purposes.	
COMPUTING	<b>Coding</b> Scratch / Design & Debug systems Algorithms E Safety		<b>Digital Literacy/ Networks</b> Analyse & Evaluate information/ Collect & present data E Safety			
PE	<b>Team Games/ Invasion Games</b>	<b>Street dance</b>	<b>Dance</b> Dances from around the world	<b>Gymnastics</b>	<b>Athletics</b>	<b>Striking/Fielding Games</b>
	<b>Outdoor Education Activities</b>		<b>Swimming</b>			
RE Key questions	<b>Why do religions have rules?</b> <b>How and why do Hindus celebrate Divali?</b> <b>How do Christians celebrate Christmas today?</b>		<b>How and why do religious people pray?</b> <b>Easter - Why is Lent an important time for Christians?</b>		<b>What can we learn about symbols and beliefs from visiting religious buildings?</b> <b>What do religions believe about life after death?</b>	
PSHE	<b>SEAL - New Beginnings</b> <b>Getting On and Falling Out</b> Friendship week		<b>SEAL - Good to be me,</b> <b>Going for Goals</b>		<b>SEAL - Relationships,</b> <b>Changes</b> <b>Healthy Living</b>	
MFL French	Catherine Cheater Scheme of work					