

Curriculum Plan Overview Spring 2023-24

Year Group: 4

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 2 Yr 3 and Yr 4	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
	<p>Investigate and interpret evidence</p>	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p>1. What was the Second World War? When and where did it take place? Establish what children already know about the war. Use their responses, or provide a brief narrative, to introduce key information, including when the war took place, the main countries involved, why it started (Hitler's invasion of other countries and why Britain tried to stop him), how it was fought (invasion of other countries, mass bombings, sinking of ships using submarines), the names of leaders (such as Hitler and Churchill), and the defeat of Germany and Japan by the allied nations. Use maps to establish why it was a 'world' war and a time line to locate when it happened</p> <p>2. What was the Blitz? Use selected sources, eg photographs, a gas mask, to tell the children about the mass bombing of cities. Discuss why Germany and Britain decided to bomb cities. Use maps, eg of London or Liverpool, or children's knowledge, to establish the main targets. Discuss what could be done to stop the bombers, eg anti-aircraft fire, blackout.</p> <p>3. Why were children evacuated? Discuss with the children the ways families could protect themselves. Show them pictures of shelters, dugouts, the underground, gas masks, etc. Discuss the advantages and disadvantages of each method. Show children pictures of bomb damage, and newspaper accounts of the results of air raids. Ask the children to fill in a two-column grid with the headings 'What happened when the bomb landed?' and 'How were people who lived there affected?' Introduce the idea of evacuation.</p> <p>4. What was it like to be an evacuee? with the children's help, produce a list of questions about evacuees. Ask the children to</p>
	<p>Build an overview of world history</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	<p>Understand Chronology</p>	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. 	

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	<p>Communicate historically</p>	<ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<p>answer the questions using selected sources, eg <i>photographs, extracts from novels, oral accounts, letters, memoirs.</i></p> <p>Ask the children to imagine they are evacuees and to write a letter home or diary extracts. Ask them to consider why they might want to be evacuated and why not, what is happening to them and how they feel about it. Encourage the children to use their knowledge of evacuation and appropriate terms, eg <i>billeting officer, host family, evacuation, evacuee.</i></p> <p>5. What did people eat during the war? Discuss with the children why some types of food were in short supply. Provide descriptions of typical meals and ask them to compare these with what they eat today. Introduce the idea of rationing. Show the children ration books, or pictures of them. Ask them to calculate how much sugar, eggs, meat, sweets, etc their family would have been able to buy. <i>How could they have supplemented their rations?</i></p> <p>6. In what other ways might the war have affected people? Give the children selected sources, eg photographs of soldiers, women at work, the home guard, a funeral, newspaper headlines. Work with the children to list what the pictures show. Consider what can be inferred about the effects of the war on people's lives, and about the qualities people needed to survive. Ask the children to write captions for one or more of the pictures.</p> <p>7. What were children's experiences of the war? 8. What it was like to be a child living in this area in World War II?</p>
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Geography			
<p>Vocabulary</p> <p>Advantages: positive or good things.</p> <p>Disadvantages: negative or bad things.</p> <p>Congestion: extremely crowded with traffic</p> <p>Pollution: a poisonous or dirty substance</p> <p>Vulnerable: at risk of being hurt</p> <p>Networks: systems of routes that cross at many points.</p> <p>International: between countries.</p>	<p>Investigate places</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 		<p>1. What is transportation? /Types of transportation. Establish what children already know about transport using their responses to introduce key information. A look at what transportation is and the popular modes of transport. A look at a transport network. Children to sort/list some basic advantages and disadvantages of travel in the UK.</p> <p>2. Reasons for transportation. Deeper dive into reasons for transportation and the different modes. What are some of the main reasons people use various modes of transport? Why has transport changed over time? Children to name and draw 3 different modes of transportation and why they may be used.</p> <p>3. Problems caused by transportation. Dive into the impact of transport such as congestion and pollution. Link this to health problems and ways in which cities are trying to combat the effect of transport. Children to make a 'green' poster encouraging people to use 'environmentally friendly' modes of transport.</p> <p>4. Comparison of travel between cities/countries A look into the differences in transport between rural and urban areas as well as between countries. Where is transport the most/least evolved? Children to use iPads/laptops to explore some of the busiest airports and sea ports in the world and create a fact file.</p>
	<p>Investigate patterns</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. 		


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		<ul style="list-style-type: none"> Describe how the locality of the school has changed over time. 	<p>5. How is travel represented on maps? Children to explore local and national transport maps, seeing what is used to represent different things related to travel. Children to label a blank map with transportation features.</p> <p>6. Deeper dive into sea ports and canals. Final lesson to be used as a chance to explore a recent major transportation event, the blockage of the Suez Canal. We will explore what the canal is, what it is used for and what happened when it got blocked by a freighter.</p>
	<p>Communicate geographically</p>	<ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	
Art & Design			
<p>Theme: landscape</p> <p>Artwork for sketchbooks:</p> <p>Tamara de Lempicka</p> 	<p>Develop ideas</p>	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language 	<p>Session 1 – Display 4 pictures from Tamara's collection. What do you like about them? How do they make you feel? How did Tamara de Lempicka's childhood help her to become an artist? Look at Italian artists of her time. Age of 10 drew a portrait of her sister.</p> <p>Session 2 – Look at Tamara in a green Bugatti – describe the features. Put in sketchbook. What did she want to capture? Look at emotions from milestone 2. Draw face portrait with different emotions.</p> <p>Session 3- Draw themselves with an emotion they love like Tamara and the green bughatti. Portray power, strength, strong.</p>
	<p>Master Techniques</p>	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour 	




