



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



<u>Summer Term</u> Values: Summer Term 1 –Kindness Summer Term 2 – Responsibility		<u>SMSC</u> <u>Spiritual, moral,</u> <u>social and cultural</u>	<u>Fundamental</u> <u>British Values</u>	<u>Safeguarding</u>
<u>Weekly Lessons</u>				
Poetry	Link poetry to narrative themes- use this to develop vocabulary and rich language.	Use of imagination and creativity	Mutual Respect	
Narrative	Text: Why the Whales Came, Michael Morpurgo (warning tale) Text: Kensuke’s Kingdom, Michael Morpurgo (character change tale)	Use of imagination and creativity.	Mutual Respect	Water safety
Non-Narrative	Information text, Persuasive Text- keeping safe near water	Use of imagination and creativity.	Mutual Respect	
Maths	Effective Maths Place Value Calculation Money and Decimals Length Patterns Mass and Volume	Ability to accept other people’s viewpoints. Being able to reflect.	Mutual Respect	Relationships (working as partners)
Science	Living things and their habitats -Recognise that living things can be grouped in a variety of ways -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things Working scientifically -Ask relevant questions and use different types of scientific enquiries to answer them -Set up simple practical enquiries, comparative and fair tests -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -Gather, record, classify and present data in a variety of ways to help in answering questions	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.



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	<ul style="list-style-type: none"> -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ---Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	Willingness to reflect on their experience.		
RE	<p>Our World</p> <ul style="list-style-type: none"> -Compare different faith beliefs about how the universe began -Give reasons why people of faith have a sense of awe and wonder about the Earth -Explore religious teachings to see how faith members should care for the Earth -Investigate how faith members show care for the environment -Express thoughts and beliefs about how the universe began -Share feelings about the sense of awe and wonder in the natural world -Share thoughts on how and why religions treat the world with respect -Show understanding of stewardship and suggest actions everyone can take 	<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>Coding</p> <ul style="list-style-type: none"> -To explain what coding is. Introduction to the 2Code interface including the possible actions of character, car and animal objects. Tinkering with 2Code -To create a program with an object that repeats actions indefinitely. To use a timer to make characters repeat actions. To explore the use of the repeat command and how this differs from the timer. -To introduce If statements to allow selection in a program. -To introduce variables. -To create a program with a character that repeats actions. To use the Repeat Until command to make characters repeat actions. To program a character to respond to user keyboard input. -To go through the design, code, execute, refine process. To use the coding skills that they have encountered creatively in their own program. 	Right from wrong	<p>Rule of Law</p> <p>Mutual respect</p>	e-safety
French	<p>Language Angels</p> <p>The classroom</p> <ul style="list-style-type: none"> -To learn the first set of vocabulary for the classroom. 	Use of social skills in different contexts.	<p>Mutual respect</p> <p>Tolerance</p>	



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	<ul style="list-style-type: none"> -To learn the names of more classroom objects. -To consolidate all the vocabulary for classroom objects and introduce j'ai and je n'ai pas de -To consolidate new language j'ai and je n'ai pas de. Extend with a listening exercise and 'sondage' (survey) on what is and is not in their pencil case. -To quickly revise dans ma trousse j'ai and dans ma trousse je n'ai pas de and teach the children simple classroom commands in French. -To revise all language covered so far and complete assessment for the unit. <p>Goldilocks</p> <ul style="list-style-type: none"> -To learn and retain new vocabulary by improving reading skills using word cards from the familiar story Boucle d'Or Et Les Trois Ours. -To learn and retain new vocabulary using phrase cards of the story Boucle D'Or Et Les Trois Ours. -To write their own Goldilocks story in French. -To revise all language covered so far and complete assessment for the unit. 		Individual Liberty	
PE	<p>Rising Stars Curriculum</p> <p>Games</p> <p>Invasion Games – Tigers Trust</p> <p>Young Olympians</p> <ul style="list-style-type: none"> -To select and maintain a running pace for different distances. -To practise throwing with power and accuracy. -To throw safely and with understanding. -To demonstrate good running techniques in a competitive situation. -To explore different footwork patterns. -To understand which technique is the most effective when jumping for distance. -To utilise all the skills learnt in this unit in a competitive situation. <p>Sport</p> <p>Gymnastics</p> <ul style="list-style-type: none"> -To identify and practise body shapes. -To identify and practise symmetrical and asymmetrical body shapes. -To construct sequences using balancing and linking movements -To use counterbalances and incorporate them into a sequence of movements. -To perform movements in canon and in unison. -To perform and evaluate own and other's sequences. <p>Nimble Nets</p>	Willingness to participate in and respond to sporting opportunities.	Rule of Law Mutual Respect Democracy	Promoting healthy lifestyles.



