

## Whole School Curriculum Map 2020-2021 Year 4

<u>Term Autumn</u> <u>1a</u>	<u>Term Autumn</u> <u>1b</u>	<u>Term Spring</u> <u>2a</u>	<u>Term Spring</u> <u>2b</u>	<u>Term Summer</u> <u>3a</u>	<u>Term Summer</u> <u>3b</u>
<b>RE</b>					
Domestic Church – family: <b>PEOPLE</b>	Baptism / Confirmation – belonging: <b>CALLED</b>	Local church – <b>COMMUNITY</b>	Eucharist – relating: <b>GIVING &amp; RECEIVING</b>	Pentecost – serving: <b>NEW LIFE</b>	Reconciliation- inter-relating: <b>BUILDING BRIDGES</b>
Baptism / confirmation – belonging: <b>CALLED</b>	Advent/Christmas – Loving: <b>GIFT</b>	Eucharist – relating: <b>GIVING &amp; RECEIVING</b>	Lent/Easter – giving <b>SELF DISCIPLINE</b>	Reconciliation – inter-relating: <b>BUILDING BRIDGES</b>	Universal church – world: <b>GOD’S PEOPLE</b>
<b>Judaism</b>				<b>Islam</b>	
<b>PSHE</b>					
<p><b>Personal Development</b></p> <p>Class agreement Peer mediators British &amp; Catholic values</p> <p>Recognise self-worth, setting personal goals and meeting new challenges positively.</p> <p>Recognising and describing changes in emotions. Journey in Love: God loves us in our differences – emotional, intellectual, spiritual. Talk about issues, opinions and views.</p> <p>Health and fitness (PE)</p> <p>Zones of regulation</p>	<p><b>Families and people who care about me</b></p> <p>Family conflict, resolving differences/compromise. Stable, caring relationships, which maybe of different types, are at the heart of happy families.</p> <p>Growing and changing, reproduction and a baby’s development before and after birth.</p> <p>Journey in Love: God loves us in our differences – physical, social.</p> <p>Health and fitness (PE)</p> <p>Zones of regulation.</p>	<p><b>Online Relationships</b></p> <p>Principles and rules for staying safe online, online relationships (link with computing).</p> <p>Bullying: different types (including cyberbullying), the impact of bullying.</p> <p>How to be critical of online friendships and sources of information (link with computing).</p> <p>How to recognise harmful content and how to report it (link with computing).</p> <p>Zones of regulation</p>	<p><b>Caring friendships</b></p> <p>Recognise that healthy friendships are positive and welcoming, do not make others feel lonely or excluded. Recognise who to trust and who not to trust</p> <p>Recognise friendships change, judge when a friendship is making them unhappy or uncomfortable, manage conflict, explore coping strategies and that resorting to violence is never right and how to seek help or advice from others if needed.</p> <p>Looking after friendships – recognising their actions affect themselves and others, seeing things from others point of view (link to peer mediators). Health and fitness (PE) Zones of regulation</p>	<p><b>Respectful relationships</b></p> <p>Stereotypes/Challenging stereotypes Doing the right thing, antisocial behaviour, rules, laws and consequences. Treating yourself and others with respect. Bullying, its’ impact, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Decision making, the influences and consequences on one self, others and situations. The importance of permission seeking and giving in relationships. Health and fitness (PE) Zones of regulation</p>	<p><b>Being safe</b></p> <p>Secrets – develop awareness of dangers Personal safety - how to recognise and report feelings of being unsafe or feeling bad about any adult. Coping with stress - how to ask for advice or help for themselves or others and to keep trying until heard.</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice.</p> <p>The concept of privacy and the implications of it for both children and adults. Health and fitness (PE)</p>

## English

### Reading & comprehension

- Apply knowledge of root words, prefixes and suffixes and read further exception words in reading comprehension
- Develop positive attitudes to reading, listen to and discuss a wide range of fiction, poetry, plays, non-fiction, and reference books/textbooks
- Retell some stories orally
- Read books structured in different ways and read for a range of purposes
- Use dictionaries to check meaning
- Identify themes and conventions in wide range of books
- Prepare poems and play scripts to read aloud and perform
- Discuss words and phrases that capture reader's interest
- Recognise different forms of poetry e.g. Free verse, narrative
- Read independently, by: checking text makes sense to them, asking questions, drawing inferences (characters' feelings, thoughts and motives for actions and justify with evidence), predicting, identifying main ideas, identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non – fiction
- Participate in discussion

### Handwriting

- Diagonal and horizontal strokes that are needed to join letters. Understand which letters, when next to each other, are best left unjoined
- Increase legibility, consistency and quality of their handwriting

