

Marine Park First School



Curriculum Mapping

Year 4

Year 4 Autumn 1

Time Travellers – Life in Victorian Britain

	History	Geography	Science
Time Travellers – Life in Victorian Britain	<p>Local History - What would life have been like for people living in Victorian Tynemouth?</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 that is significant in the locality.</i></p> <ul style="list-style-type: none"> • The Victorian Era • Working children in Victorian Britain • Victorian Schools <p><i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p> <ul style="list-style-type: none"> • Queen Victoria • Lord Shaftesbury • Dr Barnardo • William Morris <p><i>The contribution of local influential Scientists/Engineers and their contribution internationally/nationally and locally e.g.</i></p> <ul style="list-style-type: none"> • Lord Armstrong – electric light /hydraulics at Cragside <ul style="list-style-type: none"> • Using primary and secondary resources investigate the Victorian era • Identify features of Victorian society, including ideas, beliefs, attitudes and the experiences of adults and children. • Use Census data to interrogate local data e.g. Discover how the Earsdon Mining Disaster impacted on the locality • Understand the importance of significant individuals from the Victorian era e.g. Lord Shaftesbury, Dr Barnardo, Lord Armstrong, making links between influential people, events and changes within the period • Gather knowledge and understanding about the life of Queen Victoria - Why was Queen Victoria so important and what was her legacy? • Investigate Victorian school life and Victorian classroom /lessons - How does a life as a Victorian schoolchild compare with school life today? • Who was Lord Shaftesbury? How did he change working conditions for children? • What was life like for the rich and poor in Victorian times? • Who was Dr Barnardo and what did he achieve? • What was Lord Armstrong's contribution to scientific development? • Investigate Victorian Tynemouth - learn about the local area then and identify differences between people's lives then and now. What evidence of 'Victoriana' remains in our locality? Find out about the Grand Hotel, Tynemouth Station and the mystery of the Engine Well 	<p><i>No Geography Unit</i></p> <p>Geography link to the Y4 Residential Visit to the Robinwood Centre – at Alston in Cumbria</p>	<p>Electricity</p> <ul style="list-style-type: none"> ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors <p><i>From UKS2 Programme of Study</i></p> <ul style="list-style-type: none"> ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ use recognised symbols when representing a simple circuit in a diagram. <ul style="list-style-type: none"> ▪ <i>Set up a simple practical enquiry.</i> ▪ <i>Record findings using drawings.</i> ▪ <i>Use results to make predictions.</i>

Year 4 Autumn 1

	Technology	Computing	Art	PE
Time Travellers – Life in Victorian Britain	<p>Aspect of D&T Electrical systems</p> <p>Focus Simple circuits and switches</p> <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> • siren for vehicle • reading light • noise-making toy • nightlight • illuminated sign • torches • table lamp • lighting for display hands-free head lamp etc 	<p>Searching the Web</p> <p>- the skills of searching</p> <ul style="list-style-type: none"> • validating websites for authenticity • comparing search engines • different ways of searching • improving searches by being more specific • searching images • searching maps – learning to use online maps quickly and effectively and considering which version is best to use at different times 	<p>Colour / Texture / Pattern</p> <ul style="list-style-type: none"> • Investigate work of William Morris • Explore and develop designs using sketchbooks. Focus on repeated colour, pattern and symmetry. • Transpose designs into monoprints. • Identify what they might change in monoprints or develop in their future • work. • Transpose design onto Press Print relief blocks. • Make collograph blocks using William prints as a starting point for designs • Investigate surface • printing collograph blocks onto different surfaces. • Investigate different monoprinting techniques. • Produce and print onto a range of surfaces. <p>Suggested Artists William Morris</p>	<p>Invasion Games Unit 2 Year 4</p> <p>Problem solving and Inventing Games (Invasion Focus)</p> <ul style="list-style-type: none"> • Consolidate and improve skills in creative and problem solving situation. • Adapt and transfer appropriate principles of play and tactics. • Make up rules and be prepared to modify or change them. • Cooperate and make collective decisions. <p>Dance Unit 1 Year 4</p> <p>These shoes are made for walking</p> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character • Use simple movement patterns to structure dance phrases. • Evaluate dance following specific criteria. <p>Outdoor and Adventurous Residential Visit to Robinwood – Alston, Cumbria</p>

