



**English Martyrs' RC Primary School**  
**Creative Curriculum Long Term Planning**

**Year 4**

Cycle B Theme	Tomb Raiders (Egypt)	Volcanoes and Earthquakes	Time Team (Hunters and Farmers)	Mother and Nature	Through the Looking Glass (Local study)	Keeping Healthy
<b>History</b>	<p>the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the following:</p> <p>Ancient Egypt</p>		<p>changes in Britain from the Stone Age to the Iron Age:</p> <p><i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></p> <p><i>Bronze Age religion, technology and travel, for example, Stonehenge</i></p> <p><i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i></p>		<p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality:</p> <p>History of glassmaking.</p>	
<b>Geography</b>	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links,</p>	<p>describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</p>	<p>describe and understand key aspects of human geography, including: types of settlement and land use</p>	<p>describe and understand key aspects of physical geography, including: the water cycle.</p>	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>describe and understand key aspects of human geography, including: land use and trade links, and distribution of natural resources including energy, food, minerals and water</p>

	<p>and the distribution of natural resources including energy, food, minerals and water</p>				<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
<p><b>Science</b></p>	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p>	<p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and</p>	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>

			associate the rate of evaporation with temperature.		<p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
<b>Music</b>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>develop an understanding of the history of music.</p>	<p>use and understand staff and other musical notations</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<b>Art</b>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p>	<p>Pupils should be taught:</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Pupils should be taught:</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including</p>	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p>	<p>Pupils should be taught:</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>

	including drawing, painting and sculpture with a range of materials			drawing, painting and sculpture with a range of materials  To be taught about great artists, architects and designers in history	including drawing, painting and sculpture with a range of materials	
<b>Design &amp; Technology</b>	<p>Pupils should be taught to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Pupils should be taught to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand and use electrical systems in their products</p> <p>understand and use mechanical systems in their products</p> <p>apply their understanding of computing to programme, monitor and control their products.</p>	<p>Pupils should be taught to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Pupils should be taught to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Pupils should be taught to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Pupils should be taught to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Pupils should be taught to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Pupils should be taught to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p><b>Cooking &amp; Nutrition</b></p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>understand the source, seasonality and characteristics of a broad range of ingredients</p>

<b>Computing</b>	<p>Pupils should 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.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>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.</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Pupils should be taught to collect and present data appropriately</p>