



Burlington Junior School – Curriculum Long Term Plan – Autumn 2020/2021: Year 4



Autumn Term Values: Autumn Term 1 – Resilience Autumn Term 2 – Respect		SMSC Spiritual, moral, social and cultural Fundamental British Values	RSE Relationship and Sex Education	Safeguarding
English 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 Text: Why the Whales Came	Use of imagination and creativity.	Mutual Respect	Water safety
Non-Narrative	Explanation Text Information Text	Use of imagination and creativity.	Mutual Respect	
Maths	Effective Maths Bridging Unit Place Value Addition and Subtraction Multiplication and Division Time Fractions Geometry	Ability to accept other people’s viewpoints. Being able to reflect.	Mutual Respect	Relationships (working as partners)
Science	Sound To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sound travel through a medium to the ear. To recognise that sounds get fainter as the distance from the sound source increases. To find patterns between the volume of the sound and the strength of the vibrations that produce it. (Evelyn Glennie) Electricity	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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	<p>To identify common applications that run on electricity.</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>To 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>To 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>To recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Willingness to reflect on their experience.</p>		
RE	<p>4.1 – Belief in the community</p> <p>To learn about the things that help us shape our sense of identity.</p> <p>To consider the ways in which we express our identity.</p> <p>To consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding.</p> <p>To explore the parables of Jesus.</p> <p>To find out about Christian Baptism through the story of John the Baptist.</p> <p>To explore Muslim birth ceremonies and naming days.</p> <p>To find out about the naming ceremonies of Sikh children.</p> <p>To find out about Sikh marriage ceremonies.</p> <p>To find out about Islamic marriage ceremonies.</p> <p>To understand the importance of the Hajj for a muslim person.</p>	<p>Reflective about their own beliefs</p> <p>Knowledge of and respect for different faiths.</p> <p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<p>Mutual Respect</p> <p>Tolerance</p>	<p>Tolerance for others beliefs</p>
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>	<p>Right from wrong</p>	<p>Rule of Law</p> <p>Mutual respect</p>	<p>e-safety</p>



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<p>French</p>	<p>Myself To be able to count to 20 in French. To be able to say their name and age in French. To be able to say hello and goodbye and ask how somebody is feeling and answer how they are feeling. To be able to tell you where they live in French. To be able to say whether they are French or English in French.</p> <p>Family To be able to say nouns in French for members of their family. To be able to count to 100 in French. To be able to explain how many people are in a family and their names in French. To understand the concept of mon, ma and mes in French.</p>	<p>Use of social skills in different contexts.</p>	<p>Mutual respect Tolerance Individual Liberty</p>	
<p>PE</p>	<p>Bootcamp Understand how to prepare the body for exercise. Understand what fitness means. To complete a range of circuit-based activities and understand the reason for doing them. To understand what happens to the heart rate during exercise. To improve a circuit that includes activities practised in Lessons 1 and 2. To improve a circuit that includes activities practised in Lessons 1–3 with balance and coordination. To improve a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination. To improve a circuit that includes activities practised in previous Lessons 1–5.</p> <p>Boxercise To learn footwork moving patterns showing co-ordination. To demonstrate the correct technique for a jab. To understand the value of boxercise moves. To learn how to build an aerobic exercise routine including skilled moves. To create and perform a boxercise sequence with increased accuracy. To perform a boxercise routine with precision .</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>



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<p>PSHE</p>	<p>Being me in my world I know my attitudes and actions make a difference to the class team. I understand who is in my school community, the roles they play and how I fit in. I understand how democracy works through the school council. I understand that my actions affect myself and others; I care about other people’s feelings and try to emphasise with them. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community.</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. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. I can identify the contributions made by myself and other’s to the groups achievements.</p>	<p>Understand right from wrong.</p> <p>Reflect on own beliefs and experiences.</p> <p>Understanding of the consequences of behaviour and actions.</p> <p>Acceptance of and engagement with the fundamental British values.</p>		<p>Healthy lifestyle and behaviour. Mental health and well-being. Healthy relationships.</p>
<p>DT</p>	<p>Textiles Product Analysis To investigate and evaluate a range of existing products in the context of a product analysis of existing juggling balls. To acquire a broad range of subject knowledge and draw upon disciplines such as mathematics in the context of using graphs to analyse existing juggling balls. I can investigate and evaluate juggling balls.</p> <p>Designing To generate, develop, model and communicate ideas through discussion and annotated sketches in the context of designing a circus themed juggling ball. I can follow a design criteria to help me create and communicate my ideas.</p> <p>Tie-Dye To select from and use a range of tools and equipment to perform practical tasks accurately in the context of creating a tie-dye background for a juggling ball. I can perform tie-dye as a technique for decorating my fabric.</p> <p>Filling and Hemming</p>	<p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>		



