



## Year 4 Long Term Planning overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts</b>	By Ash Oak and Thorn	By Ash Oak and Thorn				
<b>English</b>	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills
<b>Maths</b>						
<b>Science</b>	Living Things and their Habitats Pt 1	Electricity	Animals Including Humans	Sound	States of Matter	Living Things and their Habitats Pt 2
<b>Computing</b>	Computing Systems and Networks – The Internet	Audio Editing	Photo Editing	Data Logging	Programming A- Repetition in shapes using turtle Academy.	Programming B-Repetition in games.
<b>E-Safety</b>	Google:Protect your stuff	Google: Check it's for real	Google: Think Before you share	Using social media/games/YouTube/age ratings/parental settings	Google: When in doubt, discuss	Google: Respect each other
<b>Art</b>	Clay- using pots to make simple scratch and slip techniques  Artists: Sandra Jane Suleski		Self portraits – enhancing key features of people’s face. Look at eyes and mouth. Practising drawing eyes (adding detail) Still life drawing – taking objects to draw. Using sketch books to improve their drawing skills.  Practising different shapes of mouths and how that reflects emotion.		Still life drawing – taking objects to draw. Using sketch books to improve their drawing skills.  Artist: Leonard Afromov – colour and the technique he uses to paint – using a knife/sharp edge.	
<b>D&amp;T</b>		Mechanical systems - Wind up car	Artist: Victor Nunes Designer: David Hockeny	Torches  Food – What could be healthier?		Digital world – monitoring devices



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<b>French</b>	Alphabet and phonics Avoir verb Revision of numbers 1-30 Revision of colours	The town –places	Etre Family members Family tree Mon/ma/mes Ton/ta/tes Son/sa/ses	Appearance/personality Etre	Describe a person/ appearance/ body type	Describe a monster
<b>History</b>	Why did the Romans march through County Durham?	Not taught this half term	What happened when the Roman's left Britain?	Not taught this half term	Not taught this half term	Women through History
<b>Geography</b>	Not taught this half term	What can we discover about Europe?	Not taught this half term	Why does Italy shake and roar?	What happens when the land meets the sea?	Not taught this half term
<b>RE</b>	What do we know about the Bible and why is it important to Christians?  Article 14: right to believe in your own beliefs	Why do Christians call Jesus the light of the world?  Article 14: right to believe in your own beliefs	What do Christians believe about Jesus?  Article 14: right to believe in your own beliefs	Why is the Lent so important to Christians?  Article 14: right to believe in your own beliefs	How and why do people show care for others?  Article 14: right to believe in your own beliefs	Why do people visit Durham cathedral today?  Article 14: right to believe in your own beliefs
<b>Music</b>	DCC Tuned instrument	DCC Tuned instrument	How does music improve our world? (Charanga)	How does music teach us about our community? (Charanga)	How does music shape our way of life? (Charanga)	How does music connect us with the environment? (Charanga)
<b>PE</b>	Netball Gymnastics	Hockey Gymnastics	Basketball Dance 1	Tennis Dance 2	Rounders Swimming	Athletics Swimming
<b>PSHE</b>	Healthy relationships Listening to feelings	Recognizing and celebrating differences	Manging risk Online risk	Rights and responsibilities Managing money	Growing independence My community	Body changes during puberty
<b>Rights Respecting</b>	Article 3 & 5 – adults should do what is best for you.	Article 15 – right to choose your friends.  Article 16 – right to privacy.	Article 1 & 2 – everyone has rights	Article 12 – the right to give your opinion Article 14 – right to choose your own beliefs	Article 28 – right to an education Article 29 – right to develop talents and abilities	Article 24, 26, 27 – you have the right to help if in need.



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			Article 3, 4 & 5 – adults and government should make sure your rights are respected			
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