Tillington Manor Long Term Plan Curriculum Overview 2022/2023

Tillington Manor PRIMARY SCHOOL
Working TOGETHER to achieve the best!

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	6 weeks and 4 days	7 weeks	7 weeks	5 weeks	6 weeks	7 weeks
Topics	Greeks		The Great outdoors		Rampaging Romans	
Texts that link	Greek Myths and Legends	Who Let the Gods out? – Maz Evans	Sky Hawk - Gill Lewis Alice in Wonderland - Whole school	When the Mountains Roared – Jess Butterworth	Escape from Pompeii – Christina Balit	Tiger, Tiger – Lynne Reid Banks
Tillington Wishes	Make a Greek Pot		Working in the community – Litter Picking Theatre visit – Alice in Wonderland	Visit to Chase Water – mapwork Learn to catch a bus	Historical Place - Wroxeter	Pizza making
	Learn to swim					
Parental Engagement	Meet the Teacher	Christmas crafts	Alice in Wonderland Production		Father's Day breakfast Class Assembly	Sports Day
Cultural Capital	National Poetry Day 6-th October (One week English) World Mental Health Day – 10th Oct. 1 PSHE lesson Geography Fieldwork week 18th Oct – DLP lessons. Black History Month- 17th Oct. English 1 week cycle + 1 DLP lesson Harvest – Assembly	Anti-Bullying week 14-18th Nov. 1 PSHE lesson. Remembrance Day 11th Nov Children in Need 18th November Road Safety Day 14-20th November Christmas Parties World Cup – 21st Nov – 18th Dec.	Chinese New Year – January World Religion Day 16th Jan NSPCC Number Day – 3rd Feb Children's Mental Health Awareness Week 6-12th Feb Safer Internet Day 14th Feb	World Book Day 2rd March Science Week (STEM) March 10-19th March Autism Awareness 2nd April Red Nose Day 15th March	VE Day 8TH May Red Cross First Aid week – 8th May	NSPCC day 10th June Father's day Breakfast National Sport week – June

		Christingle assembly w/b 12ᵗʰ Dec				
History		Ancient Greece – a study of Greek life, achievements and their influence on their western world. (H11)			The Roman Empire and its impact on Britain. (H6)	
Geography	• Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – Athens/Greece and the UK. (G14) • G16 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied G15a physical geography, including: climate zones, **Contrasting Locality – Place in Europe**		• G15a physical geography, including: climate zones and mountains, • G15b 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 • G16 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • G17 use 4- and references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom **Leisure and Mountains**			
Science	**Animals including humans** • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. **Link to Greeks and need to keep fit.**		**Electricity** • 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		**States of Matter** • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	

	Living things in their habitat Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	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.	• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Sound** • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases
Art	Design and make a Greek Vase • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	Mapping it out – Sketching towns & 3D Models of local area. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	Art in the local community & Bas clay relief sculptures • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history Enrichment: Roman Mosaics
DT	**Food Tech** Y3 and Y4 Healthy and varied diet *Design and Make a varied Pizza!* Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Make • select from and use a wider range of materials and components,	**Y4 Simple Circuits and Switches** https://www.bbc.com/bitesize/clips/z28b4wx *E.g. siren for a toy vehicle; reading light; noise-making toy;* *nightlight; illuminated sign; torches; table lamp; lighting for display;* *hands-free head lamp; buzzer for school office* • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	**Textiles** Design and Make a cushion link to Greeks or Animals **STEM unit** • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

	including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work •	• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • understand how key events and individuals in design and technology have helped shape the world	
Music	**Greeks** • Food and drink • Building • Sounds • Ancient worlds • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music	**The Great Outdoors** • Communication • Singing Spanish • Around the world • Environment • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music	**The Romans** • In the past • Time • Poetry • Recycling • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music
MFL	• listen attentively to spoken language and show understanding by joining in and responding	• listen attentively to spoken language and show understanding by joining in and responding	• listen attentively to spoken language and show understanding by joining in and responding

	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally* and in writing	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing
Computing	- 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	- 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 logical reasoning to explain how some simple algorithms work and to detect	- 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 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	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	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
RE	Judaism: How special is the relationship Jews have with God? Christianity: What is the most significant part of the nativity story for Christians today?	Judaism: How important is it for Jewish people to do what God asks them to do? Buddhism: Can the Buddha's teachings make the world a better place? Christianity Is forgiveness always possible for Christians?	Judaism: What is the best way for a Jew to show commitment to God? Buddhism: What is the best way for a Buddhist to lead a good life? Judaism: What is the best way to show commitment to God? Christianity: Do people need to go to church to show they are Christians?
PE	Swimming Football & Fitness Circuits • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best	Swimming Tag Rugby and Cricket • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Swimming Volleyball & Quidditch • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]