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			<p>Session 4 – Re draft their portrait for best. Look at styles and periods of 1940s and 1950s people's tastes began to change, with abstract art and expressionism becoming popular. Use water colours to create colours.</p> <p>Session 5 and 6 – add collage techniques to create an abstract portrait. Look at collage techniques.</p>
  <p>Coiling, overlapping, tessellation, mosaic and montage.</p>		<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	

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		<p>Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. <p>Print</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns <p>Textiles</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric <p>Digital Media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created 	
	<p>Take inspiration from the greats</p>	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	

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Design & Technology		
<p>Master practical skills</p>	<p>Food</p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <ul style="list-style-type: none"> • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Materials</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <p>Textiles</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p>Electricals and electronics</p> <ul style="list-style-type: none"> • Create series and parallel circuits <p>Computing</p>	<p>2.3 Paper circuits (pages 191-207)</p> <ul style="list-style-type: none"> • Paper circuits: switches • Paper circuits: finger fluency • Paper circuits: design inspiration • Paper circuits: guided design-think • Paper circuits: guided design-break • Paper circuits: guided design-re-think • Key Vocabulary- LED, conductive, adhesive, exploded diagram, illuminate, <p>1) What are shell structures? A dive into the purpose of a paper circuits and where paper circuits.</p> <p>2) Making shell structures. First look at a physical paper circuit (teacher to make). Children to think about best ways to make these and what is needed to make one Children to follow a step by step guide.</p> <p>3) Design inspiration</p>

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		<ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. <p>Construction</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <p>Mechanics</p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<p>Discuss the project for this term (Using LEDs and artwork in different ways can add interesting effects and enhance your products.) Examples shown. What does it need to be to serve its purpose? Children to sketch and draw design</p> <p>4) Design brief Label and annotate this picture to show the design features of the paper circuit, both the visible ones and the ones that cannot be seen. List the components that the product is made from. Apply your knowledge of paper circuits to make a product based on the picture above</p> <p>5) Practise step 1 of the design process (thinking) by completing your own product outline for a paper circuit greetings card. For the inspiration section, arrange an annotated mood board to show more details. • Apply your knowledge of techniques to decide which will be most appropriate for this task. Decide which materials and components you will need to include.</p> <p>6) Guided design – Make, rethink and evaluation Lesson for making amendments and fixes. Testing their design to make sure it still works and making any modifications. Children to write an explanation of what they did.</p>
	<p>Design, make, evaluate and improve</p>	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 	
	<p>Take inspiration from design throughout history</p>	<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work 	

Science

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	Work scientifically	<ul style="list-style-type: none">• Ask relevant questions.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, 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 and suggest improvements, new questions and predictions for setting up further tests.• Identify differences, similarities or changes related to simple, scientific ideas and processes.• Use straightforward, scientific evidence to answer questions or to support their findings.	
	Biology Understand plants	<ul style="list-style-type: none">• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.• Investigate the way in which water is transported within plants.• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	

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	Understand animals and humans	<ul style="list-style-type: none">• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.• Construct and interpret a variety of food chains, identifying producers, predators and prey.• Identify that humans and some animals have skeletons and muscles for support, protection and movement.• 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.	
	Investigate living things	<ul style="list-style-type: none">• Recognise that living things can be grouped in a variety of ways.• Explore and use classification keys.• Recognise that environments can change and that this can sometimes pose dangers to specific habitats	
	Understand evolution and inheritance	<ul style="list-style-type: none">• Identify how plants and animals, including humans, resemble their parents in many features.• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	

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		<ul style="list-style-type: none"> Identify how animals and plants are suited to and adapt to their environment in different ways. 	
	<p>Chemistry</p> <p>Investigate materials</p>	<p>Rocks and Soils</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter. <p>States of Matter</p> <ul style="list-style-type: none"> 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	
	<p>Physics</p>	<ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 	

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	Understand movement, forces and magnets	<ul style="list-style-type: none">• Observe how magnets attract or repel each other and attract some materials and not others.• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.• Describe magnets as having two poles.• Predict whether two magnets will attract or repel each other, depending on which poles are facing.	
	Understand light and seeing	<ul style="list-style-type: none">• Recognise that they need light in order to see things and that dark is the absence of light.• Notice that light is reflected from surfaces.• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.• Recognise that shadows are formed when the light from a light source is blocked by a solid object.• Find patterns in the way that the size of shadows change.	

