

Headlands CE (C) J I & N School – Long Term Curriculum Plan

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Narrative- Stories in imaginary worlds- Adrift animation (Literacy Shed) (4 weeks)</p> <p>Non-Fiction- Recount- Holiday brochure-The Americas topic (3 week)</p>	<p>Poetry – List poems/Kennings (1 Week)</p> <p>Narrative- Diary- Wing It animation (Literacy Shed) (4 weeks)</p> <p>Non-Fiction- Newspaper Article article based on Wing It animation (Literacy Shed) (2 weeks)</p>	<p>Narrative- Stories from other cultures- Cloud Tea Monkeys (4 weeks)</p> <p>Poetry/drama- Y3/4 Performance</p>	<p>Narrative- Stories from other cultures Firebird (drama workshop)</p> <p>Non-Fiction- Non-Chronological report Report on the Firebird and an Indian animal (5 weeks)</p> <p>Poetry/drama- Y3/4 Performance</p>	<p>Narrative- Stories with historical settings- Instructions, descriptive writing, diary entry related to How to train your dragon (4-5 weeks)</p> <p>Non-Fiction- Information Texts- A Viking warrior using a selections of texts, including Beowulf (3 weeks)</p>	<p>Narrative- Myths and Legends- Using animation The Saga of Biorn from Literacy Shed (4 weeks)</p> <p>Poetry- Creating images (2 weeks)</p>
Science	Animals including humans	Electricity	States of Matter		All living things	Sound
Computing	We are software developers 1st week digital literacy	We are web designers 1st week digital literacy	We are co-authors 1st week digital literacy	We are data analysts 1st week digital literacy	We are animators 1st week digital literacy	We are software developers 1st week digital literacy
RE	4.1-how important events are remembered	4.2. What faiths are shared in our country?		4.3 How to the five pillars guide Muslims?		4.4 Why are Gurus the heart of Sikh belief and practice?

Christian Value	Friendship	Humility	Truthfulness	Respect and reverence	Compassion	Justice
PSHE	Relationship	Identity (Carry my story)	Economic (Carry my story)	Citizenship (Carry my story)	Health (Carry my story)	Risk
Geography	The Americas		India	India		
History		Inventors & Inventions			Anglo-Saxons	Vikings
Art	American Artist Study - Popart James Rosenquist				Viking jewellery	Clay model of Viking warrior
DT	Make a Totem Pole	Buzz game (Enterprise Project)	Paisley Pattern Key-ring (Sewing)	Samosas	Viking long boats	Make a Totem Pole
Music	Music Express – Sounds – Classifying instruments – learning beatboxing – performing – learn about aerophones (wind instrument) - sing partner songs – classifying instruments by the way sounds are produced. Explore combined expressive effects of different instruments. Name different instruments by name and the way they are played.	Music Express – Communication Composing – Playing ostinati layering performance – copying rhythms and short melody – composing a rap – using music to communicate a meaning.	Music Express – Around the World – Playing leaps – Exploring the pentatonic scale – reading graphic notions – composing and noting pentatonic melodies – describe music using musical terms. Play pentonic song with leaps. Combining tuned and un-tuned percussion and singing.	Year 3 – 4 Performance – Teach VOCAB – Structure – Pitch – Texture – Timbre – Tempo – Dynamics – Duration.	Music Express – Recycling – Making instruments – perform verse and chorus structure – improvising – interpreting notation – understanding structure – Exploring sounds – Performing songs using sound pictures.	Music Express - Time – Identifying the metre of a new song – Singing in three independent parts - play and sing repeated patterns - Understanding syncopation and using off-beat rhythms in improvisation - Creating music which tells a story.
French	All about me	Where I live	Weather	Introduction to sports	Toys	Time
Possible Visits/ Visitors/ Enrichment Events			Linking school relating to 'Carry my Story'		The Venue to share 'Carry my Story'	Murton Park n York for Vikings

PE	Competitive Games	Basketball (PE Coach)	Football (PE Coach)	Netball (PE Coach)	Athletics	Compare and Perform
-----------	-------------------	--------------------------	------------------------	-----------------------	-----------	------------------------