

Curriculum Plan Overview Summer 2024-25

Year Group: 4



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 2	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
<p>Autumn 1 (5 wks 3 days) The Iron Age</p> <p>Vocabulary</p> <p>conquest: conquering (taking control of) a country or group of people significant: important influential: makes people take notice legacy: something left behind after death consequence: result or effect fortified: protected against attack ore: a rock that metal comes from consequence: result or effect civilisations: organised groups of people with their own culture</p>	<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>Session 1. Stone age recap, intro to iron age and settlements. Recap building to children creating/filling out a timeline of the stone age. Intro to iron age delivered with a focus on the Celtic people and their settlements. Children to label a roundhouse with features and description. <i>Key Vocab: civilisations, inhabited, roundhouses, significant</i></p> <p>Session 2. Tools and weapons. Focus on how tools/weapons changed during the iron age, how they were made and their uses. Children to design an iron age tool/weapon depending on a 'profile' that they are given. <i>Key Vocab: significant, ore, specialist, blacksmith, smelting</i></p> <p>Session 3. Farming and Forts. The hill fort was a defining feature of the iron age which played a big part in farming and conflict (conflict looked at in lesson 4) Lesson used to highlight the features of hill forts and how an increase in farming linked to the use of the forts. Children to work in groups to design, draw and label their own hillfort settlements. <i>Key Vocab: fortifications, inhabited, surplus, influential</i></p> <p>Session 4. Conflict. Link to previous session on hillforts. Focus on how the iron age changed the way conflict took place and its frequency. Farming and conflict linked. Celts one of the most successful tribes. Input focused on weapons,</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>specialist: with knowledge in a particular field efficient: with minimum wasted energy dominant: powerful or with influence fortifications: buildings, walls and ditches built to protect a place inhabited: lived in surplus: more than you need</p>	<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>warriors, materials etc. Children to write a set of instructions explaining “how to be an iron-age Celtic warrior”. <i>Key Vocab: Conflict, tribes, conquest, significant, dominant</i></p> <p>Session 5. Analysis and Explain through a diary entry. Input to be based around a recap of previous learning and how to write in the style of a diary. Childrens activity: “You have lived during the iron age, you want to write a diary to tell your future great-grandchildren all about your life during the iron age, and what made these years so significant”. <i>Key Vocab: Iron, forts, farming, tools, weapons, improvements.</i></p>
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Geography		
<p><u>Autumn 2 (5 wks 3 days)</u></p> <p>Erosion and Deposition (CQ Companion p.109)</p> <p><u>Vocabulary</u></p> <p>erosion: the wearing away of rocks</p> <p>transportation: the movement of rocks</p> <p>deposition: the dumping of rocks</p> <p>youthful: a river near its source</p> <p>middle-aged: a river downstream from its source</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>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.
		<p>Lesson 1: Finding the 5 primary rivers and mark on a map with sources. Where are the worlds rivers? What is a river? Children to draw and label a river. A river has three main stages: youthful, near the source; middle-aged, further downstream and mature, near the mouth. Different types of erosion and deposition happen at each stage.</p> <p>Lesson 2. Look at how rivers shape the land. We will be learning about the four types of erosion, the four types of transportation and learning about what deposition is. Look at the different stages of a river and what types erosion/deposition happen there.</p> <p>Lesson 3. How meanders in rivers are formed. In order to do this, we will be looking at the process of erosion and deposition in more depth. We will also be learning about how an oxbow lake is formed.</p> <p>Lesson 4. What is a coast. Discuss different features you can find on a coastline. Some of the geographic features that are found there are beaches, cliffs, arches, stacks, headlands and bays. These features are formed through the processes of erosion and deposition. Task Draw and label the main physical features seen at a coast.</p> <p>Lesson 5. Define the word 'erosion' and 'deposition'. and what causes erosion at coasts? Describe the physical processes that create: • caves • bays • headlands • arches • stacks • cliffs • beaches.</p>

