










Long Term Curriculum Overview

Year group: Y4

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Ancient Egypt History	Iron Man Design Technology	Jungles V Deserts Climate	Sheffield Steel Local History	Anglo-Saxons History	North America Geography
Key Question	Would you like to live as an Ancient Egyptian?	How can we save the world?	Why are jungles so wet and deserts so dry?	How and why has Sheffield changed over time? What man-made processes and events caused Sheffield to change?	Who were the Anglo Saxons and how do we know what was important to them?	Where is the ' Sunshine State' and what is it like there?
Text/focus	Information texts on Ancient Egypt How to Make a Mummy Instructions Flat Stanley: The Great Egyptian Grave Robbery – Jeff Brown	The Iron Man – Ted Hughes Narrative	Hodgeheg – Dick King-Smith	Children’s History of Sheffield – Ann Wright Meet me by the Steelmen - Theresa Tomlinson Information texts	Beowulf – Michael Morpurgo	USA in our World, by Lisa Klobuchar What’s So Great About This State? by Kate Boehm Jerome
Writing purpose	Inform: Instruction Writing (How to mummify an apple) Entertain: Short stories (Story set in Egypt, with links to Ancient Egypt) Inform: Explanation Text (mummification)	Writing to inform the country about events taken from <i>The Iron Man</i> by writing a series of newspaper reports Newspaper Articles 1. Guided write newspaper 2. Shared write newspaper 3. Prompted write newspaper 4. Independent write newspaper (These accompany four main parts of the first half of <i>The Iron Man</i>)	Inform: Recount of Princess Cinnamon in the Jungle Persuade: Persuading the public to take steps to look after hedgehogs	Writing to inform Y5s about Abbeydale Works by writing a non-chronological Report	Entertain: Story set in a historical setting - Ethbur, the Anglo-Saxon	Discuss: Leaflet
Grammar and Punctuation	Identifying word classes (including abstract and collective nouns) Apostrophes for plural possession (3.6) Plural and possessive -s Distinguish between a main clause and a subordinate clause Identify and write the subordinating conjunctions <i>because, when</i> and <i>although</i> Identify and write complex sentences that open with a main clause followed by a subordinate clause (<i>because, when</i> and <i>although</i>)	Write topic sentences that start new paragraphs in expository writing Identify and write supporting detail that elaborates on topic sentences in expository writing Identify and write concluding sentences that end paragraphs in expository writing Use of paragraphs to organise ideas around a theme	Subordinating conjunctions <i>since, after/before</i> and <i>even though</i> Identify and write complex sentences <i>since, after/before</i> and <i>even though</i> Appropriate choice of pronoun or noun to aid cohesion and avoid repetition Possessive pronouns Using determiners	Convert spoken word into direct speech Identify and write appropriate verbs in reporting clauses for characterisation Identify and write new paragraphs for new speakers	Identify and write the subordinating conjunctions (<i>as, while</i> and <i>if</i>) Identify and write complex sentences (<i>as, while</i> and <i>if</i>) Expanded noun phrases	Identify and write sentences that open with present or past participles (fronted adverbials) Use of a comma after the fronted adverbial

<p>Science</p>	<p>Animals including humans (digestion)</p> <p>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>	<p>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors Activities-making a buzzer game. Or: help iron man fix his broken light/torch. Making a switch: education guru website-search for early warning system</p>	<p>Living things and their habitats</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Compare animals found in different environments in Sheffield</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways (producers, consumers etc.)</p> <p>Animals including humans-construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Changing states of matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>
<p>History</p>	<p>Would you like to live as an Ancient Egyptian and why?</p> <p>Ancient Egypt</p> <p>The achievements of the earliest civilizations, including an overview of where and when the first civilizations appeared and a depth study</p>			<p>How did the development of steel-making change Sheffield?</p> <p>A local history study: a study over time tracing how several aspects of national history are reflected in the locality</p> <p>Abbeydale Industrial Hamlet and the history of crucible steel</p>	<p>Who were the Anglo Saxons and how do we know what was important to them?</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> ➤ Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire; ➤ Scots invasions from Ireland to north Britain (now Scotland); ➤ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ➤ Anglo-Saxon art and culture ➤ Christian conversion – Canterbury, Iona and Lindisfarne 	

