



**Childwall CE Primary School**  
**Curriculum Long Term Plan 2021-22**

Year 4						
Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christian Value</b>	Community	Hope	Wisdom	Joy	Peace	Dignity
<b>English - Novel Study</b>	<p style="text-align: center;"><b>'The Lion, The Witch and the Wardrobe' by CS Lewis</b>            Stories in imaginary worlds            Newspapers            Advertisements            Poetry - creating images</p>		<p style="text-align: center;"><b>'Bill's New Frock' by Anne Fine</b>            Issues and dilemmas            Plays</p>	<p style="text-align: center;"><b>'Zoo' by Anthony Browne</b>            Formal persuasive texts            Stories from other cultures</p>	<p style="text-align: center;"><b>'How to Train Your Dragon' by Cressida Cowell</b>            Stories with a historical setting            Magazines            Explanation            Poetry - exploring form</p>	
<b>Maths</b>	<p style="text-align: center;"><b>Number and Place Value</b>            Place value            Writing numbers            Counting in multiples            Counting 1000 up and down            Negative numbers            Ordering numbers            Rounding            Solving problems            Fractions            Decimals            Roman Numerals</p> <p style="text-align: center;"><b>Addition and Subtraction</b>            Mental addition            Mental subtraction            Written addition            Written subtraction            Checking calculations            Addition and subtraction problems</p> <p style="text-align: center;"><b>Multiplication and Division</b></p>		<p style="text-align: center;"><b>Fractions</b>            Equivalent fractions            Counting in fractions            Adding fractions            Subtracting fractions            Fractions of amounts            Writing fractions as decimals            Dividing by 10 and 100            Counting in decimals            Rounding decimals            Ordering decimals            Fraction and decimal problems</p> <p style="text-align: center;"><b>Measurement</b>            Length            Mass            Capacity            Estimating measures            Perimeter            Area            Money</p>		<p style="text-align: center;"><b>Geometry</b>            2D shapes            Triangles            Quadrilaterals            Angles            Lines of symmetry            Reflection            Co-ordinates            Translation            Plotting points            Drawing shapes</p> <p style="text-align: center;"><b>Statistics</b>            Tables            Bar charts            Pictograms            Time graphs            Solving problems with tables            Solving problems with bar charts            Solving problems with pictograms            Solving problems with time graphs</p>	



	<p>6, 7, 8, 11, 12x tables</p> <p>Times tables</p> <p>Factor pairs</p> <p>Mental multiplication</p> <p>Mental division</p> <p>Grid method multiplication</p> <p>Short multiplication</p> <p>Short division</p> <p>Multiplication and division problems</p>		<p>Estimating and comparing money</p> <p>Time</p> <p>Clocks</p> <p>Solving problems with time</p>		
<p><b>Religious Education</b></p>	<p><b>Jesus: Son of God (4.3)</b></p> <p>Can we find evidence in the Bible that Jesus was the son of God?</p> <p>How did Jesus challenge power and authority?</p> <p>How did the disciples view Jesus?</p> <p>How do Christians view the authority of Jesus?</p> <p>Is it ever right to challenge authority?</p> <p>How did Jesus' authority compare with people?</p> <p>What is Shabbat?</p>	<p><b>Christmas: exploring the symbolism of light (4.2)</b></p> <p>Why is light a powerful symbol?</p> <p>How can we use light as a metaphor?</p> <p>How can Jesus bring light to the darkness, and how does artwork symbolise Jesus as the light of the world?</p> <p>What is the symbolism behind Christingle?</p> <p>How can we bring light into other people's lives?</p> <p>What is the story of Hanukkah?</p>	<p><b>What is prayer? (4.6)</b></p> <p>What, how, when, why and where do people pray?</p> <p>What can we learn about prayer from Jesus?</p> <p>What are some different ways that Christians pray?</p> <p>What could we ask a member of the clergy about prayer?</p> <p>What do traditional prayers reveal to us about God and Christian belief?</p> <p>How do other faiths pray?</p>	<p><b>Easter: a story of betrayal (4.4)</b></p> <p>Who can we trust?</p> <p>How did Jesus' disciples show their trust in Him?</p> <p>Who betrayed Jesus?</p> <p>Why did Peter betray Jesus?</p> <p>What might a newspaper heading say on Resurrection Day?</p> <p>What is the meaning of forgiveness? What do other faiths say?</p>	<p><b>Are all churches the same? (4.5)</b></p> <p>How do Muslims worship in a mosque?</p> <p>How do Jews worship in a synagogue?</p> <p>How do Sikhs worship in a gurdwara?</p> <p>What are the key features of a church and of Christian worship?</p> <p>How do we behave towards other members in the body of the church?</p> <p>How is a church a gathered group of people, not a building?</p> <p>How is Christianity expressed in churches throughout the world?</p>
<p><b>Science</b></p>	<p><b>All Creatures Great and Small</b></p>	<p><b>Inside Out</b></p>	<p><b>Ice, Ice, Baby</b></p> <p>How can we sort and describe materials?</p>	<p><b>That's Sound!</b></p>	<p><b>It's Electrifying!</b></p> <p>What are some ways that electricity is generated?</p>



