

 **Long Term Planning**

 **Horton Park Primary School**

**Year 4 Long Term Plan**

|  |  |
| --- | --- |
| **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 LiteracyOnline 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 economicwellbeing: | 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 MuseumGurdwara Trip |