Geography		<p>How can we live more sustainably?</p> <p><u>Place knowledge</u> <i>United Kingdom</i> <u>Human geography</u> <i>Economic activity</i> <i>Natural Resources</i></p>	<p>Why are jungles so wet and deserts so dry?</p> <p><u>Locational knowledge</u> <i>South America</i> <u>Physical geography</u> <i>Climate zones, Biomes and Vegetation Belts, Water Cycle</i></p>			<p>Beyond the Magic Kingdom: What is the Sunshine State really like?</p> <p><u>Locational knowledge</u> <i>North America</i> <u>Place knowledge</u> <i>A region within North America</i> <u>Physical geography</u> <i>Climate zones, Biomes and Vegetation belts</i> <i>Rivers and Mountains</i> <u>Human geography</u> <i>Settlement, Economic Activity</i></p>
RE	What kind of world did Jesus want?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day that Jesus dies 'Good Friday'?	What happened to the early followers of Jesus when Jesus left?	How and why do people mark the significant events of life?
Music	 <p>Mamma Mia Sing, play, improvise and compose with the song Mamma Mia. Listen and appraise more ABBA hits.</p>	 <p>Stop! Builds on previous learning. Stop! - a rap/song about bullying.</p>	 <p>Glockenspiel Stage 1 (Y3 unit) Exploring and developing playing skills through the glockenspiel.</p>	 <p>Lean On Me All the learning is focused around one song: Lean On Me by Bill Withers An integrated approach to music the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	 <p>Blackbird Blackbird by The Beatles - a song about civil rights.</p>	 <p>Reflect, Rewind and Replay Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
Art	<p>EGYPTIANS ART EGYPTIANS ART Portraits pencil, Paint Pattern, line, texture, proportion of facial features</p> 			<p>Local history Sheffield steel: structures Millennium galleries. Wire structures sculpture 3D materials and pencil</p> <p>Magdalene Odundo. Barbara Hepworth</p> 		<p>Pencil and mixed media: North American artists Andy Warhol, Jean Michel Basquiat, John Singer Sargent</p> 
PE - Indoors	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
PE - Outdoors	Rounders	Dance	Gymnastics	Netball	Tennis	Athletics
RSHE	<p>RELATIONSHIPS -Friends: Keeping friendships healthy F1 What makes a good friend? F2 Are all friends the same?</p>	<p>RELATIONSHIPS -Friends: Keeping friendships healthy F3 Are friendships always fun?</p>	<p>HEALTH AND WELL BEING -Mental Wellbeing: Understanding my feelings M1 How do I manage my feelings?</p>	<p>HEALTH AND WELL BEING -Mental Wellbeing: Understanding my feelings M2 Are we happy all the time?</p>	<p>RELATIONSHIPS -Family: What makes a family? Fa3 Are boys and girls the same?</p>	<p>LIVING IN THE WIDER WORLD Community: Our communities C1How do we make the world fair? C3 How can we help the people around us?</p>

DT		Electrical: Head night light 1.Electrical products 2.Evaluating torches 3.Torch designs 4.Torch assembly	Digital World: Mindful Moments 1.Mindfulness and existing technology 2.Programming timers 3.Prototypes 4.Brand identity		Textiles: Anglo Saxon Applique Cushions 1.Cross stitch and applique 2.Cushion design 3.Decorating my cushion 4.Assembling my cushion	
Computing	Computing systems and Networks- the internet	Creating Media- audio production	Programming A- repetition in shapes	Data and information- data logging	Creating media- photo editing	Programming B- repetition in games
French	Classroom instructions, naming animals, listening skills (story), body parts, size words, facial parts, using a bilingual dictionary and colours.	Agreement (S-V / A-N), pronunciation of on, om and an, Fairy tales, revise 'je voudrais', months and numbers (1-15).	Months, numbers (16-31), dates and days of the week, Revision of facial features, Hair colour and type and eye colour	Size, pronunciation of 'r', and 'ch', 3 rd person, use of adjectives in sentences, family members and asking about brothers and sisters, and use of 'my'.	Family members, revise 'my', using dictionaries, pronounce 'eu', clothing and colour revision, asking simple questions, describing clothing, presenting a text and revise food.	Give opinions, revise words for parts of the body, colours, clothes, months, numbers, personal descriptions and family, and learn about French food.
Whole-class Reading Time	<i>The Marvellous Granny Jinks and Me</i> - Serena Holly and Selom Sunu	<i>Planet Omar</i> - Zanib Mian and Nasaya Mafaridik	<i>Lizzie Zipmouth</i> - Jacqueline Wilson	<i>Noah Scape Can't Stop Repeating Himself</i> - Guy Bass and Steve May	<i>Bill's New Frock</i> - Anne Fine	<i>Thief on the Track</i> - Ellie Robinson and James Lancett