



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 4



Spring Term Values: Spring Term 1 -Tolerance Spring Term 2 – Calmness		SMSC Spiritual, moral, social and cultural	Fundamental British Values	Safeguarding
Weekly Lessons				
Poetry	Link poetry to narrative themes- use this to develop vocabulary and rich language.	Use of imagination and creativity	Mutual Respect	
Narrative	Text: Kasper Prince of Cats, Michael Morpurgo (rags to riches) Text: Varjak Paw, SF Fred (suspense)	Use of imagination and creativity.	Mutual Respect	Water safety
Non-Narrative	Explanation Text – why an animal becomes extinct Discussion Text- should cats be kept as pets	Use of imagination and creativity.	Mutual Respect	
Maths	Effective Maths Geometry Money and decimals Place Value Addition and Subtraction Multiplication and Division Fractions Statistics	Ability to accept other people’s viewpoints. Being able to reflect.	Mutual Respect	Relationships (working as partners)
Science	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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Reflecting on their scientific research and respecting others opinions. Developing an understanding of the world around them.	Mutual Respect Democracy Individual liberty Tolerance	Planning safe and fair tests.



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 4



	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	Willingness to reflect on their experience.		
RE	<p>Saints and Heroes</p> <p>Explore the idea of different faiths and the effect life changing events have had on them.</p> <p>Discover significant people within different faiths (e-learning).</p> <p>Understand different beliefs, expressing empathy towards cultures, their principles and hardships. (PSHCE)</p> <p>Debate whether it is fair that one religious background is treated differently to another. (Consider race, refugees, immigration)</p> <p>Discuss the teachings of different faiths, comparing them to beliefs of their own (child).</p>	<p>Reflective about their own beliefs</p> <p>Knowledge of and respect for different faiths.</p>	<p>Mutual Respect</p> <p>Tolerance</p>	Tolerance for others beliefs
Computing	<p>E-Safety</p> <p>To understand how children can protect themselves from online identity theft.</p> <p>Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</p> <p>Identify the risks and benefits of installing software including apps.</p> <p>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p>	Right from wrong	<p>Rule of Law</p> <p>Mutual respect</p>	e-safety
French	<p>Language Angels</p> <p>Rooms Of The House</p> <p>To say where I live in French.</p> <p>To consolidate previous language and learn five nouns for rooms of the home</p> <p>To learn five more nouns for rooms of the house.</p> <p>To use the negative structure.</p> <p>To put all new language learnt into context and integrate it with previously learnt language.</p>	Use of social skills in different contexts.	<p>Mutual respect</p> <p>Tolerance</p> <p>Individual Liberty</p>	



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 4



	<p>To revise all language covered so far and complete assessment.</p> <p>At The Cafe' To learn the vocabulary and order drinks in a French café. To revise the new vocabulary from last week and learn new words for foods that may be ordered for breakfast in French. To revise previous new vocabulary and integrate food and drink words together. To revise previous new vocabulary and complete a class survey. To consolidate the language for ordering a breakfast in French and learn new vocabulary for snacks. To consolidate all the language learnt so far by creating a real French Café. Revise all language so far and complete an assessment for the unit.</p>			
<p>PE</p>	<p>Rising Stars Curriculum PE – Cool Core To perform basic Pilates moves with good technique and understanding. To improve balance and co-ordination. Perform some controlled pilates movements and understand the benefit of doing them. Understand why breathing is important through all the moves. Create a cool core move using balance techniques. Master pilate moves with accuracy and control, and understand the value of doing them.</p> <p>Games – Invaders To know how to dribble a ball, change direction and maintain control. To use agility, balance and control. Improve accuracy of passing by using a target. Dribble a ball with control. Learn how to support other players in a team. To be able to play as a team.</p>	<p>Willingness to participate in and respond to sporting opportunities.</p>	<p>Rule of Law Mutual Respect Democracy</p>	<p>Promoting healthy lifestyles.</p>
<p>PSHE</p>	<p>Dreams and Goals I can tell you about some of my hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to make a new plan and set new goals even if I have been disappointed.</p>	<p>Understand right from wrong. Reflect on own beliefs and experiences.</p>		<p>Healthy lifestyle and behaviour. Mental health and well-</p>



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 4



<p>Science</p> <p>Computing</p> <p>PSCHE</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand how key events and individuals in design and technology have helped shape the world.</p> <p>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)</p> <p>Understand that ICT allows for situations to be modelled which it would be impractical to try out in real life and investigate the effect of changing variables in these simulations. Skim read and sift information to check its relevance and modify search strategies.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>Ability to reflect on their experiences.</p>		
<p>Theme</p>	<p>Exploring America (2 weeks)</p>		<p>Mutual Respect Tolerance The Rule of law Individual liberty</p>	
<p>Objectives:</p> <p>Geography</p> <p>History</p>	<p>To locate North and South America and the countries within those continents. Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p>	<p>Ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>		<p>Tolerance and understanding of other cultures.</p>