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	<ul style="list-style-type: none"> -To become familiar with balls and short tennis rackets. -To get the ball into play. -To accurately serve underarm. -To build up a rally. -To build a rally, focusing on accuracy of strokes. -To play a variety of shots in a game situation and to explore when different shots should be played. -To play a competitive tennis game. 			
PSHE	<p>Relationships</p> <ul style="list-style-type: none"> -I can identify the web of relationships that I am part of, starting from those closest to me and including those ore distant. -I can identify someone I love and can express why they are special to me. -I can tell you about someone I know that I no longer see. -I can explain different points of view on an animal rights issue. -I understand how people feel when they love a special pet. -I know how to show love and appreciation to the people and animals who are special to me. <p>Changing me</p> <ul style="list-style-type: none"> -I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. -I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. -I can describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. -I know how the circle of change works and can apply it to changes I want to make in my life. -I can identify changes that have been and may continue to be outside of my control that I learnt to accept. -I can identify what I am looking forward to when I am in year 5.w 	<p>Understand right from wrong. Reflect on own beliefs and experiences. Understanding of the consequences of behaviour and actions.</p>		<p>Healthy lifestyle and behaviour. Mental health and well-being. Healthy relationships.</p>
Theme	River Deep, Mountain High! (6 Weeks)			
Objectives:				
Geography	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p> <p>To locate countries in Europe and the world using maps.</p>	<p>Ability to recognise the difference between right and wrong.</p>	<p>Mutual Respect Tolerance The Rule of law</p>	<p>Understanding of why laws have changed.</p>



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<p>History</p> <p>D&T</p> <p>Science</p> <p>PSHE</p>	<p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features. Be aware that different places may have both similar and different characteristics. Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments. To describe and understand key aspects of physical geography: rivers and mountains. Use skills and evidence to answer a range of geographical questions. Begin to investigate answers and use the correct vocabulary to share findings. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To confidently use the 4 points of a compass.</p> <p>Use evidence to build up a picture of a past event. Explain some of the main events and give reasons for, and results of, the changes identify key features and events. Offer a reasonable explanation for some events.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 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>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 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>I can explain different points of view on an animal rights issue.</p>	<p>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Ability to reflect on their experiences.</p>	<p>Individual liberty</p>	
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<p>RE</p> <p>Art</p>	<p>I can express my own opinions and feelings on this.</p> <p>What do religions teach about caring for our world?</p> <p>To learn about great artists, architects and designers in history. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>			
<p>Theme</p>	<p>Islands of America (4 Weeks)</p>			
<p>Objectives:</p> <p>Geography</p> <p>Science</p> <p>History</p>	<p>To locate North and South America and the countries within these continents. Be aware that different places may have both similar and different characteristics. Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments. 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. To begin to investigate answers and use the correct vocabulary to share their findings.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Understand that aspects of the past have been represented and interpreted in different ways. Ask a variety of questions. Explain some of the main events and give reasons for, and results of, the changes; identify key features and events.</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>



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Art	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.			
Theme	Awesome Olympians (2 week) Famous Olympians			
Objectives: ICT History	Understand & evaluate the dynamics of different search engines. Skim read and sift information to check its relevance and modify search strategies. Understand that the information they use needs to be appropriate for the audience they are writing for, e.g. when copying and pasting difficult language. Show some awareness of how people’s lives have shaped this nation. Describe and compare different periods from the past	Respect towards different religions. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Mutual Respect Tolerance The Rule of law Individual liberty	Organising visitors DBS checked. Complete risk assessment for visit to Church.
Additional Enrichment	Community Project: Food swaps/bank Activity Passport: Walk through forest, learn about a new religion. Visits/visitors: Hands on History- Egyptians Life Skills: Healthy eating, responsibility, Experience/launch: Who is killing the Teesta River? (Drying up due to human interference; Rivers Deep, Mountains High) Hawaiian invasion! (invasive species; Islands of America) Outdoor Learning: Forest walk, Olympic events, mile run. Challenging Stereotypes: Community diversity and cultures. Positions of Responsibility: Judges for Olympic results, Reading ambassadors, Council members			



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