

Iveson Primary School			Creative Curriculum – Long Term Plan			Year 4
	Autumn 1 Democracy	Autumn 2 Law	Spring 1 Respect	Spring 2 Tolerance	Summer 1 Liberty	Summer 2 Iveson's Values
<b>Topic Name</b>	<b>Roman Invaders</b> The rule of law and democracy during the Roman Empire. Compare and contrast with modern law and democracy.		<b>Natural disasters</b> Why is it important for countries to send aid, and show their support to other countries suffering natural disasters? Showing acceptance of others, in particular refugees. Vikings Migration- freedom of movement How has this influenced our current multicultural society?		<b>Vikings</b> Migration- freedom of movement How has this influenced our current multicultural society?	
<b>Experiential Opportunities</b>	<b>The Romans Roman Soldier Training</b> Murton Park, York Code of conduct for visits and handling artefacts	<b>Electrical Circuit and Renewable Electricity</b> Skelton Grange Code of conduct for visits	<b>Where does our local water come from?</b> <b>The Cleaning Process</b> <b>Water Aid – should we take clean water for granted?</b> Yorkshire Water, Headingley Code of conduct for visits	Visitor Code of conduct for visits  Visit Sikh Temple	<b>The Vikings Discovering the Truth about Viking Village Life</b> Murton Park, York Code of conduct for visits and artefacts	<b>Natural Habitats Life-cycles, Pond Life and Ornothology</b> Rodley Nature Reserve Code of conduct for visits
<b>Engaging Parents</b>	Making a Roman Shield Shared Experience (pm)	Cucina Romana – Italian Café at the Christmas Fair Health and safety law and food and hygiene- link to local businesses.	Water Aid Enterprise Project  Global Awareness and Social Responsibility. Respect for own environment.	Showtime Year 3 & 4 Performance	Presentation on Viking Experience at Murton, (drama re-enactment – and Viking Karaoke) Being grateful for those who protect and maintain safety in our country.	Birds of Prey Shared Experience SMJ Falconry
<b>Literacy Fiction</b>	<b>Narrative:</b> Pompeii - Usborne Setting description Narrative diary (3 weeks)	<b>Narrative:</b>	<b>Narrative:</b> Journey to the Centre of the Earth (3 weeks)	<b>Narrative:</b> George's Marvellous Medicine Character description Advert for medicine (3 weeks)	<b>Narrative:</b> Action story – Beowulf Usborne (3 weeks)	<b>Narrative:</b> The Green Ship (3 weeks)
<b>Non Fiction</b>	<b>Newspaper Report:</b> linked to topic The Roman Chronicle (3 weeks)	<b>Persuasion:</b> Travel Brochure (2 weeks)	<b>Explanation Text:</b> – How to survive a... range of non-fiction (2 weeks)	<b>Non Chronological Report:</b> The Pebble in My Pocket (2 weeks)	<b>Newspaper Report:</b> Viking invasion (2 weeks)	<b>Instructions:</b> How to Train Your Dragon (2 weeks)
<b>Poetry</b>		<b>Poems based on a model:</b> The Magic Box by Kit Wright (2 weeks)		<b>Shape/List Poem</b> – Linked to George's Marvellous Medicine bottle (1 week)		<b>Poems based on a model:</b> Windrush Child by John Agard (2 weeks)
<b>Reading for Meaning texts:</b>	Hiawatha Pompeii Range of nonfiction (newspapers)	The Orchard Book of Roman Myths  Range of nonfiction (travel brochures)	Range of nonfiction Fair's Fair Quakes, Floods and other disasters	Roald Dahl Poetry Range of nonfiction The Hunter	Norse myths Range of nonfiction	How to Train Your Dragon Range of nonfiction
<b>SPAG: Weekly Focus</b>	Possessive apostrophe Plurals	Suffixes (ly,ful,tion,less and ment)	Time conjunctions Adverbs Prepositions	Homophones Adjectives	Choice of noun or pronoun to aid cohesion Fronted adverbials	Suffix – ation, ous Tenses Expanded noun phrases

	Past tense forms Time conjunctions Prepositions Sentence construction Inverted commas	Fronted Adverbials Inverted commas Expanded noun phrases Commas (incl. commas after fronted adverbials)	Words with the prefixes 'dis', 'mis', 'in' and 'im' Words with the endings 'tion' and 'sion'	Conjunctions – what so, when because, while Words ending in 'ssion' and 'cian' Possessive apostrophe	Prefixes sub, super, anti and auto Plurals Possessive apostrophe	Conjunctions Fronted Adverbials Commas Suffixes and Prefixes
<b>Mathematics</b>	Number - Place Value (4 weeks)  Number – Addition and Subtraction (3 weeks)	Measurement - length and perimeter (1 week)  Number – Multiplication and Division (3 weeks)  Consolidation (1 week)	Number – Multiplication and Division (3 weeks)  Measurement – Area (1 week)  Fractions (2 weeks)	Fractions (2 week)  Decimals (3 weeks)  Consolidation (1 week)	Decimals (2 weeks)  Measurement – Money (2 weeks)  Measurement – Time (1 week)  Statistics (2 weeks)	Geometry – Properties of Shape (4 weeks)  Geometry – Position and Direction (1 week)  Consolidation (1 week)
