





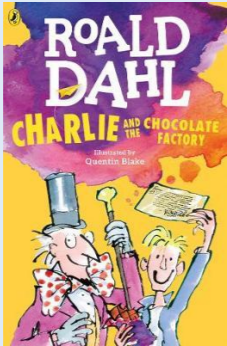

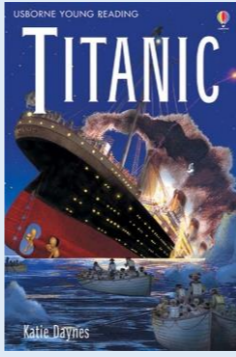

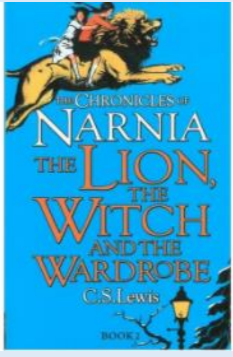
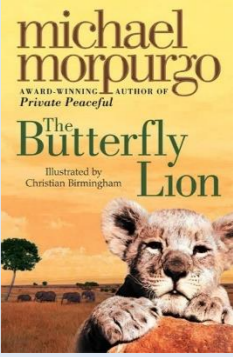



Warley Road Curriculum Long Term Plan



Year 4



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Information	Toffee Town/Glorious Greeks 	Whitby 	The Unsinkable 	H2O 	Africa 	Revolutionary Romans 
Enquiry Question	<p>How did early Greece begin and what was it like there?</p> <p>What are the three historical periods of time that Ancient Greece was split into?</p> <p>What was life like in the city-states of Greece?</p> <p>What was the culture and civilisation like in Athens and Sparta?</p> <p>How did Alexander the Great expand Greek power and influence?</p>	<p>Can you identify Whitby on a map?</p> <p>What are the cardinal points and can identify the position of Whitby them?</p> <p>What are the human features of Whitby?</p> <p>What are the physical features of Whitby?</p> <p>Can you locate places and features in Whitby using 4 figure co-ordinates and OS symbols?</p> <p>How is land used in Whitby?</p>	<p>Why was the Titanic significant?</p> <p>How was the Titanic built?</p> <p>Where was the Titanic going?</p> <p>Did all passengers have the same experience on the Titanic?</p> <p>How did an unsinkable ship sink?</p> <p>Why weren't more people saved?</p> <p>How can similar disaster be stopped in the future?</p>	<p>What is a river?</p> <p>How are rivers formed?</p> <p>Can you explain the water cycles?</p> <p>In our local area how are bodies of water are used?</p> <p>How can we use water for energy?</p> <p>How can we conserve water?</p>	<p>Can you locate Africa and its countries and cities on a map?</p> <p>What are climate zones?</p> <p>Which countries in Africa have a temperate, polar or a tropical climate zone?</p> <p>What are the physical features of Egypt?</p> <p>Can you describe the land use in Egypt?</p> <p>What are the landmarks in Egypt (River Nile & Mount Kilimanjaro)?</p>	<p>How did early Rome grow to become the Roman Empire?</p> <p>How did Britons resist occupation?</p> <p>Why was Julious Caesar a famous leader?</p> <p>How did the Romans maintain control over Britain?</p>
Golden Thread		Locational Knowledge Place Knowledge Physical Geography Human Geography Mapping		Locational Knowledge Physical Geography Human Geography	Physical Geography Human Geography	

		Society & Community		Society and Community		Exploration & Invasion	
	Book Led Literacy						
	ROAP Outcome						
Understanding the world	Geography		<p>Locate and identify Whitby on a map.</p> <p>Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a larger area in a contrasting non-European country.</p> <p>Describe and understand key aspects of physical geography. Physical features of Whitby.</p> <p>Explain why one physical area is more suited to a purpose than another – Whitby.</p>		<p>Name and locate key topographical features of The River Amazon.</p> <p>Identify the position and significance of latitude/longitude.</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn.</p> <p>Know and understand key aspects of physical geography. Identify and describe at least 3 different biomes.</p> <p>Describe the physical features of the rainforest.</p> <p>Describe and understand the impact of human settlements and land use - Rainforests.</p> <p>Describe why deforestation happens and the impact which this has on the environment.</p>		<p>Locate and identify at least 5 countries.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region in North America.</p> <p>Know and understand key aspects of physical geography.</p> <p>Identify and compare the difference in biomes – USA</p> <p>Know and understand economic activity- UK and USA.</p>

