

## Y4 Curriculum Map 2024-2025

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE</b>	Domestic Church – family: <b>PEOPLE</b>  Baptism / confirmation – belonging: <b>CALLED</b>  <b>Judaism</b>	Baptism / Confirmation – belonging: <b>CALLED</b>  Advent/Christmas – Loving: <b>GIFT</b>	Local church – <b>COMMUNITY</b>  Eucharist – relating: <b>GIVING &amp; RECEIVING</b>	Eucharist – relating: <b>GIVING &amp; RECEIVING</b>  Lent/Easter – giving <b>SELF DISCIPLINE</b>	Pentecost – serving: <b>NEW LIFE</b>  Reconciliation – inter-relating: <b>BUILDING BRIDGES</b>  <b>Islam</b>	Reconciliation- inter-relating: <b>BUILDING BRIDGES</b>  Universal church – world: <b>GOD’S PEOPLE</b>
<b>PSHE and RSE</b>	<b>JIGSAW: Being Me in My World</b>  Being part of a class team  Being a school citizen Rights, responsibilities and democracy (school council)  Rewards and consequences  Group decision-making Having a voice.  What motivates behaviour   <b>Zones of regulation</b>   <b>ProjectEVOLVE</b> – education for a connected world	<b>JIGSAW: Celebrating Difference</b>  Challenging assumptions  Judging by appearance Accepting self and others  Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions   <b>Zones of regulation.</b>   <b>ProjectEVOLVE</b> – education for a connected world	<b>JIGSAW: Dreams and Goals</b>  Hopes and dreams Overcoming disappointment.  Creating new, realistic dreams  Achieving goals  Working in a group Celebrating contributions  Resilience  Positive attitudes   <b>Zones of regulation</b>   <b>ProjectEVOLVE</b> – education for a connected world	<b>JIGSAW: Healthy Me</b>  Healthier friendships  Group dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength   <b>Zones of regulation</b>   <b>ProjectEVOLVE</b> – education for a connected world	<b>JIGSAW: Relationships</b>  Jealousy  Love and loss  Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends  Showing appreciation to people and animals   <b>Zones of regulation</b>   <b>ProjectEVOLVE</b> – education for a connected world	<b>Journey in Love (RSE):</b>  God loves us in our differences          <b>Zones of regulation</b>   <b>ProjectEVOLVE</b> – education for a connected world

<p><b>ENGLISH</b></p> <p><b>Spoken Language</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Ask reasoned questions to improve his/her understanding of a text.</li> <li>• Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</li> </ul>					
<p><b>ENGLISH</b></p> <p><b>Speaking and Listening</b></p>	<p>Class reader: Participating in discussions, including discussing impact of authors' use of language on reader.</p> <p>Texts used during English lessons: Participate in discussions, deduce and infer information or events from the text.</p> <p>Plan and write a story set in another culture. Share stories.</p>	<p>Class reader: Verbal comprehension.</p> <p>Texts used during English lessons:</p> <p>Participate in discussions, deduce and infer information or events from the text. Discuss structure and organisation, authors intent and retrieving information and referencing with quotations.</p>	<p>Class reader: Consider and evaluate different viewpoints. Speculate, hypothesise, imagine and explore ideas.</p> <p>Persuasive speech to be Eco Committee rep, debate.</p> <p>Learning and reciting poetry. Free verse poetry</p>	<p>Class reader: verbal comprehension</p> <p>Fantasy story: Drawing inferences, explaining/discussing their understanding of what they have read.</p> <p>Read a range of story openings, describing characters &amp; settings</p>	<p>Class reader: Deduce and infer information, discussing ideas and thoughts.</p> <p>Play scripts</p> <p>Drama: freeze frame, action clip, role play based on the play script being studied and pupils' written play script.</p>	<p>Class reader: Verbal comprehension</p> <p>Newspaper reports: Participating in discussions, presentations, performances, role play, improvisations and debates. Participating actively in conversations; Articulating and justifying answers.</p> <p>Learning and reciting poetry. Performance poetry</p>