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<p>mature: a river near its mouth</p> <p>meanders: bends and changes to direction in a river</p> <p>ox-bow lakes: parts of a meander cut off from the rest of a river</p> <p>delta: where a river splits and spreads out into several branches before entering the sea</p> <p>erosion: the wearing away of rocks</p> <p>deposition: the dumping of rocks</p> <p>tourist destinations: places to visit for a holiday</p>	<p>Communicate geographically</p>	<ul style="list-style-type: none"> • Describe how the locality of the school has changed over time. • 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>Autumn 1 (5 wks 3 days) Cityscapes- Painting and drawing (CQ Companion p.108)</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>Lesson 1- Look at cityscapes from famous artists through history. Discuss similarities and differences. Task: discuss how the paintings make them feel.</p>

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<p>Artwork for sketchbooks:</p> <p>Various cityscapes- Estes, Jacquettes, Pissarro, Caillebotte</p> <p>Focus- Yvonne Jacquettes- Empire State Building II; Richard Estes- Tower Bridge, London; Gustav Caillebotte- Boulevard; Camille Pissarro- The Boulevard Montmartre at Night</p> <p>Vocabulary Cityscapes Impressionist Photorealism Hyperrealism Urban Abstract Perspective Colour</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 <p>Painting</p> <ul style="list-style-type: none"> • <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. <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. 	<p>Lesson 2 – Look at photorealism vs hyperrealism. Focus on the work of Yvonne Jacquettes. Complete one of Yvonne Jacquettes cityscapes by replicating her style.</p> <p>Lesson 3- Look at the work of Camille Pissarro and impressionism (recap from Y3). Look at The Boulevard Montmartre at Night- talk to the children about Pissarro and his style and inspirations and the 14 paintings of the Boulevard Montmatre.Discuss this painting in more detail- focus on importance of light and techniques to create abstract paintings and movement. Compare this painting wit Yvonne Jacquettes' Late Sun Above Madison Squ Park 2.</p> <p>Lesson 4 – Recap Pissarro and replicate The Boulevard Montmartre in paint.</p> <p>Lesson 5 – Choose a cityscape from either Jacquettes or Estes. Sketch, looking closely at detail and consider how Pissarro's techniques could be used to replicate- think about making the image look like a wet night as Pissarro did. Experiment with colour and brush strokes and annotate sketch in preparation for paining. Create a colour wash.</p> <p>Lesson 6- Using paint, recreate cityscape of choice in the style of Pissarro.</p>
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<p>Contrast Skylines Aerial Distort Light Dark Movement</p>		<ul style="list-style-type: none">• 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	
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	<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. 	
Design & Technology			
<p>Autumn 2 (7 wks) Introduction to DT 2.1 (CQ Curriculum Companion p.169) Paper Circuits 2.5 (CQ Curriculum Companion p.191)</p> <p>Vocabulary</p> <p>LED: Light Emitting Diode – a type of light bulb</p> <p>conductive: a material that is conductive allows electricity to pass through it</p> <p>adhesive: able to stick to a surface</p> <p>exploded diagram:</p>	<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>	<p>Introduction Unit 2.1 What is design and Technology? (pages 169-172)</p> <ul style="list-style-type: none"> • Design process: think, make, break, repeat • Think: product design <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

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<p>a diagram that is enlarged to show more detail</p>		<ul style="list-style-type: none"> • Create series and parallel circuits <p>Computing</p> <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>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 	

