

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 | |