Graphical user interface, application

Description automatically generated

**Long Term Planning**

**Horton Park Primary School**

**Year 4 Long Term Plan**

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| **Big Ideas** |  | | | | | |
| **Horton Park Curriculum Drivers**  **‘Everyone Learns to Succeed’** | **Resilience**  The ability to recover quickly from difficulties and to never give up! | | **Problem Solving**  The process of finding solutions to difficult or complex issues | | **Experiences**  A range of opportunities which will support to further enhance learning | |
| **Communicate**  Share and exchange information effectively with others | | **Vocabulary**  The technical vocabulary within the curriculum to demonstrate and enable children to talk with fluency | | **Mutual Respect**  Developing strategies to collaborate with a range of people despite differences of opinions | |
| **Driver Project Title** | **Invasion** | | **Misty Mountain, Winding River** | | **Ancient Civilisations** | |
| **Linked Book Study** | **The Saga of Erik the Viking**  **By Terry Jones** | | **King of the Cloud Forests**  **By Michael Morpurgo** | | **Secretes of a Sun King**  **By Emma Carroll** | |
| **Entrance Point** | After the Romans True or False game | | River Study | | Bagshaw Museum trip | |
| **Exit Point** | Analysing artefacts to create a podcast about the Coppergate Dig | | Information Pack about the Lake District | | Project on comparing the civilisations | |
| **Science**  **Curriculum 22** | Digestive System | Sound | States of Matter | Grouping and Classifying | Electrical Circuits and Conductors | |
| **History**  **Curriculum 22** | Invasion  (Driver Project) | | Revision and Retrieval Practice | | Ancient Civilisations | |
| **Geography**  **Curriculum 22** | Interconnected World | | Misty Mountain, Winding River  (Driver Project) | | Revision and Retrieval Practice | |
| **Art**  **Curriculum 22** | Contract and Complement | Warp and Weft | Vista | Animal | Statutes, Statuettes and Figurines | Islamic Art |
| **Design Technology**  **Curriculum 22** | Fresh Food, Good Food | | Functional and Fancy Fabrics | | Tomb Builders | |
| **Computing**  **NCCE – Teach Computing** | Computing systems and networks – The Internet | Creating media - Audio production | Data and information – Data logging | Programming A – Repetition in shapes | Creating media – Photo editing | Programming B – Repetition in games |
| Information Literacy  Online Safety | | | | | |
| **PSHE**  **You, Me, PSHE** | Identity, society and equality:  Democracy | Keeping safe and managing risk:  Playing safe | Physical health and wellbeing:  What is important to me? | Careers, financial capability and economic  wellbeing: | Relationships and health education:  Growing up and changing | |
| **Music**  **Charanga** | Mamma Mia | Glockenspiel Stage 2 | Stop! | Lean on Me | Blackbird | Reflect, Rewind, Replay |
| **RE**  **Believing and Belonging** | How are important events remembered?  What faiths are shared in our country? | | How do the Five Pillars guide Muslims? | | Why are Gurus at the heart of Sikh belief and practice? | |
| **PE**  **Jasmine Real PE** | Cognitive | Creative | Social | Physical | Health and Fitness | Personal |
| **T4L/ Oracy/ Presenting/ Debate** | Were the Anglo-Saxons really invaders? - debate | | Present information packs about the Lake District | | **How was the Indus Valley civilisation similar to or different from the ancient Sumerian and ancient Egyptian civilisations? (Innovate project)** | |
| **Memorable Experiences** |  | | Nell Bank Residential | | Bagshaw Museum  Gurdwara Trip | |