



# Clarice Cliff Primary: Long-term Planning 2018-2019



|                          | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|--------------------------|---|---|---|---|---|---|
| <b>Topic</b>             | Playlist  | I am Warrior  | Scrumdiddlyumptious!  | Scrumdiddlyumptious!                            | Road Trip USA   | Road Trip USA   |
| English Text             | George's Marvellous Medicine  | Alfie's Roman Adventure   | Charlie and the Chocolate Factory   | Charlie and the Chocolate Factory               | The Secret Garden   | The Secret Garden                                       |
| Cross Curricular Writing | Song lyrics posters   | Playscripts letters   | Recipes, instructions, nonsense poems, adverts.   | Recipes, instructions, nonsense poems, adverts. | Postcards, Emails Poetry Diary writing  | Postcards, Emails Poetry Diary writing                  |
| Maths                    | Place Value Addition & Subtraction  | Multiplication & Division   | Multiplication & Division<br>Graphs<br>Fractions<br>Time  | <i>Decimals</i><br><i>Money</i>                 | <i>Measurement: Volume and length</i><br><i>Area</i><br><i>Geometry</i><br><i>Position and movement</i>   | <i>Roman numerals</i><br><i>Consolidation of skills</i> |
| Entry Point              | Sound walk  | Invasion games – red/blue team<br>Celts/Romans  | Food tasting<br>What are our favourite foods?   | N/A   | American theme day  | N/A   |
| Educational Visit        | Street dance workshop(?)  | Chester   | N/A   | Toby carvery                                    | N/A   | TBC   |
| Parental Engagement      | N/A   | See Exit Point  | Ready, Steady, Cook –<br>Fairtrade food   | N/A   | Totem poles   | N/A   |
| Topic Objectives         | AD 3: Learn about great artists, architects and designers in history.<br><br>Co 6: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and | AD 2: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).<br><br>AD 1: Create sketch books to record their observations and use them to review and revisit ideas.<br><br>AD 3: Find out about great artists, architects | AD 1: Create sketch books to record their observations and use them to review and revisit ideas.<br><br>AD 2: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).<br><br>Co 6: Select, use and combine a variety of software (including | See Spring 1.                                   | AD 2: Improve mastery of art and design techniques, including drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay).<br><br>Co 4: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for | See Summer 2.   |



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|  | <p>presenting data and information.</p> <p>DT E 1: Investigate and analyse a range of existing products.</p> <p>DT D 1: 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>DT M 2: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>DT E 2: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Ge SF 1: Use maps, atlases, globes and digital/computer</p> | <p>and designers in history.</p> <p>DT D 1: 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>DT CN 2: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>DT E 3: Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Ge HP 1: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Ge PK 1: Understand geographical similarities and</p> | <p>internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>DT E 1: Investigate and analyse a range of existing products.</p> <p>DT CN 2: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>DT M 1: Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>DT D 1: 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>communication and collaboration.</p> <p>Co 3: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Co 1: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Co 5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Co 6: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content</p> |  |
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|  | <p>mapping to locate countries and describe features studied.</p> <p>La 8: Appreciate stories, songs, poems and rhymes in the language.</p> <p>Mu 5: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Mu 3: Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu 1: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Mu 6: Develop an understanding of the history of music.</p> <p>Mu 2: Improvise and compose music for a</p> | <p>differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p> <p>Ge LK 1: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Ge LK 2: Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> | <p>DT E 2: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>DT M 2: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Ge SF 1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Ge HP 2: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Hi 6: Study an aspect or theme in British history that extends pupil's</p> |  | <p>that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co 2: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>DT CN 2: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>DT D 2: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>DT D 1: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at</p> |  |
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|  | <p>range of purposes using the interrelated dimensions of music.</p> <p>PE 4: Perform dances using a range of movement patterns.</p> <p>Sc S 4: Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc S 1: Identify how sounds are made, associating some of them with something vibrating.</p> <p>Sc S 2: Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Sc S 3: Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Sc S 5: Recognise that sounds get fainter as the distance from the sound source increases</p> | <p>Ge HP 2: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Hi 2: Learn about the Roman Empire and its impact on Britain.</p> <p>PE 2: Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</p> <p>PE 3: Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).</p> <p>PE 6: Compare their performances with previous ones and demonstrate</p> | <p>knowledge beyond 1066.</p> <p>La 4: Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>La 9: Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary.</p> <p>Mu 1: Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Mu 2: Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>PE 1: Use running, jumping, throwing and catching in isolation and in combination.</p> |  | <p>particular individuals or groups.</p> <p>Ge SF 1: Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>Ge HP 1: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Ge HP 2: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Hi 9: Learn about a non-European society that provides contrasts with British history.</p> <p>PSHE 1a: Talk and write about their opinions, and explain their views,</p> |  |
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|  |  | <p>improvement to achieve their personal best.</p> <p>PSHE 1b: Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> | <p>Sc WS 4: Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Sc A 1: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat.</p> <p>Sc WS 8: Identify differences, similarities or changes related to simple scientific ideas and processes.</p> |  | <p>on issues that affect themselves and society.</p> <p>PSHE 4b: Think about the lives of people living in other places and times, and people with different values and customs.</p> <p>Mu 5: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Sc E 1: Identify common appliances that run on electricity.</p> <p>Sc E 3: 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>Sc E 2: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> |  |
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|                   |   |  |  |  | <p>Sc E 4: 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>Sc E 5: Recognise some common conductors and insulators, and associate metals with being good conductors.</p> |  |
| Science           | sound   | Solids, liquids, gases   | electricity  | Working scientifically – E.G. investigating different types of circuits to light up a Spooky street scene. | The human body  | Living things and their habitats       |
| Languages         |   |  |  |  |   |  |
| Computing         | Online Safety                                     | Effective searching  | Writing for different audiences  | logo   | Coding  | Animation                              |
| PE                | <i>Multi-skills<br/>Fitness for Children</i>      | <i>Tag Rugby<br/>Gymnastics</i>  | <i>Team Building<br/>Cricket</i>                                       | <i>Dance<br/>Fitness for Children</i>  | <i>Cricket<br/>Swimming</i>   | <i>Athletics<br/>Swimming</i>          |
| PSHE              | Our Happy School (New Beginnings)                 | Out and About (Getting On & Falling Out / Say No to Bullying)                      | <i>Looking Forward<br/>(Going for Goals)</i>                           | <i>My Friends and Family<br/>(Relationships)</i>   | <i>Healthy Bodies, Healthy Minds<br/>(Good to be Me)</i>  | <i>Ready, Steady, Go<br/>(Changes)</i> |
| RE                | What does it mean to be a Hindu in Britain today? | Christmas  | What can we learn from religions about deciding what is right & wrong? | Why is Jesus inspiring to some people? & Easter  | Why do some people think life is like a journey?  | Why are religious festivals important? |
| <b>Exit Point</b> | Talent Show                                       | Children write invitations in Roman numerals. Roman dress code. Roman art gallery. | N/A  | Food celebration party   | N/A   | Dreamcatchers                          |

Year: 4

Staff: Mrs Snape, Miss Roper, Mrs Capewell, Mrs Foy & Miss Bloor.



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