	<p>How can we group livings?</p> <p>How can we generate questions to use in a classification key?</p> <p>How do we use a key to identify invertebrates?</p> <p>Can we create a classification key?</p> <p>What are positive and negative changes to the local environment?</p> <p>How dangerous is our environment to endangered species?</p>	<p>What are the parts of the human digestive system?</p> <p>What are the functions of the digestive system?</p> <p>What are the types and functions of teeth?</p> <p>Can we ask scientific questions and choose a scientific enquiry to answer them?</p> <p>Can we make careful observations, appropriately record results and use them to develop further investigations?</p> <p>Construct and interpret food chains</p>	<p>What are the properties of gases?</p> <p>Can we investigate materials as they change state?</p> <p>How can water change state?</p> <p>Can we investigate how water evaporates?</p> <p>What are the different stages of the water cycle?</p>	<p>What are sound sources around our school?</p> <p>How do different sounds travel?</p> <p>How can we change the pitch of a sound?</p> <p>What are some ways to absorb sound?</p> <p>Can we make a musical instrument to play different sounds?</p>	<p>What types of electricity do electrical appliances use?</p> <p>How can we predict and test complete and incomplete circuits?</p> <p>Can we identify and sort materials into electrical conductors or insulators?</p> <p>How does a switch work and why are they needed?</p> <p>Can we record and report on an investigation?</p>
<p><b>Geography</b></p>		<p>How does water go round and around?</p> <p>What vocabulary can we use for the land?</p> <p>What is the sky's job in the water cycle?</p> <p>Where does the River Mersey begin and end?</p>		<p>How amazing are the Americas?</p> <p>What are some states, countries and cities in the Americas?</p> <p>Can we use a design application to present famous American landmarks?</p>	<p>Is climate cool?</p> <p>What is the climate of the seven continents?</p> <p>What is the difference between climate and weather?</p> <p>How extreme can weather be and how is it caused?</p> <p>Can I use green-screen technology to present</p>