<p><b>ENGLISH</b></p> <p><b>Reading:</b></p>	<p><b>Reading challenge:</b></p> <p>Launch</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on the structure and organisation of</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on the structure and organisation of</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on the structure and organisation of texts, including grammatical and presentational features.</li> <li>• Explain and comment on</li> </ul>

	<p>texts, including grammatical and presentational features.</p> <ul style="list-style-type: none"> <li>• Explain and comment on the writers' uses of language.</li> <li>• Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>• Relate texts to others they have read and discuss.</li> </ul> <p><b>Comprehension lessons:</b></p> <p><b>Work based on summer read – The Last Bear – Hannah Gold</b></p> <p><b>Plazoom theme: Remembrance</b></p> <p>National Memorial Arboretum – James Nichol (<i>Non-Fiction</i>)</p> <p>The Letter – James Nichol (<i>Fiction</i>)</p> <p><b>Class reader:</b></p> <p>Finding Bear – Hannah Gold</p>	<p>the structure and organisation of texts, including grammatical and presentational features.</p> <ul style="list-style-type: none"> <li>• Explain and comment on the writers' uses of language.</li> <li>• Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>• Relate texts to others they have read and discuss.</li> </ul> <p><b>Comprehension lessons:</b></p> <p><b>Plazoom theme: Remembrance</b></p> <p>The Letter – James Nichol (<i>Fiction</i>)</p> <p>Teeth – Sue Hardy-Dawson (<i>poetry</i>)</p> <p><b>Class reader:</b></p> <p>Finding Bear – Hannah Gold</p>	<p>the structure and organisation of texts, including grammatical and presentational features.</p> <ul style="list-style-type: none"> <li>• Explain and comment on the writers' uses of language.</li> <li>• Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>• Relate texts to others they have read and discuss.</li> </ul> <p><b>Comprehension lessons:</b></p> <p><b>Plazoom theme: Co-operation</b></p> <p>Working Together – Dan Smith (<i>Non-fiction</i>)</p> <p>Tanvi's Garden – Dan Smith (<i>Fiction</i>)</p> <p><b>Class reader:</b></p> <p>The Lion, the Witch and the Wardrobe – C. S Lewis</p>	<p>the structure and organisation of texts, including grammatical and presentational features.</p> <ul style="list-style-type: none"> <li>• Explain and comment on the writers' uses of language.</li> <li>• Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>• Relate texts to others they have read and discuss.</li> </ul> <p><b>Comprehension lessons:</b></p> <p><b>Plazoom theme: Co-operation</b></p> <p>Tanvi's Garden – Dan Smith (<i>Fiction</i>)</p> <p>The Worst Team - Joshua Seigal (<i>poetry</i>)</p> <p><b>Class reader:</b></p> <p>The Lion, the Witch and the Wardrobe – C. S continue</p>	<p>texts, including grammatical and presentational features.</p> <ul style="list-style-type: none"> <li>• Explain and comment on the writers' uses of language.</li> <li>• Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>• Relate texts to others they have read and discuss.</li> </ul> <p><b>Comprehension lessons:</b></p> <p><b>Work based on class reader – Can you see me? – Libby Scott &amp; Rebecca Westcott</b></p> <p><b>Plazoom theme: Rags to Riches</b></p> <p>Andrew Carnegie - Steel Magnate and Patron Saint of Libraries' by Margaret Bateson-Hill (Non-fiction)</p> <p><b>Class reader:</b></p> <p>Can you see me? – Libby Scott &amp; Rebecca Westcott</p>	<p>the writers' uses of language.</p> <ul style="list-style-type: none"> <li>• Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>• Relate texts to others they have read and discuss.</li> </ul> <p><b>Comprehension lessons:</b></p> <p><b>Plazoom – Rags to Riches</b></p> <p>The Tale of Dick Whittington' by Margaret Bateson-Hill</p> <p><b>Class reader:</b></p> <p>Can you see me? – Libby Scott &amp; Rebecca Westcott continued</p>