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Science			
<p><u>See Whiterose Science planning</u></p> <p><u>Autumn 1 (5 wks 3 days)</u></p> <p>Biology- Group and Classify Things</p> <p>Vocabulary mammal – an animal with a spine, fur or hair on its body, and feeds its young on milk bird – an animal with a spine, feathers, wings and a beak fish – an animal with a spine, fins and gills, that lives in water amphibian – an animal with a spine that can live on land and in water reptile – an animal with a spine and dry scales on its body vertebrate – an animal with a spine invertebrate – an animal without a spine exoskeleton – a type of skeleton on the outside of an animal's body that provides support and protection insect – an invertebrate that has three body sections, six legs and two antennae</p>	<p>Work scientifically</p>	<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. 	<p><u>Autumn 1</u></p> <p>Data Collection A</p> <p>Step 1- Data collection- tally charts Step 2- Analyse data- bar charts, pictograms</p>
	<p>Biology</p> <p>Understand plants</p>	<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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<p>spider – an invertebrate that has two body sections and eight legs soft-bodied invertebrate – an invertebrate with a soft body such as a slug or a snail flowering plant – a plant that can produce flowers and fruit non-flowering plant – a plant that does not produce flowers and fruit stamen – the male parts of a flowering plant pistil – the female part of a flowering plant pollination – the transfer of pollen from the male parts to the female parts fern – a non-flowering plant with long stems and feather-like leaves moss – a non-flowering plant that grows in damp, moist conditions</p>	<p>Understand animals and humans</p>	<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. 	
<p>Autumn 2 (7 wks) Chemistry- States of Matter</p>	<p>Investigate living things</p>	<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 	<p>Autumn 1 Biological- Group and Classify Things</p> <p>Step 1- group animals Step 2- vertebrates and invertebrates Step 3- classification keys (animals) Step 4- group plants Step 5- classification key (plants)</p>
<p>Solid- a state of matter with a fixed shape and a fixed volume liquid – a state of matter with no fixed shape but a fixed volume</p>	<p>Understand evolution and inheritance</p>	<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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<p>gas – a state of matter with no fixed shape and no fixed volume volume – the amount of space a solid, liquid or a gas takes up states of matter – the different forms that materials can take pouring solid – a solid that can be poured like a liquid volume – the amount of space a solid, liquid or gas takes up oobleck – a material made from corn starch and water flow – to move smoothly and continuously in one direction freezing – the change of state from a liquid to a solid melting – the change of state from a solid to a liquid boiling – the change of state from a liquid to a gas, which happens quickly when heated and creates bubbles of the gas condensation – the change of state from a gas to a liquid evaporation – the change of state from a liquid to a solid, which happens slowly from the surface of the liquid thermometer – equipment that measures temperature stopwatch – equipment that measures time, with start and stop buttons • beaker – equipment that holds a liquid</p>	<p>Chemistry</p> <p>Investigate materials</p> <p>Physics</p>	<ul style="list-style-type: none"> Identify how animals and plants are suited to and adapt to their environment in different ways. <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 <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. 	<p>Autumn 2</p> <p>Chemistry- States of Matter</p> <p>Step 1- Explore solids, liquids and gases Step 2- Think differently- solids, liquids and gases Step 3- Change states Step 4- Use equipment Step 5- Plan- melting experiment Step 6- Investigate- melting experiment Step 7- The water cycle Step 8- Plan- evaporation experiment Step 9- Investigate- evaporation experiment Step 10- Evaluate- evaporation experiment</p>
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<p>temperature – the measure of how hot or cold something is independent variable (what will change) – the temperature of the water dependent variable (what will be measured) – the time it takes for ice to melt controlled variable (what is kept the same) – the volume of water in the containers, the size of the containers, the size and shape of the ice cube and whether the liquid is stirred or no melting point – the temperature at which a given solid will melt the water cycle – the processes which recycle and move water around Earth precipitation – solid or liquid water that falls from the atmosphere, in the form of rain, hail, sleet or snow atmosphere – the layer of gases that surrounds the Earth Petri dish – a shallow, circular and transparent dish observe – to use your senses to examine something data – information collected, such as facts, observations or numbers conclusion – what has been found out from an investigation</p>	<p>Understand movement, forces and magnets</p>	<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.	
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	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.	
	Investigate sound and hearing	<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.	
	Understand electrical circuits	<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.	
	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	

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Computing			
<p>Autumn 1 (5 wks 3 days) The Internet</p> <p>Autumn 2 (7 wks) Creating media audio editing</p>	Code	This concept involves developing an understanding of instructions, logic and sequences	<p>See National Centre for Computing Education planning on Sharepoint</p> <p>Autumn 1 The internet</p> <p>Lesson 1- Connecting networks- Explore how a network can share messages with another network to form the internet. Lesson 2- What is the internet made of? Learn how networks are connected to form the internet. Lesson 3- Sharing information- explore what can be shared on the World Wide Web and how it can be accessed on various devices. Lesson 4- What is a website? Analyse websites and design own website. Lesson 5- Who owns the web? Explore who owns content online. Explore websites and what they can and can't do on them. Lesson 6- Can I believe what I read? Gain an understanding that not everything they see on the internet is true or accurate. Identify ambiguous or misleading results from web searches. Discover how quickly information can spread.</p> <p>Autumn 2 Creating Media Audio Editing</p> <p>Lesson 1- Digital recording- familiarise themselves with digital devices capable of recording sound and/or playing audio. Lesson 2- Recording sound- record their own sounds and play back the recorded audio. Identify the features of a podcast. Lesson 3- Creating a podcast- plan and begin recording their own podcast.</p>
	Connect	This concept involves developing an understanding of how to safely connect with others.	
	Communicate	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	
	Collect	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	