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	<p>Investigate sound and hearing</p>	<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. 	<p>Year 4</p> <p>Lesson 1: Good vibrations</p> <p>Lesson 2: Hearing Sounds</p> <p>Lesson 3: Higher and lower pitch</p> <p>Lesson 4: String telephone</p> <p>Lesson 5: Soundproofing</p> <p>Lesson 6: Making music</p> <p>Vocab: Sound, vibration, volume, pitch, soundwave, base, tone</p>
	<p>Understand electrical circuits</p>	<ul style="list-style-type: none"> • 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 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>Session 1: Common appliances that use electricity</p> <p>Session 2: Build and draw series circuits</p> <p>Session 3: What has gone wrong?</p> <p>Session 4: Conductors and insulators.</p> <p>Session 5: Conductivity within a circuit</p> <p>Vocabulary</p> <p>electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p>

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	Understand the Earth's movement in space	<ul style="list-style-type: none"> Describe the movement of the Earth relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth 	
Computing			
	Code	This concept involves developing an understanding of instructions, logic and sequences	Creating media, photo editing
	Connect	This concept involves developing an understanding of how to safely connect with others.	<p>The internet</p> <p>Explore how a network can share messages with another network to form the internet.</p> <p>Internet safety, including what to do if you are upset/worried about anything you see online.</p> <p>Recognising and dealing with cyberbullying.</p> <p>Recognising fake websites.</p>
	Communicate	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Creating Media Audio Editing examine devices capable of recording digital audio
	Collect	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	
Music			
	Perform	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. 	<p>See separate planning documentation from Charanga.</p> <p>-Start to learn the song</p> <p>-Sing the song</p> <p>-sing the song and play instrumental parts within the song</p> <p>Warm up games</p> <p>Flexible games (optional)</p>

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	<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<p>Improvise Compose Compose Play composition within your song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Listen and appraise activities -Warm up games Y4 Charanga units: Mama Mia (Term 1) Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country Glockenspeil 2 (Term 2) Learning basic instrumental skills by playing tunes in varying styles Tune, pitch, compose, instrument, symbol, note, rhythm</p>
Compose	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<p>Compose Play composition within your song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Listen and appraise activities -Warm up games</p>
Transcribe	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	
Describe music	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<p>Y4 Charanga units: Mama Mia (Term 1) Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country Glockenspeil</p>

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		<ul style="list-style-type: none"> Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	<p>2 (Term 2) Learning basic instrumental skills by playing tunes in varying styles Tune, pitch, compose, instrument, symbol, note, rhythm</p>
PE			
	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p><u>Games</u></p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. <p><u>Dance</u></p> <p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<p><u>Uni Hock</u></p>

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		<p><u>Gymnastics</u></p> <ul style="list-style-type: none">• Plan, perform and repeat sequences.• Move in a clear, fluent and expressive manner.• Refine movements into sequences.• Show changes of direction, speed and level during a performance.• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).• Swing and hang from equipment safely (using hands). <p><u>Swimming</u></p> <ul style="list-style-type: none">• Swim between 25 and 50 metres unaided.• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.• Coordinate leg and arm movements.• Swim at the surface and below the water <p><u>Athletics</u></p> <ul style="list-style-type: none">• Sprint over a short distance up to 60 metres.• Run over a longer distance, conserving energy in order to sustain performance.• Use a range of throwing techniques (such as under arm, over arm).• Throw with accuracy to hit a target or cover a distance.	
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		<ul style="list-style-type: none"> • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p><u>Outdoor and adventurous activities</u></p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	
R.E			
	<p>Understand beliefs and teachings</p>	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<ol style="list-style-type: none"> 1) What is Christianity and how do Christians worship? 2) Music in worship 3) Who is Jesus? 4) The holy trinity 5) The creation story

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			<p>6) The bible and parables</p> <p>7) The bible continued</p> <p>8) Christian festivals</p> <p>9) Christmas Story</p> <p>10) Easter story</p>
	Understand practices and lifestyles	<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. 	
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. 	
	Reflect	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. 	

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	<p>Understand values</p>	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas 	
RHE & PSED			
	<p>Dreams and goals</p>	<p>I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I know how to make a new plan and set new goals even if I have been disappointed I can identify the contributions made by myself and others to the group's achievement</p>	<p>Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it</p>
	<p>Healthy me</p>	<p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situation I understand the facts about smoking and its effects on health, and also some of the reasons some</p>	<p>My friends and me Group dynamics Smoking Alcohol Healthy friendships Celebrating my inner strength and assertiveness</p>

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		<p>people start to smoke I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	
MFL			
	<p>Jeux et Chansons Tell me a Story (Y4) Eurostars</p>	<p>Read fluently- This concept involves recognising key vocabulary and phrases.</p> <p>Write imaginatively. This concept involves using key vocabulary and phrases to write ideas.</p> <p>Speak confidently. This concept involves using key vocabulary and phrases to verbally communicate ideas.</p> <p>Understand the culture of the countries in which the language is spoken. This concept involves the</p>	<p>Use and follow the Eurostars unit as part of the identified approach to MFL. Build upon the previous learning and vocabulary and develop simple conversational skills. Allow opportunities for simple sentence construction.</p>

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		background knowledge and cultural capital needed to infer meaning from interactions	