Year 4 Autumn 1

	Music	RE	French	PSHCE
Time Travellers – Life in Victorian Britain	<p>Ten Pieces – Night on Bare Mountain</p> <ul style="list-style-type: none"> Based on ‘A Night on the Bare Mountain’ - a tone poem which is a type of programme music - descriptive music composed to illustrate a story or picture or mood. Listening and appraising. Composing a motif, limiting the notes to: D, E, F, G, A or Bb. Changing motifs to reflect different situations Changing the timbre (the sound, tone and colour) of different instruments to change the mood of the music. Experimenting by playing their motifs with a variety of dynamics and tempos e.g. can they change the mood of their motifs by playing them fortissimo or pianissimo etc.? <p>Singing Strategy</p> <ul style="list-style-type: none"> This little light of mine Juba 	<p>Christianity – The Meaning of Signs & Symbols in Religion</p> <p>What do followers of this religion believe?</p> <ul style="list-style-type: none"> Understand that signs and symbols are important in conveying meaning Explore the idea that religious beliefs and ideas about God can be expressed in a variety of forms, including symbolism The nature of God as revealed in the Bible Know some common symbols used by Christians to express beliefs about God and Jesus Understand what the Trinity means Describe artefacts and symbols which members of faith groups may wear or carry relating to their beliefs <p>What occasions do followers of this religion celebrate?</p> <ul style="list-style-type: none"> Harvest celebrations 	<p>Unit 6 – Le Monde and phonics work</p> <ul style="list-style-type: none"> Revision of <i>j’habite/je suis à + town</i> <i>en + country à la champagne, en ville, à la montagne, au bord de la mer</i> Preposition <i>à + le = au; à la; à l’, à + les = aux</i> Other prepositions <i>dans, sur</i> Countries and locations of French towns Present tense of irregular verb <i>aller</i> in singular: <i>je vais, tu vas, il /elle va + à</i> Present tense of irregular verb <i>être</i> in singular form Information about Paris Points of the compass <i>dans le nord/le sud/l’est/l’ouest</i> Revision of some weather phrases Revision of adverbs Revision of connectives: <i>et, mais, parce que, quand</i> and introduction of <i>donc</i>. Sending a postcard from a holiday destination Assessment writing task <i>Salut/amities</i> <i>Je suis à Paris</i> <i>Il fait beau ici</i> <ul style="list-style-type: none"> <i>Samedi j’ai visité/ je vais visiter J’adore Paris parce qu’il est</i> 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class Children will learn:</p> <ul style="list-style-type: none"> how to contribute to the life of the classroom about constructing and agreeing to follow group and class rules and to understand how these rules help us <p>Keeping Myself Safe - Accidents and Prevention Children will learn:</p> <ul style="list-style-type: none"> to recognise potential risks in different places at home, school and in outdoor places in the locality and how to behave responsibly, what to do and who to seek help from in emergencies about types of behaviour and their consequences to recognise their increasing independence brings increased responsibility to keep themselves and others safe revisit road, water and rail safety basic First Aid <p>Internet Safety</p> <ul style="list-style-type: none"> how to use Internet devices responsibly – protect personal information, passwords, images, addresses deepen understanding of the impact of cyberbullying how to keep themselves safe on line strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)

Year 4 Autumn 2

Imagined Worlds

	History	Geography	Science
Imagined Worlds	No History Unit	<p>Our Local Area - Tynemouth</p> <p>Map skills</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns Understand how some of these aspects have changed over time Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Field work - Local area focus</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>What can you find out about our local area?</p> <ul style="list-style-type: none"> Studying the country map and simplifying it to highlight essential areas of study Using maps to name and locate the counties and major cities of the UK Focussing in on the North East and Tyne and Wear Using maps and four/6 figure grid references Drawing a map of the local area using symbols as a key Identifying different types of settlements – towns, cities, hamlets, conurbations etc Distinguishing between rural, urban, suburban etc Using a local map to identify the site and situation of local settlements – e.g. in valleys, along coast – understanding why people chose those locations e.g. access to farmland, for defence etc. Examining population density – distinguishing between areas where people are dispersed and crowded etc Using aerial/satellite photos of local area identifying settlements, physical features and points of interest Discussing why things are located where they are – e.g. local buildings and services Discussing land-use types e.g. parks, housing, industry, roads, farms etc and locating using grid references. Drawing maps with basic symbols Discussing ways in which the natural environment - our coastline is managed e.g. managing beach erosion Considering Tynemouth's appeal as a local tourist destination 	<p>States of Matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Set up a fair test. Set up a simple test. Use results to draw simple conclusions. Use a data logger to take accurate measurements. Use a thermometer to take accurate measurements. Provide a written explanation. Use straightforward scientific evidence to answer questions or to support their findings.