		<p>How do people use and change the world's major rivers?</p> <p>Where are the world's main mountainous areas and how are they shaped?</p> <p>Can we model a river or stream?</p>		<p>Can we use geographical terms to label a map?</p> <p>Where is Route 66?</p> <p>What would we write in a letter home from America?</p> <p>Can we create a transect graph?</p>		<p>an extreme weather report?</p> <p>What is the difference between climate change and global warming?</p> <p>What can we do about climate change?</p>
<b>History</b>	<p><b>What impact did the Anglo-Saxons have?</b></p> <p>Where does the Anglo Saxon period fit into history?</p> <p>Why, where and when did the Scots and Anglo-Saxons invade Britain?</p> <p>What can Anglo-Saxon artefacts teach us about their culture?</p> <p>What did a typical Anglo-Saxon village look like and what jobs did people do?</p> <p>What were the religious beliefs of the early Anglo-Saxon people?</p>		<p><b>Would the Vikings do anything for money?</b></p> <p>Where did the Vikings come from?</p> <p>Why and how did the Vikings invade Britain?</p> <p>How did some kings deal with the Viking invaders?</p> <p>How did Vikings live and work?</p> <p>What happened during the Viking invasions, and what were Viking warriors like?</p> <p>Can we identify and describe Viking artefacts?</p>		<p><b>Were the Tudors really terrible?</b></p> <p>Where do the Tudors fit into our timeline?</p> <p>What was the War of the Roses and the Battle of Bosworth?</p> <p>Who were the Tudor monarchs?</p> <p>Who were Henry VIII and his wives?</p> <p>What was life like in Tudor times?</p> <p>How was a Tudor house similar or different to our houses today?</p>	



	Who converted the Anglo-Saxons to Christianity and what were some important buildings?		Who are some Viking gods and what do they represent?			
<b>Design and Technology</b>	<b>Textiles:</b> <b>2d to 3d product</b> Can I research and evaluate existing products?  What techniques can I use to stitch material together?  Can I design and make a product?  Can I evaluate my finished product?		<b>Mechanical Systems:</b> <b>Pneumatics</b> Which familiar objects use air to make them work?  Which techniques can I use to make simple pneumatic systems?  What ideas can I gather for creating moving monsters?  Can I design and make a monster including a moving pneumatic system?  Can I evaluate a finished product?		<b>Electrical Systems:</b> <b>Simple Programming and Control</b> Can I make and represent different types of circuit?  Can I make and use switches?  Can I develop a design?  Can I select materials and components to make a light?  Can I complete a detailed evaluation of a finished product?	
<b>Art and Design</b>	<b>Formal elements of art</b> Can I use charcoal to develop a range of mark-making techniques?  Can I create patterns using printing techniques?  Can I create patterns using a stamp? Can I create patterns using reflection and symmetry?  Can I create a geometric pattern?		<b>Every Picture Tells a Story</b> Can I analyse and find meaning in a painting?  Can I focus on different parts of a painting?  Can I create a musical instrument out of materials? Can I create a collage in the style of an artist?		<b>Art and design skills</b> Can I create a traditional design style?  Can I create a small-scale sculpture?  Can I paint in the style of a famous artist?  Can I understand the role of a curator and create an exhibit?  Can I arrange and draw a still-life image from observation?	
<b>Wellbeing PSHE/SMSC</b>	Mental Health Recovery Curriculum	Remembrance Day Drugs and Alcohol	Safer Internet Day	ROAR	MoneySense Week RSE	ROAR Lessons Transitions Refugee Week



