

 Moorlands Junior School – Long Term Planning Y4 – 2024-25

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| Subject  | Autumn 1  | Autumn 2 Spring 1 | Spring 2  | Summer 1  | Summer 2 |
| Science  |  **Electricity** (simple circuit, switches, conductors and insulators) |  ***Sound*****Scientist study** *Manchester link:**John Dalton, James Prescott Joule* |  **States of Matter** (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)  | **Conservation** |
| Humanities  |  Ancient and Modern G*REECE* | Romans and Europe | Is Manchester the wettest place in the UK? |
| Art  |   | **Dreams** in art |   | **Italian Art** |   | **Artist study:** Japanese artist, Katsushika Hokusai  |
| Design + Technology   | Levers and Linkages- Making shadow puppets.  |   |  Simple circuits and switches Reading light  |   | Healthy and varied diet Healthy Pizza |   |
| Computing  | Computing systems and Networks – The Internet | Creating Media – Audio Production | Programming A – repetition in shapes | Data and Information – data logging | Creating Media – Photo editing | Programming B – repetition in games |
| 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?**  | **What can we learn from religions about deciding what is right and wrong?**  | **How do family life and festivals show what matters to Jewish people?**  | **What festivals are important to religious communities?** Christians, Hindus and/or Muslims, and/or Jewish people *Ramadan*  | **What does it mean to be a Hindu in Britain today?** |
| 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  | Unit 1: South Africa (whole class instrumental) | Christmas Production | Body and tuned percussion (Theme: Rainforests) | Changes in pitch, tempo and dynamics (Theme: Rivers) | Samba and carnival sounds and instruments | Adapting and transposing motifs (Theme: Romans) |
| PE Outdoors  | Fundamentals  | Basketball   | Hockey | OAA | Athletics | Rounders |
| PE Indoors  | Gymnastics | Dance | Team work and Problem solving | Yoga  | Fitness | Mini Tennis |
| PSHE  | Being me in my world  | Celebrating difference | Dreams and goals  | Healthy me  | Relationships  | Changing me  |