Year 4 Autumn 2

	Technology	Computing	Art	PE
Imagined Worlds	<p><i>No Technology Unit this term</i></p>	<p>Digital Modelling</p> <ul style="list-style-type: none"> Revisit Sketch up, Sculptris. Navigating 3D environments Editing images and creating buildings/bases with Sketchup and imaginary creatures with Sculptris) 	<p>Shape / Form and Space</p> <ul style="list-style-type: none"> Respond to the work of Andy Goldsworthy, Anthony Gormley and Richard Long and their use of pattern and line. Talk about work and say what they think and feel about it Explore line using natural objects in the local environment. Investigate different shapes Create a piece of work in response to artist study Cast 3d forms using brown/gummed paper/papermache. Look at work of Chagall, Dali and Magritte - Surrealists Create own 'imagined world' images in response <p>Suggested Artists:</p> <ul style="list-style-type: none"> Chagall Magritte Dali <p>Suggested Sculptors:</p> <ul style="list-style-type: none"> Andy Goldsworthy, Anthony Gormley and Richard Long <p>Also</p> <ul style="list-style-type: none"> Making Christmas cards 	<p>Invasion Games Unit 3 Year 4</p> <p><i>Invasion Games</i></p> <ul style="list-style-type: none"> Develop a range and consistency of their skills in the games played. Play in small invasion games using a variety of formations. Understand, use and adapt simple tactics. Play to the rules. <p>Gym Unit S/Q</p> <p><i>Receiving Body Weight</i></p> <ul style="list-style-type: none"> Understand how different parts are capable of transferring and receiving body weight. Move into and from a range of skills with control and accuracy. Create sequences showing contrasts in shape, speed and level. Move and construct own apparatus and transfer work safely from the floor. <p><i>Rolling</i></p> <ul style="list-style-type: none"> Rotate and roll on different body parts. Rotate and roll in different directions showing different shapes, sizes and speeds. Create a sequence with a partner on floor and apparatus using a variety of linking movements. Observe the work of others and make judgements against given criteria.

Year 4 Autumn 2

	Music	RE	French	PSHCE
Imagined Worlds	<p>Whole Class recorders</p> <ul style="list-style-type: none"> Charanga Musical School's Recorder Course is built around sixteen progressive pieces with interactive backing tracks. Pupils learn the basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing. <p>Singing Strategy</p> <ul style="list-style-type: none"> Plying Statek A young Austrian 	<p>Christianity – - Contents and Significance of the Bible</p> <p>What does this religion teach?</p> <ul style="list-style-type: none"> Develop understanding that the Bible is the Christian holy book which contains the foundation of teaching, guidance and worship Understand that certain Bible passages have special significance for Christians Explore how religious beliefs, ideas and feelings are expressed in the Bible Explore the composition of and variety in the Bible Understand how different genres convey different aspects of God Understanding that the Bible contains stories which teach us about God and human beings' relationship with God e.g. Noah, Joseph, Moses, Understanding that the Bible consists of Old & New Testaments; the New being concerned with the life of Jesus and its aftermath <p>Christianity – Christmas</p> <p>What occasions do followers of this religion celebrate?</p> <ul style="list-style-type: none"> Exploring the theme of Light - Advent 	<p>Unit 6 – Le Monde continued</p> <ul style="list-style-type: none"> Using question words <p>French through story:</p> <ul style="list-style-type: none"> Petite Beauté Non-fiction texts on hamsters and rabbits (U4) 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Healthy Relationships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to understand that we live in a diverse world about differences and similarities in people to develop a respect for diversity within relationships, race, religions, sexuality, gender identity to explore different types of relationships others have in more detail – friends, families, extended families, working, marriage, civil partnerships, divorced, separated, foster parents, adoptive parents, three or more generations together families etc to explore how the right to be treated fairly is sometimes compromised and realise the nature of discrimination and be able to challenge it appropriately that adults and children sometimes have to cope with changes in relationships – separation, divorce, bereavement <p>Emotions and feelings - Negotiation and Compromise</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how our actions can affect ourselves and others about solving disputes and conflict through negotiation and appropriate compromise <p>Anti Bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to explore the feelings of victims and bullies in different situations to know what makes them feel confident with people in difficult situations