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	<p><b>Texts read during English lessons:</b></p> <p>Malala's Magic Pencil - Malala Yousafzai</p> <p>Cloud Tea Monkeys - Elspeth Graham</p> <p>Journey to Jo'Burg – Beverley Naidoo</p>	<p><b>Texts read during English lessons:</b></p> <p>The Great Kapok Tree – Lynne Cherry</p> <p>Persuasive letters</p>	<p><b>Texts read during English lessons:</b></p> <p>The Magic Box, Kit Wright</p> <p>Examples of instructions</p>	<p><b>Texts read during English lessons:</b></p> <p>The Lion, the witch and the Wardrobe, C. S. Lewis</p>	<p><b>Texts read during English lessons:</b></p> <p>The boy, the Mole, the Fox and the Horse – Charlie Mackesy (PSHE)</p> <p>A Midsummer Night's Dream – William Shakespeare</p>	<p><b>Texts read during English lessons:</b></p> <p>If I had Wings – Pie Corbett (poem)</p>
<p><b>ENGLISH Writing</b></p>	<p><b>The Last Bear – Hannah Gold (summer read &amp; link with science: Dangers to living things)</b></p> <ul style="list-style-type: none"> <li>- to make inferences about a characters' thoughts and feelings.</li> <li>- to write from a character's point of view about their feelings and thoughts.</li> <li>- to write a poem.</li> <li>- to make predictions based on details stated and implied.</li> </ul> <p><b>Fiction: Stories from other cultures</b></p> <ul style="list-style-type: none"> <li>- Read examples of stories from different cultures and traditions.</li> <li>- Deduce differences in patterns of relationships, customs and attitudes.</li> <li>- Look at an author's use of language to create a sense of place.</li> <li>- to write a diary entry</li> <li>- Use fronted adverbials followed by a comma.</li> <li>- Use synonym skills to write interesting and descriptive sentences.</li> <li>- Paragraph</li> <li>- Plan, edit and write a new opening chapter to Journey to Jo'burg.</li> <li>- Evaluate / self /peer-assess.</li> </ul>	<p><b>Structured Poetry: Creating Images</b></p> <ul style="list-style-type: none"> <li>- Use poetic devices, alliteration, onomatopoeia, similes, metaphors</li> <li>- Plan, draft, edit and write an original poem using Grace Nichols' as a model.</li> </ul> <p><b>Non-Fiction: The Great Kapok Tree (persuasive writing)</b></p> <ul style="list-style-type: none"> <li>-to identify the features of persuasive writing.</li> <li>- To create an advert.</li> <li>- To gather information and ideas for a persuasive piece of writing</li> <li>- To know how to structure and draft a persuasive letter.</li> <li>- To know how to edit and improve a persuasive letter.</li> </ul>	<p><b>Free verse poetry: The Magic Box</b></p> <ul style="list-style-type: none"> <li>-Draft and write their own poems.</li> </ul> <p><b>Fiction: Fantasy - Lion Witch and the Wardrobe</b></p> <ul style="list-style-type: none"> <li>-Develop editing and proof-reading skills. Plan, edit and write a new episode of the fantasy story they have studied.</li> </ul>	<p><b>Non-Fiction: Explanation text – Wallace &amp; Gromit</b></p> <ul style="list-style-type: none"> <li>- Familiarise with explanation texts.</li> <li>- Identify the key features of an explanation text.</li> <li>- write in chronological order.</li> <li>. Use rhetorical questions.</li> <li>- Use a wide range of causal conjunctions.</li> <li>- To plan, draft and write an explanation using simple organisational devices to present information (bullet points, paragraphs and sub-headings).</li> <li>- Evaluate and edit</li> </ul>	<p><b>Fiction: Shakespeare Study (historical) Play scripts – A midsummer Night's Dream</b></p> <ul style="list-style-type: none"> <li>- A study into the life and works of William Shakespeare. - To draw inferences such as inferring characters' feelings, thoughts and motives from 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.</li> </ul>	<p><b>Non-Fiction: Newspaper reports</b></p> <ul style="list-style-type: none"> <li>- Explore features of a newspaper report. - Plan and write a newspaper report using simple organisational devices to present information (numbers, paragraphs and headings). - Evaluate and edit.</li> </ul>