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			<p>Lesson 4- Editing digital recordings- open their existing work and continue recording their podcast content. Learners will also edit their recordings</p> <p>Lesson 5- Combining audio- record additional content for their podcast, such as sound effects or background music.</p> <p>Lesson 6- Evaluating podcasts- export their digital recordings so that they can be listened to on a range of digital devices.</p>
Music			
<p>Autumn 1 (5 wks 3 days) Learn to play the recorder- Blown Away Recorder Book 2</p> <p>Autumn 2 (7 wks) Charanga instrumental teaching</p>	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. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<p>See separate planning documentation from Charanga.</p> <p>(Term 1 & 2) Learning basic instrumental skills by playing tunes in varying styles Tune, pitch, compose, instrument, symbol, note, rhythm</p> <p>Recap notes from Year 3. B,A,G,E,D,F High C and D Introduce low C, F# low C# and high C# Bflat, High E High F</p> <p>Autumn 1 Blown away Recorder book 2.</p> <p>Autumn 2 Charanga instrumental unit.</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. 	
	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 staff. 	

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	<p>Describe music</p>	<ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 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>PE</p>			
<p><u>Autumn 1 (5 wks 3 days)</u> Dance- teacher Ball skills- PPA</p> <p><u>Autumn 2 (7 wks)</u> Gymnastics- teacher Netball- PPA</p>	<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. 	<p>See Get Set 4 PE planning</p> <p><u>Autumn 1 (teacher)</u> Dance LESSON1- To copy and create actions in response to an idea and be able to adapt this using changes of space. LESSON 2- To choose actions which relate to a theme. LESSON 3- To develop a dance using matching and mirroring. LESSON 4- To learn and create dance moves in the theme of carnival. LESSON 5- To develop a carnival dance using formations, canon and unison. LESSON 6- To develop a dance phrase and perform as part of a class performance.</p> <p><u>Autumn 1 (PPA)</u> Ball skills LESSON 1- To develop tracking and collecting skills. LESSON 2- To develop confidence and accuracy when tracking a ball. LESSON 3- To develop dribbling skills with hands and feet. LESSON 4- To develop catching skills using one and two hands.</p>

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HUNTINGTOWER
A PRIORY ACADEMY

	<ul style="list-style-type: none"> • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. <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). 	<p>LESSON 5- To develop and explore a variety of throwing techniques.</p> <p>LESSON 6- To use tracking and sending skills with feet.</p> <p><u>Autumn 2 (teacher)</u></p> <p>Gymnastics</p> <p>LESSON 1 - To develop individual and partner balances.</p> <p>LESSON 2 - To develop control in performing and landing rotation jumps.</p> <p>LESSON 3 - To develop the straight, barrel, forward and straddle roll.</p> <p>LESSON 4 - To assess my straight, barrel, forward and straddle roll.</p> <p>LESSON 5 - To link actions that flow using the rolls I have learnt.</p> <p><u>Autumn 2 (PPA)</u></p> <p>Netball</p> <p>LESSON 1 - To develop passing and moving and play within the footwork rule.</p> <p>LESSON 2 - To use a variety of passes to move towards a goal.</p> <p>LESSON 3 - To develop movement skills to lose a defender.</p> <p>LESSON 4 - To defend an opponent and try to win the ball.</p> <p>LESSON 5 - To develop the shooting action.</p> <p>LESSON 6 - To apply skills and knowledge to play games using netball rules.</p>
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HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • Throw with accuracy to hit a target or cover a distance. • 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. 	
World Views			
<u>Autumn 1 (5 wks 3 days) & Autumn 2 (7 wks)</u>	Understand beliefs and teachings	<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. 	<u>Autumn 1</u> Are All Homes Spiritual Places? Lesson 1- What does spirituality mean to you? Brief self reflection. Look at video, chn to record their views. Introduce the characters within new worldview curriculum- Theo, Livvy,
	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. 	

