LONG TERM PLANNING – CURRICULUM OVERVIEW
The Avenue Primary
Year Group: 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	**Tremors**	**Burps, Bottoms & Bile**	**Tribal Tales**	**Traders & Raiders**	**Blue Abyss**	**Playlist**
Science	**States of matter:** • Compare and group materials. • Solids, liquids and gases. • Changing state. • Water cycle.	**Animals, including humans:** • Digestive system. • Teeth. • Food chains.	**All living things and their habitats:** • Grouping living things. • Classification keys. • Adaptation of living things.		**Electricity:** • Uses of electricity. • Simple circuits and switches. • Conductors and insulators.	**Sound:** • How sounds are made. • Sound vibrations. • Pitch and Volume.
Geography	**Human and Physical Geography** • Label the different parts of a volcano • Know what causes an earthquake • Know the names of a number of the world's highest mountains **Place knowledge** • Know the differences between living in the UK and a region in a European country (Iceland). **Topic taught Geographical Skills and fieldwork** • Be confident in knowing most of the OS symbols **Locational Knowledge** • Know where the main mountain regions are in the UK			**Locational Knowledge** • Know the names of and locate a range of counties and cities in England		**Topic taught Geographical Skills and fieldwork** • Know how to plan a journey within the UK using a road map

	Geographical Skills and Fieldwork **Middlesbrough** • Use 4 compass points well • Begin to use 8 compass points • Use letter/no co-ordinates to locate features on a map confidently • Make a map of a short route experiences, with features in correct order • Make a simple scale drawing • Know why a key is needed • Begin to recognise symbols on an OS map • Draw a sketch map from a high viewpoint					
History			**Stone Age to Iron Age** • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter-gatherers' • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today	**The Vikings** • Use a time line to show when the Anglo-Saxons were in England • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons		
Art	**Sculpture:** Sculpting a 'Buried in Pompeii' scene using clay		**Drawing:** Recreating Celtic art patterns linked to tribes using different grades of pencil **Drawing:** Recreating Cave Art scenes, exploring style and texture		**Painting:** Painting an ocean landscape in the style of *Winslow Homer*'s painting 'The Gulf Stream'. **Painting:** Producing paintings of sea creatures using texture in the style of *Gurdish Pannu* **Collage:** Using mosaic to create an underwater scene of the Great Barrier Reef	**Drawing People:** Creating a portrait of a musical icon in the pop art style of *Andy Warhol* **Digital Media:** Electronic manipulation of images to create comic art in the style of *Roy Lichtenstein*

DT		**Materials:** Design, make and evaluate a digestive system board game.	**Materials:** Design, make and evaluate a *Bronze Age Sculptor* of Stonehenge	**Materials:** Design, make and evaluate a Viking longship.	**Mechanisms:** Design, make and evaluate a model of a submarine inspired by *Cornelis Drebbel* **Electrical:** Design, make and evaluate an electronic game	
Computing	**Online safety:** To learn how to access and use technology (software and hardware) safely and responsibly, in line with their appropriate age and year group **Effective searching:** Use search technologies effectively, such as the World Wide Web and the Internet, and appreciate how results are selected and ranked, and to be able to tell whether information is reliable or not using 2Connect and 2Quiz	**Coding:** To create and debug simple programs (using 2Code) and in the process looking at programming, sequencing and debugging by creating times sequences and looking at 'what if' statements	**Spreadsheets:** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create temperature patterns on a line graph and look at place value as part of a budgeting spreadsheet using 2Calculate	**Writing for different audiences:** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a persuasive poster as part of a community campaign using 2Simulate, 2Connect and 2Publish	**Logo:** Use sequence, selection and repetition in programs; work with variables and various forms of input and output in order to create a series of letters and 'flowers' using 2Logo **Animation:** 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 in order to create a series of animations to display to the class	**Hardware Investigators:** 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 by looking at the hardware and different parts that are used to make a computer
Music	**Charanga**: Mamma Mia. **Singing tuition** To study the inter-related dimensions of music through singing. **Harvest festival** To play and perform in an ensemble to celebrate the Harvest festival.	**Charanga**: Glockenspiel Stage 2. **Singing tuition** To study the inter-related dimensions of music through singing. **Carol concert** To sing and perform as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged.	**Charanga**: Stop! **Recorder** To use the recorder to learn musical notation	**Charanga**: Lean on Me. **Recorder** To use the recorder to experiment with the inter-related dimensions of music. To compose music for the recorder **Motivation assembly** To sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged	**Charanga**: Blackbird **Singing tuition** To study the inter-related dimensions of music through singing. **Ukulele** To learn to read and play simple chords using tablature for the Ukulele. To play and perform a song using the Ukulele. Using the chords they know, children to compose simple rhythms and perform them to the class.	**Charanga**: Reflect, Rewind & Replay. **Singing tuition** To study the inter-related dimensions of music through singing. **Listen and appraise** Listen to and appraise music from different genres.

PE	**Tag rugby** Uneven and then even sided games, developing strategies and social skills to self-manage games.	**Fitness** Different components of fitness; speed, stamina, strength, coordination, balance and agility.	**Basketball** Defending, attacking, throwing, catching and dribbling.	**Yoga** Building strength, flexibility and balance.	**Cricket** Striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs	**Athletics** Running, jumping and throwing techniques Distance and time that involve using different styles and combinations of running, jumping and throwing.
PSHE	**Being Me in My World** Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	**Celebrating difference** Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	**Dreams and Goals** Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	**Healthy Me** Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	**Relationships** Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	**Changing Me** Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
RE	**Why is Jesus inspiring to some people?** What do we know about Jesus' life story? What did Jesus teach? Did Jesus' teachings inspire people? How and why? Who did Jesus say he was? Why is he so important to Christians? Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day? Is Jesus still important today? Why? Who to? How does it show? Does being inspired by Jesus make a person stronger?	**Why do some people think that life is a journey?** What does a journey mean to us? What is the significance of Baptism to Christians? How do Jewish people mark becoming an adult? What ceremonies do Hindus mark in the journey of life? Why do people choose to get married? Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?	**What does it mean to be a Hindu in Britain today?** How do Hindus show their faith? Faith in what? A Hindu life; what is important? Why is Mahatma Gandhi a Hindu Hero? What is it like to be a Hindu in Britain today?	**What can we learn from religions about deciding what is right and wrong?** What rules are important? How is the Golden Rule important? What important messages are in the Ten Commandments? How do they help Jewish people know how to live? What does Christianity say about how to live a good life? How can people decide what is right and wrong without God's help? What do religious stories tell believers about temptation? How have religious teachings helped to affect somebody's actions?	**Why are festivals important to religious communities? (Hindu / Diwali, Muslim / Ramadan, Jewish / Pesach focus)** Why is Divali significant to Hindus? Why do Muslims celebrate at the end of Ramadan? Why do Jewish people celebrate Pesach every year? What can we learn from celebrations and festivals?	