Year 4 Spring 1

Britain at War

	History	Geography	Science
Britain at War	<p>World War 2</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <ul style="list-style-type: none"> ▪ understand Germany's invasion of Poland and its impact on Britain ▪ demonstrate knowledge and understanding of the impact of the Second World War on children in particular and society in general, with reference to the North East of England. <ul style="list-style-type: none"> • Understand when World War 2 started and why it was a 'world war' • Know the names of the key leaders of the time • Learn about bombing raids on Britain (Blitz) • Understand how people protected themselves - shelters and blackouts and the need for evacuation • Find out the experiences and feelings of evacuees from a wide range of sources • Understand the effect of war on everyday life • Learn what rationing was and how it worked • Understand what the government did to get people to support the war effort • Find out how people celebrated the end of the war • Make connections between WW2 and today (the UN) • Identify different ways in which the Second World War has been represented • Find out how the outbreak of War affected families in Tyneside (Discovery Museum workshop – Blitzed A WW2 Experience; visit Victoria Tunnel at Ouseburn; visit from Blyth Battery volunteers etc) <p>Consider countries around the world devastated by war today</p>	<p>Europe</p> <ul style="list-style-type: none"> • <i>locate the world's countries, using maps to focus on Europe, Russia and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> • <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <ul style="list-style-type: none"> • Recapping on a map of the world, naming the seven continents, four big oceans, the equator, Northern and Southern Hemispheres Navigating a map or atlas, describing where locations are in relation to each other using compass points • Scale – using variety of maps with different scales and having to use a ruler to calculate actual distances between various points • Explaining the different key symbols on a map e.g. that a dotted line often means a country border • Studying the country map and simplifying it to highlight essential areas of study • Using maps and atlases to look at the makeup of Northern Europe – UK, Norway, Sweden, Denmark, Greenland, Iceland, Ireland, Finland, Latvia, Estonia • Climate of Northern Europe: mild in the south; cold and snowy further north. • Understand landscape terms lowlands, highland, mountains and lakes. • Know key settlement: the capital cities are London, Edinburgh, Cardiff, Belfast, Dublin, Oslo, Stockholm, Copenhagen, Helsinki, Reykjavik, Riga, Tallin etc. • Using maps and atlases to look at the make up of Western Europe – France, Germany, The Netherlands, Belgium, Austria and Switzerland, Lux., Monaco and locate their capital cities. • Understanding landscape terms such as Alps, central highlands, lowlands, floodplains, alpine climate, temperate climate, Rivers – Rhone, Rhine, Seine, Danube • Understand landscape terms such as coastline, islands, beaches • Understand terms such as The European Union, European Parliament – what is their role? 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> ▪ Nutrition and Digestion: ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ Food chains - construct and interpret a variety of food chains, identifying producers, predators and prey. ▪ <i>Record findings using labelled diagrams.</i> ▪ <i>Use written explanations to report on findings from an enquiry.</i> ▪ <i>Identify the correct type of enquiry to answer a question.</i> ▪ <i>Set up a comparative test.</i> ▪ <i>Use evidence to support findings.</i>