<b>Science</b>	<b><u>Animals, including humans</u></b> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey  <b><u>Working scientifically</u></b> · Compare the teeth of carnivores and herbivores, and suggest reasons for the differences. · Find out what damages teeth · Draw and discuss their ideas about the digestive system, and compare with models and diagrams.	<b><u>Electricity</u></b> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights up in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors  <b><u>Working scientifically</u></b> · Observing patterns. Do bulbs get brighter when more cells are added?	<b><u>States of matter</u></b> Compare and group materials together, according to whether they are solids, liquids or gases 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature  <b><u>Working scientifically</u></b> · Grouping and classifying different materials · Explore the effect of temperature on chocolate, butter or cream. · Research the temperature at which materials change state · Observe and record evaporation over	<b><u>Sound</u></b> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases  <b><u>Working scientifically</u></b> · Make ear muffs from different materials to see which provides the best insulation from sound · Find pattern in sounds that are made by different objects, for example the different	<b><u>Living things and their habitats</u></b> 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  <b><u>Working scientifically</u></b> Using and making simple guides or keys to explore and identify local plants and animals Raising and answering questions based on their observations of animals.	<b><u>Living things and their habitats</u></b> 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.  <b><u>Working scientifically</u></b> Using and making simple guides or keys to explore and identify local plants and animals Raising and answering questions based on their observations

		Do all metals conduct electricity?	a period of time( puddle in the playground or snowman melting)	thickness of elastic bands · Investigate pitch and volume using bottles filled with different amounts of liquid.			
<b>Geography</b>	<p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>-Settlements</li> <li>-Types of Settlement</li> <li>-Natural Resources (links to Roman Invaders)</li> </ul> <p><b>Europe</b></p> <ul style="list-style-type: none"> <li>-countries within Europe (links to Roman Empire)</li> </ul> <p>Linking back to information from Year 3 text children will be given the opportunity to consider how to protect a local Roman artefact in Adel when Leeds City Council want to develop the land.</p>		<p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>-The Earth's Structure</li> <li>-Volcanoes (Pompeii)</li> <li>-Earthquakes (links to Natural Disasters)</li> <li>-The Water Cycle</li> <li>-Rivers (links to States of Matter)</li> </ul>		<p><b>The UK</b></p> <ul style="list-style-type: none"> <li>-Cities and Regions of the UK</li> <li>-Mountains of the UK</li> <li>-Rivers of the UK</li> <li>-Coastal Regions of the UK</li> <li>-Land Use in the UK (links to The Vikings)</li> </ul>		
<b>History</b>	<p>Respecting and protecting the past for future generations – what else has survived the Roman departure. Investigate life of an Anglo Saxon before the invasion. Then after the visit children discover and study Roman history from their chosen perspective.</p> <p><u>The Roman Empire and its impact on Britain</u> - Julius Caesar's attempted invasion in 55-54 BC</p> <ul style="list-style-type: none"> <li>-the Roman Empire by AD 42 and the power of its army</li> <li>-successful invasion by Claudius and conquest, including Hadrian's</li> <li>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Wall</li> <li>-British resistance, for example, Boudicca</li> </ul> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p><u>The fall of the western empire</u></p>		<p>Pompeii</p> <p>(link to Natural Disasters)</p> <p>Discuss local flooding in Kirkstall, Todmorden and York. Investigating where flooding occurs seasonally or where it occurs occasionally and the impact on communities. How can we protect a community in these different circumstances from an engineering and economic points of view.</p> <p>Mapping disasters and why they might happen</p> <p>Is it possible to predict all natural disasters?</p>		<p><b>The Viking and Anglo-Saxon</b> -</p> <ul style="list-style-type: none"> <li>-struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>-Viking raids and invasion</li> <li>-further Viking invasions and Danegeld</li> <li>-Raiding and Trading</li> <li>-resistance by Alfred the Great and Athelstan, first king of England</li> </ul> <p>Are there Vikings amongst us? Understanding invaders and settlers whilst considering the lasting impact of Vikings in Britain.</p>		
<b>Art</b>			<p><u>Drawing and Painting Artist Studies</u></p> <p>Anja Hemmingsen and Stephanie Peters (look at both and compare)</p> <ul style="list-style-type: none"> <li>· Focus on colours and textures – using canvas and acrylic</li> <li>· Replicate some techniques</li> <li>· Sketch before painting</li> <li>· Plan before – annotate sketches, use line / tone / texture</li> </ul> <p>Children will be presented with artwork from the above artists. These will be sliced into sections using horizontal, vertical and diagonal cutting. The children will then be given the</p>		<p>DT Project – Make a Viking Purse Incorporate Art</p> <p><u>Printing and Textiles</u></p> <p>Use layers of colours to print on design</p> <p>Think about using patterns Vikings would have seen</p>		<p><u>Sculptures and Collage</u> Dragon sculptures out of clay</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Use clay and other mouldable materials.</li> </ul>