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 4



<p>PSHE</p>	<p>Make connections between local, regional, national and international history. Show some awareness of how people’s lives have shaped this nation. Use evidence to reconstruct life in time studied. Understand that aspects of the past have been represented and interpreted in different ways Use terms related to the period and begin to date events</p> <p>I know what it means to be resilient and to have a positive attitude. I can tell you a time when my first impression of someone changed as I got to know them.</p>			
<p>Theme</p>	<p>Saints and Heroes – To be taught weekly</p>			
<p>Objectives:</p> <p>RE:</p> <p>History:</p> <p>PSHCE:</p> <p>Drama:</p>	<p>Explore the idea of different faiths and the effect life changing events have had on them. Discover significant people within different faiths (e-learning). Understand different beliefs, expressing empathy towards cultures, their principles and hardships. (PSHCE) Debate whether it is fair that one religious background is treated differently to another. (Consider race, refugees, immigration) Discuss the teachings of different faiths, comparing them to beliefs of their own (child).</p> <p>Consider the role of significant religious people (leaders) and the lasting impact they have had on society. (MLK & Rosa Parks [race]) – Ties to Exploring America. Look at the impact a person’s actions have had on the lives of others. May consider governments here. Who are saints, what makes someone a saint, what is the process of becoming a saint? Local saints of Bridlington – possible trip to priory, may recruit a guest speaker? Local expert? (geography) Are all saints Christian? What title is given to the ‘saints’ of other faiths?</p> <p>Who are our heroes? What makes a hero? Hotseat a significant person of faith; interview them to find out why they acted as they did. Possible English tie in? Newspaper report.</p>	<p>Respect towards different religions.</p> <p>Understanding and appreciation of the wide range of cultural influences that have</p>	<p>Mutual Respect Tolerance The Rule of law Individual liberty</p>	<p>Organising visitors DBS checked. Complete risk assessment for visit to Church.</p>



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 4



	Freeze-frame a life-changing moment for a key religious person; discuss its impact.	shaped their own heritage and that of others.		
Half Term				
Theme	Our Family Commonwealth (2 weeks) In depth study of 3 common wealth countries.			
Objectives:		Acceptance of and engagement with the fundamental British values.	Mutual Respect Tolerance The Rule of law Individual liberty	
PSHE	I can identify feelings of anxiety and fear associated with peer pressure. I know how to make a new plan and set new goals even if I have been disappointed. I can express my own opinions and feelings on this.			
History	Explain some of the main events and give reasons for, and results of, the changes Identify key features and events. Use evidence to reconstruct life in time studied I know what it means to be resilient and to have a positive attitude.	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.		
Geography	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use skills and evidence to answer a range of geographical questions.			
Theme	British Science Week – Famous Scientists – Charles Darwin			
Objectives:		Sense of enjoyment and fascination in learning about others.	Mutual Respect Tolerance The Rule of law Individual liberty	
PSHCE	I can tell you a time when my first impression of someone changed as I got to know them. I know what it means to be resilient and to have a positive attitude.			
Computing	Pupils continue to use technology, including spreadsheets, to create graphs and present data in different ways.			



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 4



<p>Science</p> <p>History</p> <p>Art</p>	<p>Understand that evaluation and improvement is a vital part of a design process and ICT allows changes to be made quickly and efficiently.</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. Recognise that living things can be grouped in a variety of ways.</p> <p>Show some awareness of how people’s lives have shaped this nation.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>			
<p>Theme</p>	<p>Who’s the Mummy (4 weeks)</p>			
<p>Objectives:</p> <p>History</p> <p>Art</p> <p>Geography</p>	<p>To make connections between local, regional, national and international history. To understand that aspects of the past have been represented and interpreted in different ways. To describe and compare different periods from the past. To look for links and effects in time studied. To develop broad understandings of ancient civilisations.</p> <p>To plan, design and make models from observation or imagination. To join clay adequately and construct a simple base for extending and modelling other shapes To revise primary and secondary colours and colour mixing. To mix and use tints and shades.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To begin to describe and compare features of different locations and offer explanations for the locations of some of these features.</p>	<p>Knowledge of and respect for different people’s faiths, feelings and values.</p>	<p>Mutual Respect Tolerance The Rule of law Individual liberty</p>	<p>Risk Assessment for trip to Hands on history.</p>



Burlington Junior school – Curriculum Long Term Plan- Spring 2019/2020: Year 4



<p>D&T</p>	<p>To begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <p>To 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.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>To investigate and analyse a range of existing products.</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>			
<p>Additional Enrichment</p>	<p>Community Project: Science investigations with Bridlington Secondary Sports Relief</p> <p>Activity Passport: Make chocolate.</p> <p>Visits/visitors: Mrs Singh – Hinduism and Sikhism specialist</p> <p>Life Skills: Trade,</p> <p>Experience/launch: Hands on history Egyptians, eco-role, class system (Titanic), Digestive system experiment.</p> <p>Outdoor Learning: Orienteering (check with year 5 for progression),</p> <p>Challenging Stereotypes: Racism, privilege, class system, gender stereotypes/sexism,</p> <p>Positions of Responsibility: Recycling monitors.</p>			<p>Beach safety Water Safety</p>



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