Year 4 Spring 1

	Technology	Computing	Art	PE
Britain at War	<p>Aspect of D&T</p> <p>Food</p> <p>Focus</p> <p>Children will learn about food production, diet and sample/make recipes related to their topic on WW2</p> <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> Follow recipe to make traditional jam filled pastry tarts. Examine a commercial product today, considering cost, packaging, nutritional information and sensory appreciation. Compare commercial product with home made variety Design questionnaire and gathering information on consumer preferences Use weighing scales. Learn to sieve flour, raising agents etc together in to a bowl. Mix, stir and combine wet and dry ingredients uniformly (e.g. to form a dough) Use hands to rub fat into flour (e.g. pastry dough) and a rolling pin to flatten and roll out dough Use biscuit cutters to create uniform size cases Filling and baking with supervision Modelling variations and designing and making a new pastry product 	<p>Animation with Scratch</p> <ul style="list-style-type: none"> Programming - presentations and stories Co-ordinates, Looks and Broadcasting - <ul style="list-style-type: none"> Planning, building animations Creating sprites, moving using coordinates, adding soundtracks, changing backgrounds, costumes etc. 	<p>Colour / Line</p> <ul style="list-style-type: none"> Experiment with the potential of various pencils (2B - HB) and charcoal to show tone, texture etc. How do we shade? Blending and smudging. Using lines to emphasise specific areas. Experiment in sketchbooks. Look at effects with cross hatching and shading. Study drawings of Henry Moore, LS Lowry – link to WW2 Investigate body shape and movement in different positions/postures Investigate light and shadow in own drawings Create own work in response to artists study Look at work of 1930's ceramic artist Clarice Cliff Examine use of colour Extend KS1 colour work, making colour wheels to show primary/secondary Mix colours and select appropriate brushes for specific purposes. Adapt and develop sketchbook work in response to Clarice Cliffs designs Create own work in response to artist study <p>Suggested Artists:</p> <ul style="list-style-type: none"> L.S. Lowry Henry Moore (artist and sculptor) <p>Suggested ceramist:</p> <ul style="list-style-type: none"> Clarice Cliff (artist and ceramicist)) 	<p><u>Net Wall Games Unit 1 Year 4</u></p> <p><i>Net, Court, Wall Games</i></p> <ul style="list-style-type: none"> Consolidate their striking skills and improve the control and quality. Vary the shots and employ them appropriately. Recognise what they do well and what needs improving. Adapt rules of net games. <p><u>Dance Unit 4 Year 4</u></p> <ul style="list-style-type: none"> Develop simple motifs. Use different partner work devices. Perform a dance with two sections A and B. Capture the mood of a dance.

Year 4 Spring 1

	Music	RE	French	PSHCE
Britain at War	<p>Charanga Glockenspiel Stage 3</p> <ul style="list-style-type: none"> Exploring and developing playing skills through the glockenspiel. This is the final unit and builds on knowledge from the previous two <p>Singing Strategy</p> <ul style="list-style-type: none"> The Giant's Garden My fantasy football team 	<p>Christianity – People inspired by God</p> <p>How do followers of this religion live?</p> <ul style="list-style-type: none"> Discuss what is meant by belonging to a community and a religious community Consider the role of the Christian minister in the community including their pastoral role and role in baptism, weddings, communion etc Learn about the roles of other religious leaders within the local community Find out about the work and religious inspiration of some key figures e.g. Nelson Mandela, Martin Luther King, Mother Theresa, Francis of Assisi, Florence Nightingale, Lord Shaftsbury etc 	<p>Unit 7 – Mon Ecole et Moi and phonics work</p> <ul style="list-style-type: none"> Revision of numbers to 60 Telling the Time: half past, quarter past and to; analogue and digital Revision of daily routines and relevant verbs er verb endings and extend to include extra routines Reading and writing daily routine texts with connectives <i>et, mais, puis, après, cela, plus tard, enfin, parce que</i> Learning names of school subjects and about school in France Reading & writing letters about school subjects using complex sentences Days of the week (U2) Link to school subjects and time e.g. Lundi à dix heures j'ai les maths etc. Preferences and opinions of school subjects with reason and adjective: <i>J'adore/j'aime/je n'aime pas/ je déteste</i> <i>Je préfère...parce que c'est... intéressant/ ennuyeux! C'est super/nul/pas mal</i> Adjectives following <i>c'est</i> stay in the masculine <i>Je suis nul/fort en</i> Adjectives: <i>facile, difficile, amusant</i> Conjunctions and adverbs of time, making longer sentences Prepositions: <i>avant, après</i> 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and my community Children will learn:</p> <ul style="list-style-type: none"> more about what being part of a community means, and about the varied institutions that support communities locally and nationally about how community facilities work to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing demonstrate that they can identify and respect the differences and similarities between people in their school and beyond act responsibly for their behavior, show initiative and contribute positively to the lives of those living and working in the locality of the school and to society more widely understand that the freedom to choose and hold faiths is protected in law accept that other people have different faiths or beliefs to oneself, or have none and should not be the cause of prejudice or discrimination understand the importance of identifying and combatting discrimination <p>Diversity Children will learn:</p> <ul style="list-style-type: none"> about the groups that make up of our school and local community, about the religious and ethnic identities of groups throughout the UK about the lives of people living in my community and other places, and people with different values and customs dealing with prejudice including <u>racism</u>

