

Moorlands Junior School – Long Term Planning Y4 – 2023-4

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Science | **Electricity**  (simple circuit, switches, conductors and insulators) | **Scientist study** to be decided by individual year group *Manchester link:*  *John Dalton, James Prescott Joule*  ***Sound*** | **Changing State**  (solids, liquids, gases, heating and cooling, water cycle) | **Animals, including humans** (teeth, eating and digestion) | **Living things and their habitats**  (grouping and simple classifying, changes to habitats can compose dangers) | | |
| Humanities | Ancient and Modern G*REECE* | | Romans | | | The shape of the land | |
| Art |  | **Dreams** in art |  | **Italian Art** | |  | **Artist study:**  Japanese artist,  Katsushika Hokusai |
| Design +  Technology | Leavers and  Linkages- Making shadow puppets. |  | Simple circuits and switches Reading light |  | | Healthy and varied diet Healthy meal |  |
| Computing | Animation | Excel | Online Safety | Programming A | | Programming B | Networks |
| RE | **Why do some people think that life is a journey? What significant experiences mark this?**  Christians, Hindus and/or Jewish, humanist | **Why is Jesus inspiring to some people?** | **Why do people pray?**  Christians, Hindus and/or Muslims | **What can we learn from religions about deciding what is right and wrong?**  Christians, Jewish people and  Humanists | | **What does it mean to be a Hindu in Britain today?** | **What festivals are important to religious communities?** Christians, Hindus and/or Muslims, and/or Jewish people *Ramadan* |
| MFL | **Unit D**  La récréation  \*Basic commands (imperatives)  \*Saying what’s in the playground | **Unit E**  Chez Moi  \*Saying where they live  \*Identifying a variety of rooms and types of furniture | **Unit F**  Ma Ville  \*Asking how much something costs and saying prices  \*Talking about what is in their town | **Unit G**  Décrire les gens  \*Saying colours that are useful for describing hair and eyes  \*Describing physical features | | **Unit H**  Le Corps  \*Naming parts of the face  \*Saying basic verbs in the first person | **Unit I**  Le Sport  \*Talking about the sports they play  \*Expressing likes |
| Music | Body and tuned percussion-rainforests | Rock and Roll | Adapting and transporting motifs-Romans | Samba and Carnival sounds and instruments | | Changes in pitch and tempo, dynamics-Rivers | Haiku music and performance-Hanami |
| PE  Outdoors | Basketball | Lacrosse | OAA | Athletics | | Hockey | Cricket |
| PE Indoors | Dance 1 | Gymnastics | Problem solving games | Dance 2 | | Gymnastics | Yoga |
| PSHE | Being me in my world | Celebrating difference | Dreams and goals | Healthy me | | Relationships | Changing me |