Chase Lane
Primary School and Nursery

Half Termly Curriculum Plan Summer 1 2025

Year 4									
	Prior Knowledge	**Key Vocabulary**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Assessment**
Science		Digestive system Small intestine Oesophagus Large intestine Stomach Absorb Gall bladder Liver Peristalsis Jaw Incisors Gum Molars Canines Plaque Tooth decay Enamel Cavity Fluoride Predator Consumer Ecosystem Prey Producer Food web Tundra Hide Interdependence	**L.I. – I can identify the main organs of the human digestive system** ● Create an accurate diagram of the main organs of the human digestive system ● Explain the role of the digestive system and the organs within it	**L.I. – I can describe the functions of the organs in the digestive system** ● Use a model of the digestive system to explain the journey of food ● Explain how the equipment used in the model relates to the digestive system	**L.I. – I can identify the different types of human teeth** ● Explain the functions of the different types of human teeth ● Explain why humans have 2 sets of human teeth	**L.I. – I can investigate the effects of different liquids on the teeth** ● Observe and record the effect of each liquid ● Draw conclusions from the investigation ● Explain how to care for your teeth	**L.I. – I can understand food chains** ● Identify the key parts of a food chain ● Create a food chain within a chosen ecosystem ● Explain why it is important to keep food chains balanced	**L.I. – I can explore food webs.** ● Research living things within a chosen ecosystem ● Create a food web for a chosen ecosystem ● Identify threats to living things within their chosen ecosystem	

History		Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict)	**L.I. – I can learn who the Ancient Greeks were.** ● Find facts about the Ancient Greeks and record these using a double page spread	**L.I. – I can arrange events into chronological order to create a timeline.** ● Look at key events that took place during the Ancient Greek era and order them in chronological order.	**L.I. – I can look at Ancient Greek artefacts and make predictions.** ● Look at Ancient Greek Artefacts and make predictions on what pupils think they are.	**L.I. – I can understand the religious beliefs of the Ancient Greeks.** ● Learn about Ancient Greek Gods and Goddesses.	**L.I. – I can recall the religious beliefs of the Ancient Greeks.** ● Create Ancient Greek Gods and Goddesses trump cards.	**L.I. – I can describe the attitudes and experiences of men, women and children during Ancient Greek times.** ● Look in detail about the lives of men, women and children during the Ancient Greek period	
Geography									
Computing	Programming with Lego We-Do – Yr 3	Command Coordinates Parameter Repeat Position Event Variable Condition Nested Loops	Programming with Minecraft Education **L.I. – To create a simple program** ● I can use the Chat command to run a program ● I can write a simple program. ● I can improve my program.	Programming with Minecraft Education **L.I. – To use events and coordinates in a program** ● I can create an event in a program ● I understand how coordinates are used ● I can effectively use coordinates in my programs	Programming with Minecraft Education **L.I. – To use variables in a program** ● I understand the need for variables in my program ● I can edit a variable in my program ● I can create and use a variable in my program to solve a problem	Programming with Minecraft Education **L.I. – To use loops and conditions in a program** ● I understand the difference between infinite and count-controlled loops ● I can use loops effectively in a program ● I can use conditional statement in my code	Programming with Minecraft Education **L.I. – To debug a program** ● I can spot mistakes in my program ● I can make simple changes to debug my program ● I can use decomposition to debug more complex programs	Programming with Minecraft Education **L.I. – To use computational thinking for problem solving** ● I can analyse the sequence of a program ● I can use computational thinking to solve problems ● I can independently solve a programming puzzle	Assessment based on progression of levels

Art and Technology								
Religious Education								
Music	A basic understanding of Musical Notation taught throughout EYFS & KS1. Whole Class Recorders Year 3.	Pulse Rhythm Pitch Tempo Dynamics Duration Timbre Texture Structure	Recap and work through previous learning on the 'Musical Elements'. Recap and work through previous learning on Recorders using: **Charanga Instruments Recorders Act 1 (First Notes).**	Recap and work through previous learning on musical notation & symbols. Recap and work through previous learning on Recorders using: **Charanga Instruments Recorders Act 1 (First Notes).**	Begin to extend previous learning on Recorders by working through using: **Charanga Instruments Recorders Act 1 (First Notes). Act 2 (Playing Together).**	Extend previous learning on Recorders by working through using: **Charanga Instruments Recorders Act 2 (Playing Together).**	Extend previous learning on Recorders by working through using: **Charanga Instruments Recorders Act 3 (More Notes).**	Extend previous learning on Recorders by working through using: **Charanga Instruments Recorders Act 3 (More Notes).**	General recap of progress made during this half term.
PSHE		Relationship Close Jealousy Problem-solve Emotions Positive Negative Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression Souvenir	**L.I. – I can recognise situations which can cause jealousy in relationships** ● Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens	**L.I. – I can identify someone I love and express why they are special to me** ● Understand how most people feel when they lose someone or something they love	**L.I. – I can tell you about someone I know that I no longer see** ● Understand that we can remember people even if we no longer see them	**L.I. – I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends** ● Understand and know how to stand up for myself and how to negotiate and compromise	**L.I. – I can understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older** ● Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend	**L.I. – can know how to show love and appreciation to the people and animals who are special to me** ● Understand and know that I can love and be loved	

		Memento Memorial Loss Memories Special Remember Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable Special Love Appreciation Symbol Care						
Languages	petit- small multicolore- multicoloured	Qu'est-ce qu'il y a ?- What's wrong? Je ne me sens pas bien- I don't feel well J'ai mal aux dents- My tooth J'ai mal à la tête- I have a headache J'ai mal à l'oreille- I have earache J'ai mal au ventre - I have tummy ache Je me suis cassé(e) le bras	Remember parts of the body and explain why I don't feel well or what hurts	Take part in a roleplay at the doctors	Understand and name jungle animals in French	Understand adjectives to describe jungle animals	Write a sentence using a noun, verb and adjectives to describe a jungle animal	Write my own jungle explorers story OR Know and give my opinion about the art of about Henri Rousseau and make and describe a picture in the style of Henri Rousseau * Into week 1 of next half term	

		– I have broken my arm La jungle- the jungle La girafe- the giraffe Le serpent- the snake Le perroquet- the parrot Le singe- the monkey Le tigre- the tiger L'éléphant- the elephant gros - big grand- tall long- long rapide- quick terrible- fierce/frightening						