	<b>Class Charter School Council Elections</b>		<b>Fairtrade and Global Goals</b>			
<b>Computing</b>	<b>Coding (Swift Playground)</b> Can I access coding software?  Can I understand and use commands in coding?  Can I find bugs and debug code?  Can I understand and use functions?  Can I understand and use loops?	<b>Animation</b> Can I create my own flipbook animation?  Can I plan an animation using software?  Can I use 'onion' tools to improve the fluency of my animation?  Can I add sound effects to my animation?	<b>Algorithms: Using Logo</b> Can I use Logo language?  Can I create simple shapes and letters using Logo?  Can I use the repeat function in Logo?  Can I build and use procedures in Logo?	<b>Designing</b> Can I use a search engine to collate and save images?  Can I collate these images into movie-editing software?  Can I add effects and transitions to my movie?  Can I add a voiceover to my movie?  Can I evaluate mine and others' movies?	<b>Effective Researching</b> Can I locate information on a search engine?  Can I use search engines effectively to find out information?  Can I assess whether an information source is true and reliable?  Can I understand how search engines work?  Can I understand how search results are ranked?	<b>Designing Online Questionnaires</b> Do I understand the purpose of questionnaires? Can I generate questions for a questionnaire?  Can I use 2Survey to create a questionnaire?  Can I complete an online questionnaire?  Can I analyse data gathered from questionnaires?
<b>French</b>	<b>Self, Family and Friends</b> Can I listen and show understanding of longer sentences by responding with an action?  Can I listen and identify words/short phrases in songs and rhymes and	<b>School Life</b> Can I use familiar vocabulary to say simple sentences using a language scaffold?  Can I ask and answer several simple and familiar questions with a rehearsed response, including opinions and	<b>The World Around Us</b> Can I begin to write simple, familiar short phrases/sentences from memory, with understandable accuracy?  Can I write a sentence to describe people, places,	<b>Animals and Habitats</b> Can I read and pronounce familiar words accurately, observing silent letter rules?  Can I read and show understanding of	<b>Leisure</b> Can I begin to use a bi-lingual dictionary to find the meaning of individual words in the target language and in English?  Can I name the gender of nouns, name the words for the	<b>Summer</b> Can I use definite and indefinite articles in the singular and plural with masculine and feminine nouns?  Can I recognise how to make the plural form of nouns?



	demonstrate understanding?	with secure pronunciation?  Can I make simple rehearsed statements about myself, objects and people?	things and actions using a language scaffold/model?	familiar, longer sentences?  Can I use context to predict the meaning of new words?	indefinite article for both genders and attempt to memorise and use them correctly?	Can I name the 1 <sup>st</sup> and 2 <sup>nd</sup> person pronouns?
<b>Music</b>	<b>Singing Through Signs</b>	<b>Christmas</b>				
<b>PE</b>	<b>Dodgeball</b> What are the rules of dodgeball and how do we apply them to a game situation?  How do we throw at a moving target?  How do we use jumps, dodges and ducks to avoid being hit?  How do we catch a dodgeball at different heights?  How can we block using the ball?  What are the rules of dodgeball and can we use them to play in a tournament?	<b>Gymnastics</b> Can I develop individual and partner balances?  Can I develop control in performing and landing rotation jumps?  Can I develop the straight, barrel, forward and straddle roll?  Can I develop strength in inverted numbers?  Am I able to create a partner sequence to include apparatus?	<b>Swimming</b> These sessions are planned and delivered by Liverpool City Council.	<b>Swimming</b> These sessions are planned and delivered by Liverpool City Council.	<b>Outdoor and Adventurous Activities</b> Can we develop our cooperation and teamwork skills?  Can we develop our communication skills and work effectively with a partner?  Can we develop trust and team work, and follow and give instructions?  How do we work effectively in small groups, and can we develop our planning and problem-solving skills?	<b>Rounders</b> Can we develop our throwing and catching skills?  What are the different roles in a game and how do we think tactically about each role?  How do we develop our bowling action and what are the rules of bowling?  When should we stop and when should we run to the bases?  Can we field a ball using a two-handed pick up and a short barrier?  Can we develop our batting technique and



					<p>Can we involve all team members in an activity and work towards a collective goal?</p> <p>Can we develop trust and accept support, while listening to others and following instructions?</p> <p>How do we identify objects on a map, and can we draw and follow a simple map?</p> <p>Can we draw a route using directions, and can we orientate a map and navigate around a grid?</p>	<p>where should we hit the ball?</p> <p>How do we play to the rules when batting as a team?</p> <p>Can we apply the skills and rules we have learned to play in a tournament?</p>
<b>Themed Days and Weeks</b>	Black History Month	Anti-Bullying Week Remembrance	Children's Mental Health Week World Book Day National Story-telling week	Fairtrade and Global Goals	Money Sense Week	Refugee Week DT Week