

Grimsargh St Michael's CE Primary School  
Curriculum Long Term Plan 2021/22  
**Year 4**

Overall Theme		Heroes and Heroines		Our Changing World		Unscrew the lid...Release the potential	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment	(visit/visitor)	Visit to recycling centre		Visitor from canals and rivers trust. To visit church to speak to Rev Neil.		Trip	
	Kick Start						
<b>Maths</b>		To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation. To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.  Identify lines of symmetry in 2-D shapes presented in different	Recall multiplication and division facts for multiplication tables up to $12 \times 12$ . Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Count up and down in hundredths; recognise that hundredths arise when dividing an object by a	To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles, compare and order angles up to 2 right angles by size. Convert between different units of measure. Order and compare numbers beyond 1,000. Identify,	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Round decimals with 1 decimal place to the	Recognise and show, using diagrams, families of common equivalent fractions. Recall multiplication and division facts for multiplication tables up to $12 \times 12$ . Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Recall multiplication and

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	<p>orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p>	<p>100 and dividing tenths by 10. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Read, write and convert time between analogue and digital 12 and 24-hour clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. count backwards through 0 to include negative numbers.</p>	<p>represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1,000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p>	<p>nearest whole number. Compare numbers with the same number of decimal places up to 2 decimal places. Solve simple measure and money problems involving fractions and decimals to 2 decimal places. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</p>	<p>digit number using formal written layout. Convert between different units of measure. Estimate, compare and calculate different measures, including money in pounds and pence. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>division facts for multiplication tables up to <math>12 \times 12</math>. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.</p>
<p><b>Science</b></p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Ask relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking</p>

# Grimsargh St Michael's CE Primary School

## Curriculum Long Term Plan 2021/22

	<p>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. 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.</p>	<p>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.</p>	<p>and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>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.</p>	<p>variety of food chains, identifying producers, predators and prey.</p>	<p>accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer</p>
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**Grimsargh St Michael's CE Primary School**  
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						questions or to support their findings.
<b>RE</b>	To discuss important values. To read the stories of David and consider the qualities of kingship and friendship. Exploring the nature of God and creating images to illustrate the Psalms.	To find out why is Jesus described as the Light of the World. What does the light do to the dark. Why is light such a powerful symbol? Is light a good metaphor for Jesus? The sun already lights the world so how can Jesus be the light? How did Jesus bring light? How does Jesus bring light?	To deepen the children's understanding of Jesus, who he was, his teaching and behaviour. To use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man.	To give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. To deepen pupil's understanding of the concept of salvation. To focus on the significance of the incidents of betrayal and trust in the Easter story.	To give children an understanding of the church in its widest sense. To ensure pupils know that Christianity is a multi-cultural worldwide faith. To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism. To further develop children's understanding of places of worship from faiths other than Christianity e.g. Islam, Sikhism, Hinduism etc.	To ensure that the children know that prayer is a way of communicating with God. To know that we/Christians believe that God listens and responds.
<b>Geography</b>	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use the eight points of a compass, four and six-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.		Physical geography, including: climate zones, rivers, mountains, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) North, and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,		

**Grimsargh St Michael's CE Primary School**  
**Curriculum Long Term Plan 2021/22**

			mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
<b>History</b>	To develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods studied. Events beyond living memory that are significant nationally or globally [in this case, the Great Fire of London and The Great Plague}	To learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods studied.	
<b>Art</b>	Harvest drawing scraffito NC experiment with surface detail Paul Klee. Arcimboldo faces from vegetables apply texture . Topic Plague- NC drawing with detail using different media. Skulls plaque doctor, rats etc– Jean Bisquet, Hirst, Escher Christmas Card – NC painting candles, creating different effects. Kandinsky Calendar –NC textiles applique, stitches joining cutting fabrics Christmas Card – silhouette with embossed star Pienkowski NC Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	Topic – Ancient Egyptians – drawing, sculpture, jewellery, collage Use collage as a means of collecting ideas and information and building a visual vocabulary.  Digital media – create shapes and patterns linked to Topic. NC Use ipads and computer programmes. Mothering Sunday card- collage printing, marbling, painting NC Create repeating patterns Clay sculpture – Present M'Day thumb pot candle holder NC malleable material. Easter card – textiles NC tie dye Celtic cross NC mark making.	Geography Topic – continents seas and water painting NC Work on a range of scales e.g. thin brush on small picture etc.  Create different effects and textures with paint according to what they need for the task. Sculpture NC papier mache to create a 3D object. Geography topic–NC using digital photography as a starting point to landscapes and countries of the world. Create a collage of the world PSHCE link – moving on Sonia Delaunay shape and movement NC Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
<b>DT</b>	DT Torches electrical circuits Use electrical systems such as switches bulbs and buzzers. Science link DT Science link Recycling materials to make something new...bins NC Create shell or frame structures.	DT Book with moving mechanisms NC Use card to make levers and linkages. Use linkages to make movement larger or more varied.	DT Design and make a passport holder NC Join fabrics using running stitch, over sewing, blanket stitch. Prototype a product using J cloths. Use prototype to make pattern.

**Grimsargh St Michael's CE Primary School**  
**Curriculum Long Term Plan 2021/22**

					Food tech – Make healthy eating choices – use the Eatwell plate eatwell plate –	
<b>Computing</b>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<b>Music</b>	Improvise and compose music for a range of purposes using the inter-related dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory.		To use and understand staff and other musical notations.		To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	

# Grimsthorpe St Michael's CE Primary School

## Curriculum Long Term Plan 2021/22

<b>PE</b>	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team.
<b>PSHE/Value</b>	Learn about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources. How and when to seek support including which adults	Learn the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or	Learn about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.	That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending

# Grimsargh St Michael's CE Primary School

## Curriculum Long Term Plan 2021/22

	<p>Knowing that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How children can discuss their feelings with an adult and seek support.</p>	<p>to speak to in school if they are worried about their health.</p>	<p>beliefs. Learn practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness.</p>	<p>welcoming towards others, and do not make others feel lonely or excluded. That most friendships have difficulties, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>What constitutes a healthy diet (including understanding calories and other nutritional content). How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Practical steps they can take in a range of different contexts to improve or support respectful relationships. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>
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