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	<p>To select from and use a wider range of materials and components according to their functional properties in the context of choosing the filling for their juggling balls. I can research and trial different fillings for my juggling ball and decide upon the most functional one.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting and shaping), accurately in the context of cutting, shaping and hemming a juggling ball. I can cut around a template and use a running stitch to create a hem.</p> <p>Decorative Fabric</p> <p>To select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities in the context of using a functional method for decorating a fabric. I can use a functional technique to carefully decorate my fabric.</p> <p>Shaping and Joining</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for examples shaping and joining), accurately in the context of shaping and joining a juggling ball. I can join my juggling ball using an appropriate stitch to create my finished shape.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of evaluating juggling balls. I can evaluate my product.</p>			
Art	<p>Portraits</p> <p>To develop an understanding of human face proportions. To apply understanding of proportions to a portrait. To apply knowledge of proportions to a self-portrait and self-assess.</p> <p>Printing</p> <p>To create a wallpaper design for press printing. To develop carving skills by create a press print block. To further develop printing skills and understanding.</p>	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.	<p>To develop skills to make and maintain positive relationships</p> <p>To develop positive attitudes and values and respect differences in opinion</p>	<p>Identifying feelings and understanding empathy</p> <p>Understand that all art should be respected and valued</p> <p>Everyone can be an artist, everyone has a</p>



				<p>different opinion of what is 'good art'</p> <p>Celebrating success with positive praise to reflect and making choices including accepting reflections from others</p>
Geography	<p>Rivers Describe the water cycle, explain what a river is and locate the world's longest rivers on a map. Describe how rivers are used around the world. Identify the stages and features of a river, and the way that land use changes from the source to the mouth. Extended writing opportunity: Write a narrative from the perspective of a water droplet travelling down a river. Recognise and explain how human activity affects rivers. Suggested activity: Make a dam using different materials. Recognise and explain how flooding affects communities. Extended writing opportunity: Write a preparation and survival guide for potential flood victims. Identify the key characteristics of one of the world's longest rivers.</p>	<p>Effects of humans on the natural environment e.g tourism, farming.</p> <p>Cultural understanding of how people adapt the landscape and how they use the natural environment.</p>		<p>Appreciate the effect that actions can have on others (consequence) and learn from problems in the past</p>
History	<p>Titanic To recognise how class affected passengers on the Titanic. <i>Life of a child – how does this compare to life of a child during the Stone age?</i> To research facts about the production of the Titanic. <i>Legacy</i> To understand how the Titanic was built and who by. <i>Legacy – How did the disaster affect the White Star Line company?</i> To be able to accept people for who they are. <i>Life of a child</i></p>	<p>Ability to recognise the difference between right and wrong.</p> <p>Interest in investigating and offering reasoned views about moral and ethical issues and ability</p>	<p>Mutual Respect Tolerance The Rule of law Individual liberty</p>	<p>Understanding of why laws have changed.</p>



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	<p>To create a timeline of events that led to the Titanic’s demise. Chronology – link to Amy Johnson – Where is she on the timeline?</p> <p>To understand the Titanic disaster and determine who is at fault. Legacy – what changed because of the Titanic disaster.</p>	<p>to understand and appreciate the viewpoints of others on these issues.</p> <p>Ability to reflect on their experiences.</p>		
Additional Enrichment	<p>Community Project: Christmas play, Help 4 Heroes,</p> <p>Activity Passport: Create a cushion, compose music</p> <p>Visits/visitors: Titanic workshop day</p> <p>Life Skills: Sewing, map reading.</p> <p>Experience/launch: Foods they would have eaten on the Titanic.</p> <p>Outdoor Learning: Sound treasure hunt</p> <p>Challenging Stereotypes: Anti-racism, Diversity.</p> <p>Positions of Responsibility: Classroom monitors, washing hands, keeping a distance.</p>			