



# BARLBY BRIDGE LONG TERM CURRICULUM PLAN 2020

## YEAR 4



SUBJECT	AUTUMN	SPRING	SUMMER
<b>S C I E N C E</b>	<p><b>Animals, including humans</b> I can identify, name and describe the parts of the human digestive system. I can identify and describe the different types of teeth in humans and their functions.</p> <p><b>Electricity</b> I can identify and name appliances that require electricity to function. I can construct a series circuit and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). I can draw a circuit diagram. I can predict and test whether a lamp will light within a circuit. I can describe the function of a switch in a circuit. I can describe the difference between a conductor and insulators; giving examples of each, knowing metals are good conductors.</p>	<p><b>States of matter</b> I can group materials based on their state of matter (solid, liquid, gas). I can describe how some materials can change state. I can explore how materials change state. I can measure the temperature at which materials change state in degrees. I can describe the water cycle. I can explain the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Sound</b> I can identify how sounds are made, associating some of them with something vibrating. I recognise that vibrations from sounds travel through a medium to the ear. I find patterns between the pitch of a sound and the features of an object that produced it. I find patterns between the volume of a sound and the strength of the vibrations that produced it. I recognise that sounds get fainter as the distance from the sound increases.</p>	<p><b>Living things and their habitats</b> I can group living things in different ways. I can use classification keys to group, identify and name living things in the local community and wider world. I can describe how changes to an environment could endanger living things I can use food chains to identify producers, predators and prey. I can construct food chains to identify producers, predators and prey.</p>
	<p><b>Working scientifically</b> <i>I can ask relevant scientific questions.</i> <span style="float: right;"><i>I can use observations and knowledge to answer scientific questions.</i></span> <i>I can set up a simple enquiry to explore a scientific question.</i> <span style="float: right;"><i>I can set up a fair test and explain why it is fair.</i></span> <i>I can make careful and accurate observations, including the use of standard units.</i> <span style="float: right;"><i>I can make a prediction with a reason.</i></span> <i>I can use equipment, including thermometers and data loggers to make measurements.</i> <span style="float: right;"><i>I can draw conclusions and suggest improvements.</i></span> <i>I can gather, record, classify and present data in different ways to answer scientific questions.</i> <span style="float: right;"><i>I can identify differences, similarities and changes.</i></span> <i>I can use diagrams, keys, bar charts and tables; using scientific language for my age.</i> <span style="float: right;"><i>I can use findings to report in different ways, including oral and written explanations, presentation.</i></span></p>		
<b>H I S T O R Y</b>	<p><b>Britain's settlement by the Anglo-Saxons and Scots</b> I can explore Britain's settlements by the Anglo Saxons and Scots and consider the effects on life today. I can explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences. I can analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture. I can describe the work of some key individuals at the time.</p>	<p><b>Vikings raids and Invasion</b> I can explain The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	<p><b>Study an aspect of British history after 1066: Crime and Punishment or Railways</b> I can talk about and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times/ describe the different locomotive technologies that have developed over time. I can explain some key terms in the history of crime and punishment/Railways in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation, locomotive, diesel. I can use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions. I can compare modern day crime and Punishment/railways with those from the past, and talk about the legacy of past methods.</p>
	<p><b>History skills:</b> <i>I can plot events on a timeline using centuries.</i> <i>I can understand that a timeline can be divided into BC and AD.</i> <i>I can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</i> <i>I can regularly address and sometimes devise own questions to find answers about the past.</i> <i>I can begin to undertake my own research.</i> <i>I can note key changes over a period of time and be able to give reasons for those changes.</i> <i>I can describe connections and contrasts between aspects of history, people, events and artefacts studied.</i> <i>I can start to present ideas based on my own research about a studied period</i> <i>I can understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</i></p>		
<b>G</b>	I can carry out research to discover features of	I know the countries that make up the	I can collect and accurately measure