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A PRIORY ACADEMY

<p>Are All Homes Spiritual Places?</p>		<ul style="list-style-type: none"> • Explain some of the religious practices of both clerics and individuals. 	<p>Sophie- look at how they will help us with learning this year (disciplinary knowledge skills). Lesson 2- Recap of golden threads within Christianity, Islam, Hinduism and Judaism. What does spirituality mean to you? Lesson 3- Reconsider the term spiritual- can everyone be spiritual? What do we mean by the word 'spiritual'? What associations do pupils have with this word? Lessons 4- 6 Are homes spiritual places? How can you tell? Does a spiritual home mean different things for different people? Continuum line and discussion. Who lives in a house like this- include religious and non-religious? Observation skills- including symbols etc. Introduce some homes – can we find out if the people have a religious or non-religious worldview from their home? (e.g. pictures, shrines, text from sources of authority, kosher kitchen, mezuzah, prayer mat, compass, clothing, holy books, artefacts, music, artworks, Green Man, incense, decorations for festivals, mandala, inspiring quotations for a non-religious family, yoga mat, jewellery, etc.) Do all Hindus live in a house like one? Identify diversity within a faith or religious belief. Lesson 7: Return to original discussion about what we mean by 'spiritual' – has this changed at all? Are home spiritual? Return to Continuum line- has your view changed?</p> <p>Worldview Concepts Worldview Context Individual Meaning and purpose</p> <p>Substantive Knowledge</p>
<p>Vocabulary</p> <p>Spirituality</p>	<p>Understand how beliefs are conveyed</p>	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	
<p>Religion</p> <p>Diversity</p>	<p>Reflect</p>	<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. 	
<p>Shrine</p> <p>Kosher</p> <p>Mezuzah</p> <p>Mandala</p> <p>Festival</p> <p>Faith</p>	<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 	

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HUNTINGTOWER
A PRIORY ACADEMY

			<p>Spirituality- religious, non-religious and personal Places of worship Key texts or authority- holy scriptures Symbols, artefacts God- core beliefs</p> <p>Disciplinary Knowledge Theology questions- What are the core beliefs of a Hindu/Muslim/Christian? How do texts of authority shape worldviews? How do symbols and artefacts express and shape worldviews?</p> <p>Human/Social science questions: Why do people choose to live in different ways? Does it matter that people have different views?</p> <p>Philosophy Questions: Are all homes spiritual? Do all spiritual homes look the same?</p>
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HUNTINGTOWER
A PRIORY ACADEMY

RHE & PSED			
<p>Autumn 1 (5 wks 3 days) Being Me in my world</p> <p><u>Vocabulary</u> Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer</p> <p>Autumn 2 (7wks)</p>	<p>Being Me in my world</p>	<ul style="list-style-type: none"> • I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play and how I fit in • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community 	<p>See Jigsaw planning</p> <p><u>Autumn 1</u> <u>Being Me in My World</u> Lesson 1-Becoming a class team Lesson 2 – Being a school citizen Lesson 3 – Rights, responsibilities and democracy. Lesson 4 – Rewards and consequences Lesson 5 – Our learning charter Lesson 6 – Owning our learning charter</p> <p><u>Autumn 2</u> <u>Celebrating Difference</u> Lesson 1- Judging by appearances Lesson 2- Understanding influences Lesson 3- Understanding Bullying Lesson 4- Problem-solving Lesson 5- Special me Lesson 6- Celebrating difference how we look</p>

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<p>Celebrating Difference Vocabulary</p>			
<p>MFL</p>			
<p><u>Autumn 1& 2 (12 wks 3 days)</u> Je Peut</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 background knowledge and cultural capital needed to infer meaning from interactions</p>	<p>See Language Angels Planning. <u>Autumn 1 and 2</u> <u>Je Peut</u></p>