### Grammar and writing

<b>GR - Y3</b> grammar revision, conjunctions, adverbs, paragraphs and pronouns	<b>GR –</b> fronted adverbials, subordinate and main clauses, dictionary work	<b>GR –</b> determiners, prepositions, prepositional phrases, expanded noun phrases	<b>GR –</b> direct speech, standard English, dictionary/thesaurus work	<b>GR –</b> apostrophes, subordinate & main clauses (Revision) tenses (present, perfect, past),	<b>GR –</b> dictionary & thesaurus work, consolidation of Y4 grammar (Magic Box project)
<b>Fiction: Stories from other cultures</b>  - Read examples of stories from different cultures and traditions. - Deduce differences in patterns of	<b>Structured Poetry</b>  -Draft and write their own poems using models  <b>Non-Fiction: Persuasive</b>	<b>Performance Poetry</b>  -Draft, write and perform their own poems using models  <b>Non-Fiction: Instructions and Explanation Texts</b>	<b>Fiction: Treasure Island</b>  -Develop editing and proof-reading skills. Plan, edit and write a new episode of the fantasy story they	<b>Fiction: Shakespeare Study (historical)</b>  - A study into the life and works of William Shakespeare. - To draw inferences such as inferring characters' feelings, thoughts and motives from	<b>Non-Fiction: Recounts – (Holt Hall tbc) (including newspaper reports)</b>  - Explore features of a newspaper report. - Plan and write a newspaper report using simple

relationships, customs and attitudes. - Look at an author's use of language. - Identify point of view from which a story is told. - Select a character and use improvisation and role-play to explore the story from their point of view. - Write in role, for example a letter from one character to another. - Plan and write a Anansi story. - Evaluate and edit.	<b>writing</b> - Familiarise with persuasive texts. - explore the features of persuasive writing. - plan and write persuasive letters. - Evaluate and edit.	- Familiarise with explanation texts and instructions. - To plan and write instructions and an explanation using simple organisational devices to present information (numbers, paragraphs and headings). - Evaluate and edit	have studied.	their actions, and justifying inferences with evidence. - Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of text that they have studied. - Evaluate and edit.	organisational devices to present information (numbers, paragraphs and headings). - Evaluate and edit.  <b>Free verse poetry</b> - compose class and individual poems - Evaluate and edit.
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## Maths

<p><b>Addition and subtraction</b> Weeks 1 and 2 focus on mental strategies in addition and subtraction, including the use of a robust understanding of place value.</p> <p><b>Multiplication and division</b> Week 3 focuses on learning and using multiplication and division facts in solving more advanced problems.</p> <p><b>Time; length</b> Week 4 focuses on telling the time, calculating time</p>	<p><b>Fractions and decimals; addition</b> Weeks 6 and 7 focus on fractions and decimals, and end by using place value in formal addition.</p> <p><b>Measures; data</b> Week 8 focuses on using SI units in measuring, reading scales and collecting, interpreting and recording data.</p> <p><b>Subtraction</b> Week 9 focuses on using place value to underpin an understanding of different methods in subtraction and to choose between these.</p>	<p><b>Place value; addition and subtraction</b> Week 11 focuses on ensuring a robust understanding of place value and numbers to 10,000, including counting in equal steps; this understanding is then used to underpin mental addition and subtraction</p> <p><b>Subtraction; multiplication</b> Week 12 focuses on written calculation methods underpinned by a secure understanding of place value: vertical subtraction and multiplication methods, and multiplication problems</p>	<p><b>Place value</b> Week 16 focuses on ensuring a robust understanding of that place value in decimal numbers.</p> <p><b>Addition and subtraction</b> Week 17 focuses on using understanding of place value to choose appropriate strategies when calculating with decimals or money; written methods then include larger whole numbers.</p> <p><b>Time; length</b> Week 18 focuses on time-telling and the 24-hour clock, including calculating time intervals; the week ends with some practice in finding</p>	<p><b>Place value and decimals</b> Weeks 21 and 22 focus on consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10</p> <p><b>Place value and decimals</b> Weeks 21 and 22 focus on consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including</p>	<p><b>Addition and subtraction; multiplication and division</b> Week 26 focuses on adding and subtracting 2-, 3- and 4-digit numbers; and on using knowledge of factors, products and doubling to solve multiplication problems mentally.</p> <p><b>Addition and subtraction</b> Week 27 focuses on addition and subtraction using written column methods.</p> <p><b>Coordinate geometry; statistics and data</b> Week 28 focuses on using coordinate grids; and developing that</p>
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<p>intervals and using m, cm and mm in the measurement of lengths.</p> <p><b>Addition and subtraction</b> Week 5 focuses on understanding and using formal written methods of addition and subtraction.</p>	<p><b>Multiplication and division</b> Week 10 focuses on developing a knowledge and understanding of multiplication and division to enable children to tackle harder problems.</p>	<p>involving money.</p> <p><b>Division; fractions</b> Week 13 focuses on mental multiplication and division strategies, which underpin the work on proper fractions that follows, including finding non-unit fractions of amounts, equivalent fractions and simplifying.</p> <p><b>2D shapes</b> Week 14 focuses on properties of 2D shapes, including angles, parallel and perpendicular lines, and symmetry</p> <p><b>Mental calculation strategies</b> Week 15 focuses on the relationship between the operations, particularly multiplication and division, and then between addition and subtraction; these important inverse relationships are linked to mental calculation.</p>	<p>missing lengths in rectilinear shapes.</p> <p><b>Subtraction</b> Week 19 focuses on using understanding of place value to solve subtraction problems using appropriate methods.</p> <p><b>Multiplication and division</b> Week 20 focuses on developing a good understanding of the processes involved in more complex written algorithms for multiplication and division</p>	<p>negative) on lines, and adding and subtracting powers of 10</p> <p><b>Multiplication and division</b> Week 23 focuses on extending knowledge of times tables, using this to develop understanding of harder written multiplication algorithms; and on division as the inverse of multiplication.</p> <p><b>Area and perimeter; 2D and 3D shapes</b> Week 24 focuses on calculating perimeters and areas of shapes, and on properties of 2D and 3D shapes.</p> <p><b>Fractions and decimals</b> Week 25 focuses on developing and enhancing the concept of decimal number, including relating decimal fractions to proper fractions and recognising equivalents.</p>	<p>understanding to draw line graphs and know that intermediate points have meaning.</p> <p><b>Multiplication and division; fractions</b> Weeks 29 and 30 focus on enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100.</p>
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## Science