<p><b>ENGLISH Spelling</b></p>	<ul style="list-style-type: none"> <li>- Prefix <i>in-</i> and <i>dis-</i></li> <li>- Adding <i>im</i> to root words beginning with <i>m</i> or <i>p</i></li> <li>- Adding the suffix <i>-ous</i></li> <li>- Adding the suffix <i>-ly</i></li> <li>- Words ending in <i>-ture</i></li> <li>- Homophones</li> </ul>	<ul style="list-style-type: none"> <li>- Adding <i>-ation</i> to verbs to form nouns</li> <li>- Words with the <i>c</i> sound spelt <i>ch</i></li> <li>- Words with the <i>sh</i> sound spelt <i>ch</i></li> <li>- Adding the suffix <i>-ion</i></li> <li>- adding the suffix <i>-ian</i></li> <li>- adding the prefix <i>re-</i></li> <li>- adding the prefix <i>re-</i></li> </ul>	<ul style="list-style-type: none"> <li>- Adding the prefix <i>anti-</i></li> <li>- Adding the prefix <i>super-</i></li> <li>- Adding the prefix <i>sub-</i></li> <li>- Adding the prefix <i>mis-</i></li> <li>- Words ending in <i>-sure</i></li> </ul>	<ul style="list-style-type: none"> <li>- Adding the prefix <i>auto-</i></li> <li>- Adding the suffix <i>-ly</i></li> <li>- Adding the prefix <i>inter-</i></li> <li>- Words with the <i>ay</i> sound spelt <i>eigh, ei, ey</i></li> </ul>	<ul style="list-style-type: none"> <li>- Words ending in <i>-ous</i></li> <li>- Words with the <i>s</i> sound spelt <i>sc</i></li> <li>- Words ending in <i>zhun</i> spelt <i>-sion</i></li> <li>- Adding <i>il-</i> and revising <i>un-, in-, mis-, dis-</i></li> <li>- The <i>c</i> sound spelt <i>-que</i> and the <i>g</i> sound spelt <i>-gue</i></li> <li>- Adding <i>ir-</i> to words beginning with <i>r</i></li> </ul>	<ul style="list-style-type: none"> <li>- Adding the suffix <i>-ion</i> (1)</li> <li>- Adding the suffix <i>-ion</i> (2)</li> <li>- Revision</li> <li>- Homophones</li> <li>- Yr3/4 statutory words</li> </ul>
<p><b>ENGLISH Grammar and Punctuation</b></p>	<p><b>GR</b> - Y3 grammar revision, conjunctions, adverbs and paragraphs</p> <p><b>P</b> – Revision and continued use of capital letters, commas, full stops, question marks and exclamation marks.</p>	<p><b>GR</b> – Fronted adverbials, pronouns and dictionary work</p> <p><b>P</b> – Commas after fronted adverbials.</p>	<p><b>GR</b> – Determiners, prepositions, prepositional phrases, expanded noun phrases</p> <p><b>P</b> – Commas when writing a list (as part of expanded noun phrases).</p>	<p><b>GR</b> – Direct speech, standard English, dictionary/thesaurus work</p> <p><b>P</b> – Inverted commas and other punctuation to indicate direct speech.</p>	<p><b>GR</b> – Apostrophes, subordinate &amp; main clauses (Revision) tenses (present, perfect, past)</p> <p><b>P</b> – Apostrophes for contraction and possession.</p>	<p><b>GR</b> – Dictionary &amp; thesaurus work, consolidation of Y4 grammar (Magic Box project)</p> <p><b>P</b> – Consolidation of Y4 punctuation.</p>
<p><b>ENGLISH Handwriting</b></p>	<p><b>Nelson Handwriting</b></p> <p>Unit 1 - Joining from the letter <i>e</i></p> <p>Unit 2 - Joining to and from the letter <i>s</i></p> <p>Unit 3 - writing letters at the correct size and height</p> <p>Unit 4 - double letters</p> <p>Unit 5 - consistency in spacing</p> <p>Unit 6: using a diagonal join</p> <p>Unit 7: Horizontal join joining</p>	<p>Unit 8: Speedwriting</p> <p>Unit 9: Practising the size and height of letters</p> <p>Unit 10: spacing within words</p> <p>joining to and from the letter <i>w</i></p> <p>Unit 11: joining from the letter <i>m</i></p> <p>Unit 12: joining to the letter <i>a</i> from the letter <i>w</i></p> <p>Unit 13: using a diagonal</p>	<p>Unit 15: joining from the letter <i>i</i></p> <p>Unit 16: diagonal join to ascenders</p> <p>Unit 17: joining to and from the letter <i>f</i></p> <p>Unit 18: joining to and from the letter <i>e</i></p> <p>Unit 19: Practising punctuation</p>	<p>Unit 20: consistency in forming and joining letters</p> <p>Unit 21: printing to make captions</p> <p>Unit 22: joining to and from the letter <i>v</i></p> <p>Unit 23: Practising break letters</p> <p>Unit 24: Practising drafting and editing</p>	<p>Unit 25: Practising speedwriting</p> <p>Unit 26: Practising printing to make a poster</p> <p>Remaining weeks will be revision</p>	<p>Revision</p>

	to the letter y	joining line  Unit 14: Practising speedwriting				