		opportunity to explore the use of colour, theme and the environment in which the pieces could be displayed. Different mediums and papers will be provided for the children to produce their own pieces.	Shaping and stitching (inc. back stitch)	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>
DT	<p><b><u>Design and make a Roman shield</u></b></p> <ul style="list-style-type: none"> <li>- Research materials</li> <li>- Design and make using correct tools and materials</li> <li>- Think about joining – arm strap on back – slots to join</li> <li>- Plan design on computers</li> </ul> <p>Construction:</p> <ul style="list-style-type: none"> <li>· Strengthen materials using suitable techniques</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>· Cut materials accurately and safely using appropriate tools</li> <li>· Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (slots or cut outs)</li> <li>· Select appropriate joining techniques</li> </ul> <p>Computing:</p> <ul style="list-style-type: none"> <li>· Model designs using software</li> </ul> <p>Children will consider the natural materials from their surroundings as Romans to make a shield. But how can we adapt this to using materials from packaging to recycle?</p>	<p>Link to Roman topic</p> <ul style="list-style-type: none"> <li>- <b><u>Research foods</u></b> eaten in and local to Italy today – how has it changed over time?</li> <li>- Design own product and research where ingredients will come from</li> <li>- Make and cook product</li> <li>- Evaluate – peer evaluation?</li> </ul> <p>Suggestions: <a href="http://timetravelerkids.co.uk/news/make-some-roman-honey-pastries/">http://timetravelerkids.co.uk/news/make-some-roman-honey-pastries/</a></p> <p>Make fresh pasta and sauce?</p> <p>Food:</p> <ul style="list-style-type: none"> <li>· Prepare ingredients hygienically using appropriate utensils</li> <li>· Measure ingredients to the nearest gram accurately</li> <li>· Follow a recipe</li> <li>· Assemble or cook ingredients</li> </ul>		<p><b><u>Make a Viking Purse</u></b></p> <ul style="list-style-type: none"> <li>- Identify purpose for product</li> <li>- Learn different stitches – running, backstitch</li> <li>- Learn about the need for a seam</li> <li>- Think about ways of fastening purse</li> <li>- Design 2 products and choose best as final.</li> <li>- Plan materials needed</li> <li>- Make purse</li> <li>- Evaluate</li> </ul> <p>Incorporate Art objectives: Printing and Textiles Textiles:</p> <ul style="list-style-type: none"> <li>· Join textiles with appropriate stitching</li> <li>· Select appropriate techniques to decorate textiles</li> </ul>
Music	<p><b><u>Ukelele</u></b></p> <p>Focus: to get to know the instrument, posture, create basic sounds</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> </ul>	<p><b><u>Ukelele</u></b></p> <p>Focus: introduce use of bow and correct bow hold</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> </ul>	<p><b><u>Ukelele</u></b></p> <p>Focus: introduce 1st finger position; external performance</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>			
<b>PSHCE</b>	<p><b><u>Identity, society and equality:</u></b> <b><u>Democracy</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>· about Britain as a democratic society</li> <li>· about how laws are made</li> <li>· learn about the local council</li> </ul>	<p><b><u>Drug, alcohol and tobacco education:</u></b> <b><u>Making choices</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>· that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>· about the effects and risks of drinking alcohol</li> <li>· about different patterns of behaviour that are related to drug use</li> </ul> <p><b><u>Asthma lesson for Year 2, 3 or 4</u></b></p> <ul style="list-style-type: none"> <li>· that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>	<p><b><u>Physical health and wellbeing:</u></b> <b><u>What is important to me?</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>· why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>· about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</li> <li>· about the importance of getting enough sleep</li> </ul>	<p><b><u>Keeping safe and managing risk:</u></b> <b><u>Playing safe</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>· how to be safe in their computer gaming habits</li> <li>· about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>· about what to do in an emergency and basic emergency first aid procedures</li> </ul>	<p><b><u>Sex and relationship education:</u></b> <b><u>Growing up and changing</u></b> Pupils learn:</p> <ul style="list-style-type: none"> <li>· about the way we grow and change throughout the human lifecycle</li> <li>· about the physical changes associated with puberty</li> <li>· about menstruation and wet dreams</li> <li>· about the impact of puberty in physical hygiene and strategies for managing this</li> <li>· how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>· strategies to deal with feelings in the context of relationships</li> <li>· to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul>	
