Year 4 Long Term Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion		Lighting the Path- Creation and Covenant	Lighting the Path- Prophecy and Promise	Lighting the Path Galilee to Jerusalem	Lighting the Path- Desert to Garden	Lighting the Path- To the ends of the Earth	Lighting the Path- Dialogue and encounter
English Suggested Texts (see Reading overview for more details)	Reading Domains / Phonics	Roman Diary – the Journal of Iliona by Richard Platt Boudicca: Queen of Darkness	Revolt Against the Romans -Tony Bradman The snowman Women in Science	Flood Coming to England	How to a build a city The great Kapok tree Ratatouille Lesser spotted Animals Encyclopedia of animals	– Time Hunters The Egyptian Cincerella Marcy and the riddle of the sphinx A mummy ate my homework	A mummy ate my homework The story of Tutankhamun
	Reading for Pleasure	VIP Boudicca The Romans are coming Little people big world		We are Britain! Ben jamin Zephaniah Please, Mrs Butler – Alan Alberg The Rhythm of the Rain Graham Baker Smith	How to train your dragon – Cressida Cowell	Howard Carter and the Search for King Tut's Tomb	Ancient Egypt- Tales of Gods and Pharaohs- Retold by Marcia Williams

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English Genre Coverage	Genre: Diary • Mini diary • Diary entry • Edit and improve focus. Purpose: To inform Audience: Personal	Teaching sequence 1: Genre: Speech • Poster • Persuasive speech Purpose: To persuade Audience: Class and parents. Teaching sequence 2: Genre: Recount • Diary • Recount from the book (chapter 8) Write it from the Roman's perspective. Purpose: To inform Audience: Class and parents. Teaching sequence 3: Genre: Report • Mini reports within build up to the main piece.	Teaching sequence 1: 6 week Cycle Genre: Narrative Character description Setting description Narrative based on the book Purpose: To entertain Audience: Parents see saw	Teaching sequence 1: 3 weeks Genre: Instructions Purpose :To inform Audience: Year 3 Instructions on how to build a city Teaching sequence 2: 3 weeks Genre: Newspaper Newspaper report on someone cutting down the tree. Purpose: to inform Audience: Parents	Teaching sequence 1: Genre: Play script Purpose: To perform Audience: Year 3 Teaching sequence 2: Genre: Myth and legends Setting description of a Sphinx Character description of own god Narrative finishing the story. Purpose: To entertain Audience: Year 3	Teaching sequence 1: Genre: Myth and legends Setting description of a Sphinx Character description of own god Narrative finishing the story. Purpose: To entertain Audience: Year 3 Teaching sequence 2: Genre: Letter home to mum and dad Purpose: To inform Audience: Parents

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		Purpose: To inform Audience: Year 3 / Parents				
Text, Word, Sentence Structure and Punctuation (see writing overview for more details)	Expanded noun phrases including prepositions. Use of fronted adverbials. Paragraphing. Subordinating conjunctions Apostrophes for singular and plural possession. AP: 2A sentence Ad, Same ad The more, the more If, if, if, then	Including direct speech to show POV. Paragraphing. Fronted adverbials. Commas after fronted adverbials. Figurative language *in* poetry Standard English forms for verb inflections. AP:De:de One word phrase: definition The more, the more If, if, if, then…	Direct speech for dialogue. All punctuation needed for direct speech. instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Standard English forms for verb inflections. Paragraphing. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Paragraphing. Cohesion using pronouns to avoid repetition. Exploration of figurative language in poetry and prose. Standard English forms for verb inflections. Layout –features use of subheadings, bullet poits etc. AP:De:de One word phrase: definition The more, the more If, if, if, then…	Paragraphing. Cohesion using pronouns to avoid repetition. The grammatical difference between plural and possessive –s Standard English forms for verb inflections.	Paragraphing and cohesion. Accurately punctuated direct speech for dialogue.. Standard English verb inflections. Figurative language / question structure poem. Layout –features use of subheadings, bullet poits etc. AP: De:de One word phrase: definition

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			Fronted adverbials. Commas after fronted adverbials. The grammatical difference between plural and possessive –s AP: Two Pairs			
Maths (White Rose outline)	Number: - Place Value -Addition & Subtraction	Measurement: - Length & Perimeter Number: - Multiplication and Division	Number: - Multiplication and Division Measurement: - Area Number: - Fractions	Number: - Fractions - Decimals	Measurement: - Money - Time	Statistics Geometry: - Properties of Shape – Position & Direction
Science	Sound: vibration; pitch; volume.	Electricity: Series circuits; switches; conductors and insulators	States of Matter: Solids, liquids, gases; heating and cooling; water cycle. Evaporation and condensation.	Living things and habitats: classification	Animals including Humans: Digestive System, teeth and food chains	Further investigative Science.
History	Romans - Chronology - Historical sources - Boudicca - POV and bias	Romans - Hadrian's Wall - Roman roads and engineering - The legacy of the Romans			Egyptians - Chronology - Historical sources - Archaeology / Howard Carter	Egyptians - Written sources - Hieroglypics - Beliefs and Mythology Egyptian society