<b>MATHS</b>	<b>Place Value</b>  Represent numbers to 1,000  Partition numbers to 1,000 Number line to 1,000 Thousands  Represent numbers to 10,000  Partition numbers to 10,000  Flexible partitioning of numbers to 10,000  Find 1, 10, 100, 1,000 more or less  Round to the nearest 10, 100 or 1,000	<b>Measurement: Area</b>  What is area?  Count squares  Make shapes  Compare areas  <b>Multiplication and division (A)</b>  Multiples of 3  Multiply and divide by 6  6 times-table and division facts Multiply and divide by 9  9 times-table and division facts  The 3, 6 and 9 times-tables  Multiply and divide by 7  7 times-table and division facts  11 times-table and division facts  12 times-table and division facts Multiply by 1 and 0  Divide a number by 1 and itself Multiply three	<b>Multiplication and division (B)</b>  11 and 12 times-table  Multiply 3 numbers  Factor pairs  Efficient multiplication  Written methods  Multiply 2-digits by 1-digit  Multiply 3-digits by 1-digit  Divide 2-digits by 1-digit  Divide 2-digits by 1-digit  Divide 3-digits by 1-digit Correspondence problems  <b>Measurement: Length &amp; perimeter</b>  Equivalent lengths - m and cm  Equivalent lengths - mm and cm Kilometres  Add lengths  Subtract lengths  Measure perimeter	<b>Fractions</b>  Unit and non-unit fractions  What is a fraction?  Tenths  Count in tenths  Equivalent fractions  Fractions greater than 1  Count in fractions  Add fractions  Add 2 or more fractions  Subtract fractions  Subtract 2 fractions  Subtract from whole amounts  Fractions of a set of objects  Calculate fractions of a quantity  Problem solving – calculate quantities  <b>Decimals</b>  Recognise tenths and	<b>Decimals</b>  Make a whole  Write decimals  Compare decimals  Order decimals  Round decimals  Halves and quarters  <b>Money</b>  Pounds and pence  Ordering money  Estimating money  Four operations  <b>Time</b>  Hours, minutes and seconds Years, months, weeks and days Analogue to digital – 12 hour Analogue to digital – 24 hour	<b>Geometry: Shape</b>  Interpret charts  Comparison, sum & difference Introducing line graphs  Line graphs  <b>Statistic</b>  Interpret charts  Comparison, sum & difference Introducing line graphs  Line graphs  <b>Geometry: Position and direction</b>  Describe position  Draw on grid  Move on a grid  Describe movement on a grid

	<p>Subtract two 4-digit numbers – one exchange</p> <p>Subtract two 4-digit numbers – more than one exchange</p> <p>Efficient subtraction</p> <p>Estimate answers</p> <p>Checking strategies</p>	<p>numbers</p>	<p>Perimeter on a grid</p> <p>Perimeter of a rectangle</p> <p>Perimeter of rectilinear shapes</p>	<p>hundredths</p> <p>Tenths as decimals</p> <p>Tenths on a place value grid</p> <p>Tenths on a number line</p> <p>Divide 1-digit by 10</p> <p>Divide 2-digits by 10</p> <p>Hundredths</p> <p>Hundredths as decimals</p> <p>Hundredths on a place value grid</p> <p>Divide 1 or 2-digits by 100</p>		
<p><b>SCIENCE</b></p>	<p><u><b>Danger to Living Things</b></u></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 producers, predators and prey.</li> <li>- Recognise that environments can change and that this can sometimes pose dangers to living things. ( link to The Last Bear – Hannah Gold – English)</li> </ul>	<p><u><b>Human Nutrition</b></u></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 and their simple functions.</li> <li>- Describe how teeth and gums have to be cared for in order to keep them healthy</li> </ul>	<p><u><b>Changes of State</b></u></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 evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><u><b>Grouping Living Things</b></u></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><u><b>Sound</b></u></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> <li>- Sounds travel away from their source in all directions.</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>- Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>- exploring how pitch can be altered. <u>Muffling/blocking sounds</u></li> </ul>	<p><u><b>Electricity</b></u></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 opens and closes a circuit.</li> <li>- Recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>- Electricity can be dangerous.</li> </ul>