<p><b>Human Nutrition</b></p> <ul style="list-style-type: none"> <li>- Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>- Identify the different types of teeth in humans</li> </ul>	<p><b>Grouping Living Things</b></p> <ul style="list-style-type: none"> <li>- Exploring, using and making classification keys.</li> <li>- Grouping living things and comparing their location.</li> <li>- Collect data about living things (Investigation).</li> </ul>	<p><b>Danger to Living Things</b></p> <ul style="list-style-type: none"> <li>- Recognise that living things can be grouped in a variety of ways.</li> <li>- Identify, construct and interpret a variety of food chains, identifying</li> </ul>	<p><b>Changes of State</b></p> <ul style="list-style-type: none"> <li>- Compare and group materials (solids, liquids and gases).</li> <li>- Observe that some materials change state when they are heated or cooled</li> <li>- Identify the part played by</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>- Recognise that a switch</li> </ul>	<p><b>Sound</b></p> <p><u>Vibrations</u></p> <ul style="list-style-type: none"> <li>- Identify how sounds are made</li> <li>- Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul>
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and their simple functions. - Describe how teeth and gums have to be cared for in order to keep them healthy		producers, predators and prey. - Recognise that environments can change and that this can sometimes pose dangers to living things.	evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	opens and closes a circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors. - Electricity can be dangerous.	- Sounds travel away from their source in all directions. <u>Pitch</u> - Find patterns between the pitch of a sound and features of the object that produced it. - exploring how pitch can be altered. <u>Muffling/blocking sounds</u> - Recognise that vibrations from sounds travel through a medium to the ear. - Sound travel can be reduced by changing the material that the vibrations travel through. - - Sound travel can be blocked.
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## Computing

<b>Multimedia, Word Processing and Computational Language</b>	<b>We are toy designers</b>	<b>We are musicians</b> E-Safety/online research	<b>Digital Media and Graphics</b> E-Safety/online Research	<b>We are meteorologists</b>	<b>We are co-authors</b> E-Safety/online Research
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## Art

	<b>Indian Art</b> Drawing; Painting; Printing; 3-D	<b>Viewpoints and Islamic Art</b> Artist: Salvador Dali Drawing; Printing;		<b>At the Pantomime</b> Drawing; Painting; Textiles	
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## DT

Sculpture: Viking longboats	Mechanisms: Storybook	Textiles: Money Containers
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## Food and Nutrition

Indian Snacks (Diwali)	Christmas cake/chutney	Leek and Potato Soup	Easter Chocolate Crispy Cake and tea concert cakes	Seasonal Pasta Salad	Seasonal Fruit Smoothie
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## Music

Ostinati	Small group ensemble	Suzuki variations	<i>Big Sing?</i>	Show songs	Junior Production
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	Part singing			Class orchestra	
<b>PE</b>					
Games – striking & games Dance – chocolate theme	Games – Football and Tag Rugby Gym – body shape	Games – Ball Skills Gym – Body Control	Games – Football, rugby, netball skills Gym – receiving body weight/sequencing	Games- rounders, cricket, tennis Orienteering	Games – rounders, cricket, handball Athletics
<b>French</b>					
Recap classroom instructions  Numbers 1-31  Months and dates	Asking for and giving birthdays  Language to do with birthday celebrations  Christmas vocabulary	Epiphany  Shapes  Colours and simple agreement of adjectives  Prepositions of place  Il y a, il a/ ella a ...  Create and describe own Matisse style pictures in French	Parts of the body  Parts of the face  Describing monsters	Family members  Pets (animal revision)  'J'ai un/une..qui s'appelle..' I have a ... called ...  Describing hair and eyes	Adjectives for describing personality and physical description (hair and eyes)  Key verbs in the 3rd person singular and plural: a (has), est (is), ont (have), sont (are)  Describe pictures/paintings  Le navet enorme 'The enormous turnip'
<b>History</b>					
The Anglo-Saxons vs. the Vikings	The Anglo-Saxons vs. the Vikings (continued) St Thomas More	Early Islamic Civilisation			
<b>Geography</b>					
			Our European neighbours	Exploring Madagascar Plants of the world	Investigating coasts Orienteering Ordnance Survey Maps