







Chantry Primary School Long Term Curriculum Planning

Year 4 2024-25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Proposed trips/ special days	Harvest Festival Local visit	Puppet Making workshop Bexhill College production Roman re-enactment	Anglo Saxon/Viking Day Local visit	Hasting's music festival Year 3/4 musical production		The Big Summer Sing
Core Text English	Leon and the place between	The Ice Palace	Beowulf	The Chessmen Thief.	Oh Maya Gods	The miraculous journey of Edward Tulane
Grammar	<ul style="list-style-type: none"> Nouns, adjectives and verbs. Pronouns Prepositions Coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> Tenses Punctuation and how it is used Adverbials and fronted adverbials 	<ul style="list-style-type: none"> Figurative language Inverted commas 	<ul style="list-style-type: none"> Expanded noun phrase with prepositional phrases. Conjunctions - sentence structures 	<ul style="list-style-type: none"> Standard English Paragraphs 	<ul style="list-style-type: none"> Presentational features – headings and subheadings Non-Fiction Consolidation
Spellings (No Nonsense Spelling Scheme)	Statutory spellings <ul style="list-style-type: none"> Spelling patterns Words ending /ea/ Possessive apostrophe Homophones 	Statutory spellings <ul style="list-style-type: none"> Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes 	Statutory spellings <ul style="list-style-type: none"> The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals Homophones. 	Statutory spellings <ul style="list-style-type: none"> Prefixes 'anti-' and 'inter-' Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' 	Statutory spellings <ul style="list-style-type: none"> Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʒən/ spelt 'sion' Apostrophes for possession, including singular and plural. Homophones 	Statutory spellings <ul style="list-style-type: none"> Suffix -ous Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic'

Maths	Number: Place Value	Number: Addition and subtraction Number: Multiplication and division	Measure: Length and Perimeter Number: Fractions	Number: Decimals	Measure: Money and Time Statistics	Measure: Area Geometry: Shape, position and direction
Science	<u>Sound</u> <ul style="list-style-type: none"> How is it made? How do vibrations travel through the ear? Does the distance of a sound impact the volume at which we hear it? 	<u>Circuits/electricity</u> <ul style="list-style-type: none"> Identify appliances that run on electricity Construct a simple electrical circuit. 	<u>Living things and their habitats</u> <ul style="list-style-type: none"> Grouping and classifying living things Exploring how environments change and how this can pose a danger to living things. 	<u>States of Matter</u> <ul style="list-style-type: none"> Grouping materials into solids, liquids and gases observing how materials change exploring the water cycle. 	<u>Animals, including humans and SRE.</u> <ul style="list-style-type: none"> Human digestive system human teeth and their function food chains. 	
Geography		<u>Maps and Places</u> Key information about maps. Geographical regions and counties in the UK. Human and physical Geography recap Comparing Bexhill to an urban city.		<u>Climate zones and biomes</u> Earth's climates. Comparing different climates weather and conditions. <u>Hemispheres</u> Latitude and longitude. Hemispheres Time zones		<u>Mountains</u> What mountains are. How they are formed. Famous mountains Famous mountain ranges. Why people visit and climb mountains.
History	<u>Romans</u> Why were the Romans so powerful?		<u>Anglo Saxons and Vikings</u> Were the Saxons really smashing and the Vikings vicious?		<u>Mayan Civilisation AD 900</u> How did the Maya develop such an advanced civilisation?	

<p>Art and design</p>	<p><u>Mosaics</u> <u>Artists:</u> Caroline Jariwala, Elaine M Godwin, Gaudi, Isaiah Zagar</p> 	<p><u>Romans: Shields</u> <u>Artists:</u> Romans</p> 	<p><u>Portraits</u> <u>Artists:</u> David Hockney, Michelangelo Caravaggio, Guy Denning</p>	<p><u>Pointillism</u> <u>Artists:</u> Yoyoi Kusama, Joan Miro, Sonia Delaunay, Sophie Taeuber-Arp</p> 	<p><u>Anglo Saxon Crosses</u> <u>Artists:</u> Unknown</p> 	<p><u>Bayeux Tapestry</u> <u>Artists:</u> Unknown monks</p>
<p>Design Technology</p>	<p>Shell structure recap. Design, make and evaluate a musical instrument out of upcycled materials.</p>		<p>Pneumatics Design, make and evaluate a toy jack in the box.</p>	<p>Musical production</p>	<p>Shell structures using computer-aided design Design, make and evaluate a package for something, e.g chocolates</p>	<p>Simple Programming and control Design, make and evaluate a reading nightlight.</p>
<p>Design Technology – food</p>			<p>Learning to cook. Making our own bread.</p>			<p>Learning to cook. Tortilla wraps.</p>
<p>Music</p>	<p>Recorders <u>Sing up:</u> This Little light of mine.</p>	<p>Recorders <u>Sing up:</u> Composing with colour</p>	<p>Recorders <u>Sing up:</u> The Doot Doot Song</p>	<p>Recorders Musical production Hastings music festival</p>	<p>Singing Big Summer Sing <u>Sing up:</u> Global pentatonic</p>	
<p>P.E.</p>	<p>Invasion games</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Net Wall games</p>	<p>Striking and fielding.</p>	<p>Athletics</p>
<p>Computing (Teach Computing)</p>	<p>Computing systems and networks – The Internet</p>	<p>Data and information – Data logging</p>	<p>Creating media – Photo editing</p>	<p>Creating media – Audio Production</p>	<p>Repetition in Shapes</p>	<p>Repetition in games</p>
<p>RE</p>	<p>What is the ‘trinity’ and why is it important for Christians?</p>	<p>What do Hindus believe God is like?</p>	<p>What does it mean to be Hindu in Britain today?</p>	<p>Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p>For Christians, when Jesus left, what was the impact of Pentecost?</p>	<p>How and why do people mark the significant events of life?</p>

French	Phonetics lesson 2 & Presenting Myself Je me présente	My family Ma famille	At the Tea Room	In the classroom En classe	My home Chez moi
Wellbeing curriculum	Brain Building and Shaping Including RSHE		Safe in the World Including RSHE	Healthy Body, Healthy Mind. Including RSHE	

PSHE Running throughout via Empowerment approach:

- **NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity**
- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best.
- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.
- **STRESS RESPONSE.** For children to understand that when are needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.
- **HELPING PEOPLE IN A STRESS RESPONSE.** For children to know how we can best help people who are experiencing a stress response.