<b>Religious Education</b>	<p><b><u>How are important events remembered in ceremonies?</u></b> · Discuss some Christian, Muslim, Jewish and Sikh religious ceremonies. · Discuss which important events are remembered.</p>	<p><b><u>How are important events remembered in ceremonies?</u></b> · Explore the traditions, rituals and symbols involved. · Explain the similarities between how different religions remember important events.</p>	<p><b><u>What faiths make up our community?</u></b> · Consider what community we belong to. · Discuss the variety of different faiths in the class and then the wider community. · Present the key teaching and beliefs of these religions.</p>	<p><b><u>What faiths make up our community?</u></b> · Revisit the faith that make up our local environment. · Identify religious symbolism in literature and the arts.</p>	<p><b><u>What words of wisdom can guide us?</u></b> · Discuss people that have inspired others. · Learn about some religious figures and their beliefs. · Explore the reasons why some religious figures may have acted as they did.</p>	<p><b><u>What do Christians believe about a good life?</u></b> · Look at Christian stories about how to lead a good life (e.g. The Lost Son, The Good Samaritan). · Discuss the moral meaning behind the stories. · Explore the Ten Commandments.</p>
<b>PE</b>	Swimming REAL PE	Swimming REAL PE	Swimming REAL PE	REAL PE	REAL PE	REAL PE
<b>Computers</b>	<p><b><u>E-Safety</u></b> Understand the need for rules to keep them safe when exchanging</p>	<p><b><u>To Code</u></b> Purple Mash – chimp &amp; gibbon experiment with variables to control models and</p>	<p><b><u>To Connect</u></b> Purple Mash email and Class blog Contribute to blogs that are moderated by teachers.</p>	<p><b><u>To collect</u></b> Devise and construct databases using applications designed for this purpose in areas</p>	<p><b><u>To communicate</u></b> Use some of the advanced features of applications and devices in order to communicate ideas,</p>	<p><b><u>To Present</u></b> Create a presentation that moves from slide to slide and is aimed at a specific audience Combine text, images and sounds and show</p>

	<p>learning and ideas online</p> <p>Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image</p> <p>Understand the need to keep personal information and passwords private</p> <p>Understand that if they make personal information available online it may be seen and used by others</p> <p>Know how to respond if asked for personal information or feel unsafe about content of a message</p> <p>Recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy</p> <p>Know how to report an incident of cyber bullying</p> <p>To Connect Purple Mash email and Class blog</p> <p>Contribute to blogs that are moderated by teachers.</p> <p>Give examples of the risks posed by online communication s.</p> <p>Understand that comments made online that are hurtful or offensive are the same as bullying.</p> <p>To communicate</p> <p>Use some of the advanced features of applications and</p>	<p>images</p> <p>Use 90 degree and 45 degree turns</p> <p>give an on-screen robot directional instructions</p> <p>draw a square, rectangle and other regular shapes on screen, using commands</p> <p>Begin to write more complex programs</p>	<p>Give examples of the risks posed by online communications.</p> <p>Understand that comments made online that are hurtful or offensive are the same as bullying.</p>	<p>across the curriculum.</p> <p>Understand the term 'copyright'.</p> <p>Understand how online services work.</p> <p>Input data into a prepared database sort and search a database to answer simple questions.</p> <p>Use a branching database</p> <p>Recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new</p> <p>Use strategies to verify information, e.g. cross-checking</p> <p>Understand that copyright exists on most digital images, video and recorded music</p>	<p>work or messages professionally.</p> <p>Identify when emails should not be opened and when an attachment may not be safe</p> <p>Explain how to use email safely</p>	<p>awareness of audience</p> <p>Know how to manipulate text, underline text, centre text, change font and size and save text to a folder</p> <p><b>To Code</b></p> <p>Purple Mash – chimp &amp; gibbon</p>
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	<p>devices in order to communicate ideas, work or messages professionally. Identify when emails should not be opened and when an attachment may not be safe</p> <p>Explain how to use email safely</p> <p>Know the difference between online communication tools used in school and those used at home</p> <p>Understand the need to develop an alias for some public online use</p> <p>Understand that the outcome of internet searches at home may be different than at school</p>					
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