Expressive arts and design	History	<p>The sub lenses for this unit are civilisation, trade, settlement, empire and monarchy. It will cover the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE.</p> <p>How did early Greece begin and what was it like there? What was life like in the city-states of Greece? How did Alexander the Great expand Greek power and influence?</p>	Titanic			<p>The sub lenses for this unit are civilisation, trade, settlement, monarchy, empire rebellion. It will cover the Romans and their achievements from 43 CE to 410CE. It will focus on who was in charge and held the power across the Empire and how the emperors trained up their powerful armies.</p> <p>How did early Rome grow to become the Roman Empire? How did Britons resist occupation? How did the Romans maintain control over Britain?</p>	
	RE	- What are the British values?	- How are important events remembered?	- Why are Gurus at the heart of Sikh belief and practice?	- What faiths are shared in our country?	- What faiths are shared in our country?	- How do the five pillars guide Muslims?
	MFL	Spanish- Language Angels					
Art	<p>Drawing Amitra Sher Gil Indian Hungarian - P. impressionism</p>  <p>Figurative drawing In the Ladies enclosure</p>	<p>Painting Edward Munch Norwegian - Expressionism</p>  <p>Colour use and emotions The Scream</p>	<p>Print Making Andre Derain French - Fauvism</p>  <p>L'Étasque</p>	<p>Collage/Textiles Salvador Dali Spanish Surrealism</p>  <p>Photo montage The Dream</p>	<p>Sculpture Anthony Gormley British – Contemporary art</p>  <p>Card construction/scale</p>		

STEM	DT	Materials Use appropriate materials Work accurately to make cuts and holes Join materials Measure carefully to avoid mistakes Make a strong, secure structure Ensure product is strong and fit for purpose		Electrical Systems Use simple circuit in product Learn about how to program a computer to control product. Use a number of components in a circuit Program a computer to control a product		Mechanisms Alter product after checking, to make it better Select most appropriate tools/techniques Explain alterations to product after checking Grow in confidence about trying new/different ideas. Use levers and linkages to create movement Use pneumatics to create movement	
	Music	Calderdale Music Services 					
	Science	<u>Sound</u> - Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the pitch of a sound and features of the object that produced it. - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound source increases.	<u>Animals including humans</u> - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions. - Construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>States of matter</u> - Compare and group materials together, according to whether they are solids, liquids or gases. - 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). - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<u>Electricity</u> - Identify common appliances that run on electricity. - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers. - Identify whether 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. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors.	<u>Living things and their habitat</u> - Recognise that living things can be grouped in a variety of ways. - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - Recognise that environments can change and that this can sometimes pose dangers to living things.	Working Scientifically 
Computing	Online safety unit 4.2 Coding unit 4.1	Online safety unit 4.2 Spreadsheets 4.3	Online safety unit 4.2 Logo unit 4.5	Online safety unit 4.2 Unit 4.4 Writing for different audiences (5 weeks)	Online safety unit 4.2 Making music 4.9	Online safety unit 4.2 animation 4.6	

Physical Development	PE	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming and water safety (KS2)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 						
		Indoor						
		Swimming						
		Outdoor						
Whistles/Personal Development	PSHE/ SCARF	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing	
		Local walk – crags, moors and hills Ancient Greek Workshop	Whitby Residential Leeds Art Gallery Mini First Aid	Titanic Experience Day	Doe Park Lego City	Copley Woods	Ogden Water (Roman Road)	
	i-challenge	<ul style="list-style-type: none"> • Introduce i-Challenge • Science – teeth experiment with eggs • English - preparing poems to read aloud and to perform • Mini First Aid • Residential two nights away from home • Outdoor Equipment – Pack your bag/ suitcase for a residential • 			<ul style="list-style-type: none"> • Pedestrian/road safety • Build a model of Titanic • Reversible and Irreversible changes with Maureen • Lego City • Experimenting states of matter using a fire 		<ul style="list-style-type: none"> • Map and fieldwork • PE – Orienteering • Introduce KS2 Reading Challenge • Circus skills • 3D natural art sculpture in Copley woods • Shelter Building and High Ropes at Doe Park • I-challenge Day • 	
		<p>← Building confidence, building relationships, building teamwork →</p>						

Aim High

4 R's

Drivers

I-Challenge

Talk, Read, Write