					<p>- Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>- Sound travel can be reduced by changing the material that the vibrations travel through. - - Sound travel can be blocked.</p>	
<b>COMPUTING</b>	<p>The Internet</p> <p>E-Safety</p> <p>Project Evolve</p>	<p>Audio editing</p> <p>Project Evolve</p>	<p>Photo editing</p> <p>Project Evolve</p>	<p>Data logging</p> <p>Project Evolve</p>	<p>Repetition in shapes</p> <p>Project Evolve</p>	<p>Repetition in games</p> <p>Project Evolve</p>
<b>HISTORY</b>	<p>Early Islamic Civilisation (including Islamic art)</p>		<p>The Anglo-Saxons vs. the Vikings</p>		<p>The life and significance of St Thomas More (mini unit)</p>	
<b>GEOGRAPHY</b>		<p>Our European neighbours</p>		<p>Exploring Madagascar</p> <p>(cross-curricular link with African Art)</p>		<p>Investigating coasts/Plants of the world</p> <p>(cross-curricular link with orienteering (PE))</p>
<b>FRENCH</b>	<p>Recap classroom instructions</p> <p>Numbers 1-31</p> <p>Months and dates</p> <p>Asking for and giving birthdays</p> <p>Cultural understanding: Le Jour de St Nicolas &amp; La Fête de Lumières in Lyon</p>		<p>Shapes</p> <p>Colours and simple agreement of adjectives</p> <p>Prepositions of place</p> <p>Il y a, il a/ ella a ...</p> <p>Create and describe own Matisse style pictures in French.</p>		<p>French alphabet</p> <p>Family members</p> <p>'J'ai un/une..qui s'appelle..' I have a ... called ...</p> <p>Parts of the face</p> <p>Describing hair and eyes</p> <p>Describing monsters</p> <p>Cultural understanding: Y4 French day (focusing on Paris)</p>	



<b>MUSIC</b>		Performing Anglo-Saxon and Viking Music: tuned percussion and ukulele  Curriculum links with history	Singing Christmas songs encompassing a variety of genres. Performing Caribbean music.  Curriculum links with RE	Nina's Blues – ready for next term Curriculum links with SMSC	Using water and rivers as a stimulus for listening, performing, and composing music. Curriculum links with Geography	Exploring music of the Middle East  Curriculum links with history	Preparation and performance of summer show.
		<b>ART</b>		<b>Islamic Art</b> (incorporated in the history unit, Early Islamic Civilisation)  <b>Indian Art</b>  Artist: Padma Shri Sita Devi  (Madhubani style painting)  Drawing; Painting; pastels; 3-D		<b>African Art</b>  Artist: Esther Mahlangu  Drawing, painting, block printing, 3-D sculpture	<b>Plant Art</b>  Artist: Georgia O'Keeffe  Drawing; Painting;
<b>DT</b>		Aspect: <b>Electrical Systems</b> Focus: <b>Simple circuits and switches</b> Purpose: To create a 'Pringle Tube' Torch  Cooking: Fruity coleslaw		Aspect: <b>Mechanical Systems</b> Focus: <b>Levers and Linkages</b> Purpose: To create a <b>pop up story book page</b> for The Lion, The Witch and The Wardrobe to encourage others to read it  Cooking: Chicken noodle soup Cakes & biscuits for tea concert		Aspect: <b>Food</b> Focus: <b>Healthy and varied diet</b> Purpose: To create a new and healthy <b>snack bar</b> option for Year 3 to sample	
<b>PE</b>	<b>INDOOR</b>	Dance – chocolate theme  <b>Bi-weekly swimming lessons</b>	Gym – body shape  <b>Bi-weekly swimming lessons</b>	Gym – Body Control  <b>Bi-weekly swimming lessons</b>	Gym – receiving body weight/sequencing  <b>Bi-weekly swimming lessons</b>	<b>Bi-weekly swimming lessons</b>	<b>Bi-weekly swimming lessons</b>
	<b>OUTDOOR</b>	Games – striking & games	Games – Football and Tag Rugby	Games – Ball Skills	Games – Football, rugby, netball skills	Games- rounders, cricket, tennis  Orienteering	Games – rounders, cricket, handball  Athletics
<b>ENRICHMENT</b>		Altru Drama – Early Islamic Civilisation Learn and Present drama workshop.	Visit from a local dentist (science)  Italy Day (geography)	Anglo-Saxon and Viking workshop (in-house).	The Lion, the Witch and the Wardrobe - musical theatre visit		Walton-on-the-Naze (Geography fieldwork study)  Y4 French Day (French/Geography)