<b>E O G R A P H Y</b>	villages, towns or cities. I can explain why people may be attracted to live in cities. I can explain why people may choose to live in one place rather than another.		European Union. I can find at least six cities in the UK on a map. I can locate the tropics of Cancer and Tropics of Capricorn. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and the Southern Hemisphere.		information (e.g. rainfall, temperature, wind speed, noise levels etc). I can understand key aspects of the water cycle.	
<b>A R T</b>	I can collect my ideas in a sketch book. I can show facial expressions and body language in sketches and paintings. I can use marks and lines to show texture in my art. I can use line, tone, shape and colour to represent figure and forms in movement. I can show reflections in my art. I can print onto different materials using at least four colours. I can sculpt clay and other mouldable materials. I can integrate my digital images into my art. I can experiment with the styles used by other artists. I can explain some of the features of art from historical periods.					
<b>D T</b>	I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my designs. I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can present a product in an interesting way. I can measure accurately. I can persevere and adapt my work when my original ideas do not work. I know how to be both hygienic and safe when using food.					
<b>C O M P U T I N G</b>	<b>Programming Turtle Logo</b> -Procedures -Setpos -Colour -Fill -Label -Arc year	<b>E-Safety Cyber Superheroes</b> -Cyberbullying -Super searches -Copycats -Too much information? -The online community -Cyber superheroes	<b>Multimedia Animation</b> -The history of animation -Stick animation -Recording movement -Structured timing -Stop motion animation -Evaluation	<b>Programming Scratch-questions and quizzes</b> -Questions and answers -A short quiz -Changing the sprite -Additional effects -Scoring -Create your own quiz	<b>Word Processing Formatting</b> -Ingenious images -Learn the layout -Super spelling -Time for tables -Transform a layout -Hyperlinks in E-Vouchers	<b>Handling Data</b> -Introduction to textease -Creating a graph -Creating a spreadsheet and interpreting data -Introduction to databases -Adding new fields to a database -Interpreting data from a database
<b>P E</b>	<b>Hockey</b> I can control a ball with equipment. I can pass and receive. I am beginning to invade. I can keep possession.  <b>Dodge-ball</b> I can follow the rules of a game.	<b>Football</b> I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game.  <b>Dance</b> I can take the lead when working with a partner or group. I can use dance to communicate an idea.	<b>Tag-Rugby</b> I can run and evade working in a team. I know some rules. I can pass with some accuracy.  <b>Multi-skills</b> I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.	<b>Swimming</b> I can swim over a short distance with the assistance of water aides. I can jump in and immerse my head.  <b>Gymnastics</b> I can work in a controlled way. I can include change of speed and direction. I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases.	<b>Golf</b> I can chip and put. I can chip the ball to hit targets. I can review my progress.  <b>Swimming</b> I can use a range of strokes to swim competently over a distance of 25 metres.	<b>Swimming.</b> I can perform self-safe rescue in different water based situations.  <b>Athletics</b> I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways
<b>R E</b>	L2.8 – What does it mean to be a Hindu in Britain today?		L2.9 – What can we learn from religions about deciding what is right and wrong?		L2.3 – Why is Jesus inspiring to Christians? <i>Link to Easter story</i>	
<b>F R E N C</b>	<b>Les monstres</b> I can name the main parts of the body. I know numbers 1-10. I can use newly learnt vocabulary to describe myself and others.	<b>Le calendrier des fêtes</b> I know the months and dates in French. I have studied a range of different festivals celebrated in French. I have learnt about Christmas traditions in	<b>Les animaux</b> I know the names for some pet animals. I can learn to talk about my pets. I can write simple sentences about my pets.	<b>Au marché</b> I can compare shopping in French markets with my own experiences. I know the names for vegetables. I have learnt how to buy some vegetables.	<b>Je suis le musicien</b> I can name instruments we play. I am learning to focus on the rhythm in sentences. I can use the language and structures to write a rap.	<b>À la mode</b> I can learn vocabulary for a range of clothes. I can say what I and others wear in different weather/ seasons.

<b>H</b>	I know traditional French song and dance.	France.	I know an animal song.	I can write a market dialogue.		
<b>M U S I C</b>	<b>Mamma Mia</b> ABBA	<b>Glockenspiel 2</b> I can learn basic instrumental skills by playing tunes in varying styles.	<b>Stop!</b> Grime, Classical, Bhangra, Tango, Latin Fusion	<b>Learn on me</b> Gospel	<b>Blackbird</b> The Beatles	<b>REFLECT, REWIND, REPLAY</b> Western Classical
	<i>I can perform a simple part rhythmically. I can improvise using repeated patterns. I can use notation to record compositions in a small group or on my own. I can explain why silence is often needed in music and explain what effect it has. I can begin to identify the style of work of some Classical Composers.</i>			<i>I can sing songs from memory with accurate pitch. I can use notation to record and interpret sequences of I can identify the character in a piece of music. I can identify and describe the different purposes of music.</i>		
<b>P H S E</b>	<b><u>Me and my relationships</u></b> I am learning to manage changing emotions and relationships and understand how new relationships may develop.	<b><u>Keeping myself safe</u></b> I am beginning to understand the responsibility I have for keeping myself safe.	<b><u>My healthy lifestyle</u></b> I am beginning to understand that hygiene, physical activity and nutritional needs will change as I grow.	<b><u>Me and My future</u></b> I am beginning to understand how people earn a living, save and plan for their future.	<b><u>Becoming an active citizen</u></b> I am beginning to recognise diversity and demonstrate respect and tolerance. I can describe the 'British Values.'	<b><u>Moving on</u></b> I can reflect and evaluate when making personal choices or when considering my future.