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	- Successful invasion by Claudius - Comparison of Celts and Romans - Roman battle Tactics **Fieldwork / Human & Physical / Place Knowledge** - Roman settlements - Roman Empire	- Roman Emperors (including Septimus Sererus) **Human & Physical** - Transport and trade in Roman times **Location Knowledge** Where is Rome? / Rome today			- The pharoes – Tutankhamun	**Human & Physical / Place Knowledge** - Egypt today – tourism and the legacy of the past
Geography			<u>British Geography</u> **Human & Physical** - Rivers of the British isles and the world - The river system – erosion and decomposition - The water cycle **Fieldwork** - Transport and Trade – importance of rivers, canals and railways / Salford Docks &	<u>World Geography</u> **Location Knowledge** - Europe - Countries and Capitals - including Russia. **Place Knowledge** - Climate zones - Biomes - Comparison of Manchester & Euporean city. **Human & Physical / Skills** - Map and atlas Work		

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			Regenerations Link to British Geography - History of settlement – importance of rivers - History of Rochdale(the River Roch) Greater Mancheter & Liverpool waterways – the cotton trade / Salford Docks - The slave trade - Immigration – how settlements have changed	Link toWorld Geography, Science and Eco Awareness - A brief history of plastic		
Art	Light and dark (painting and mixed media		Ancient Egytian scrolls (craft and design)		Fabric of nature (craft and design)	
Design and Technology	Adapting a Recipe	Sling shot cars (Mechanisms)		Pavilions(Structures)		Torches (Electrical systems)

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Computing	Unpacking Hardware & Software Animation	Animation Logo	Sound Stories Effective Searching	Coding	Composing Beats	Introduction to AI
PE	Project based learning & mindfulness	Health Education movement & Fitness to music	Principles, Tactics, Attacking & Defending Swimming	Principles, Tactics, Attacking & Defending Swimming	Physical Competitions & Challenges Swimming	Outdoor Adventure & Active learning Swimming
Music	Body and Tuned Percussion (Theme: Rainforests)	Changes in Pitch, Tempo and Dynamics (Theme: rivers)	Samba and Carnival Sounds and Instruments	Easter Songs	Adapting and Transposing Motifs (Theme: Romans)	Musical Traditions: Trinidad, Calypso 21st June: World Music Day: Popular Music: 1) 1980s synth/pop/rock 2) 1990s Pop 3) 1990s hip hop/ pop/ rap
Foreign Language	Welcome to the school.	My town, your town	Alien faces & Family	Moving our bodies	At the doctors & Jungle animals	Summer time
PSHE	**Health and Wellbeing and Relationships - are covered by the Ten:Ten 'Life to the Full' scheme of work.** **Living in the Wider World is covered through:** Shared Responsibilities – Caritas in Action (Stewardship and Rights & Responsibilities) and Eco Schools. Communities – Diversity project.					

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	Media Literacy and Digital Resilience – E-Awareness lessons and E-safety week. Economic Wellbeing: Aspirations, Work and Career – Career day assemblies / guest speakers from the community and from charities / Celebration Assemblies.					
RSE	We Don't have to be the Same Respecting Our Bodies		Jesus, My Friend Sharing Online Chatting Online Safe in my Body Drugs, Alcohol and Tobacco First-Aid Heroes		What is Puberty? Changing Bodies Life Cycles A time for everything (Bereavement)	
British Values and Diversity	Democracy	Tolerence of those with different faiths or beliefs Septimus Severus: a black Roman Emperor Celebration of Yuletide	Mutual Respect / Individual Liberty Immigration and multi-cultural Britain	Democracy / Mutual Respect Musical traditions from around the world Protecting world habitats	Rule of the Law	
Eco Schools	Energy – preventing noise pollution	Energy – alternative forms of electricity	Transport / Waste / Water - changing environments - the water cycle - climate change	Global Citizenship / Biodiversity / Marine Life – our oceans, rainforests and other ecosystems	Food chains and how these can be affected by changes in the environment Healthy living – balanced diet	School Grounds – an eco-friendly environment

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Immersive Experience & Enrichment Links			MacMillan Coffee Morning St Gabriel's Day Roman themed visit Visit to St. John's Church – use of mosaic Touchstones TTRS launch day	Remembrance Service UK Parliament Week Christmas Jumper Day / Carols Around the Tree Anti bullying week Rock kids Pantomime visit Nativity	Children's Mental Health Week E-Safety Day Story telling week Art and DT gallery Artist in school Local History walk (Geography link)	World Book Week Stations of the cross Science Week Neurodiversity awareness Passion Play	May Procession Field work week St. Gabriel's Got Talent Museum of Science and Industry – Sound MTC Times Tables Test	Egyptian themed Curriculum Day Manchester Museum visit Health and nutrition week Gabrielsbury Fairtrade week Sports day
Careers			Being able to explain how they acted on help recognising what they want to learn next and when they are successful.	Finding out about the qualities and skills needed to do a caring job.	Recognising their achievement when they have learnt something new even if they found it difficult initially.	Explaining what they found out from a visitor about setting up their own businesses.	Being aware of what charities do and how they can be a charity worker. Being able to make decisions about saving, spending and budgeting.	Exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work.
Oracy	**Physical**		To consider how tone, volume and pace influence meaning.			To consider movement when addressing an audience.		
	Linguistic			To use specialist vocabulary when	To carefully consider the words and phrasing they			

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				discussing a known topic.	use to express their ideas and how this supports the purpose of talk.			
	Cognitive			To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.		To ask probing questions.		To reflect on their own oracy skills and identify areas of strength and areas to improve.
	Social and Emotional		To use more natural and subtle prompts for turn taking.			To develop an awareness of audience.	To consider the impact of their words on others when giving feedback.	