Year 4 Spring 2

All Things Bright and Beautiful – The Rainforest

	History	Geography	Science
All Things Bright and Beautiful – The Rainforest	(no History Unit)	<p>Rain Forests</p> <ul style="list-style-type: none"> • <i>locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> • <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America</i> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> • <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i> <ul style="list-style-type: none"> ○ What are rainforests? – know the key features of a rainforest ○ Know about the weather and climate ○ Understand that a huge variety of animals and plants live there • Where are the world's rainforests - Identify the tropics of Cancer and Capricorn and know that tropical rainforests are found between the tropics • Know where the rainforests are located in the world, including the names of continents • Focus on what life is like in the Amazon Rainforest? • Know how much rain falls in the rainforest and understand the water cycle • Know that the rainforest is made up of layers and each has different conditions and is home to different species of plants and animals • Examine some feeding relationships, adaptations and populations • Find out how people living in the rainforest get their food from plants and that sometimes the forest is destroyed to provide us with more food, plants for medicines etc • Find out about the rainforest as home to indigenous tribes and how they treat the forest in a sustainable way • Understand how the destruction of the rainforest is affecting animals and people and that conservation is important • Recognise the role of governments and organisations and charities working to conserve the forests. Identify personal actions that could help. 	<p>All living things and their Habitats</p> <ul style="list-style-type: none"> ▪ Recognise that living things can be grouped in a variety of ways ▪ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ Recognise that environments can change and that this can sometimes pose dangers to living things. ▪ <i>Gather, record, classify and present data in a variety of ways to help in answering questions.</i> ▪ <i>Report on findings from enquiries, including oral and written explanations.</i> ▪ <i>'Arkive' introduces children to topics of Brazil and the Amazon before using fact sheets to research and write a script for their own wildlife film about an endangered species from the Amazon</i>

Year 4 Spring 2

	Technology	Computing	Art	PE
All Things Bright and Beautiful – The Rainforest	<p>Aspect of D&T</p> <p>Food</p> <p>Focus</p> <p>Healthy and varied diet</p> <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> Sandwiches, wraps, rolls pitta pockets, blinis toasties salad snacks <p>Learn to use both the bridge hold and claw grip to cut vegetables using a serrated vegetable knife Cut foods into evenly sized strips or cubes (e.g. peppers, cheese)</p>	<p>Animation with Scratch (continued)</p> <ul style="list-style-type: none"> Programming presentations Coordinates and Looks Broadcasting Planning a presentation Building the presentations Introducing interactive elements Finishing off and evaluating Responding to feedback Independently create presentation about the Amazon Rainforest <p>Lego NXTs – Programming Robots</p> <ul style="list-style-type: none"> Control the movement of a robot Create a simple algorithm Change variables to make things happen Use a loop to repeat sections Understand what inputs and outputs are Use sensors to affect a robots actions Create conditional statements in an algorithm 	<p>Colour /Line/ Texture</p> <ul style="list-style-type: none"> Designing products and artwork for a particular purpose Understanding the importance of proportion and alignment when drawing from observation Finding out about the life and art of Henri Rousseau Investigating how to mix paints to create different shades of colour, specifically green, by adding black, white and other colours Practising drawing techniques to draw rainforest animals from observation Explore tips and trips for drawing animals accurately Following step-by-step instructions to draw a variety of rainforest animals - sketchbook Draw rainforest animals from observation Explore the art of Henri Rousseau Find out who Rousseau was, when he lived and the kind of art he produced Investigate the 'jungle' art of Rousseau and identifying common features Replicate the art of Henri Rousseau through a variety of techniques, including painting and collage Using the artwork of Henri Rousseau create an rainforest scene using a variety of mediums, such as pastels, paints and collage Rainforest animal masks - Using and/or creating mask templates Identifying various techniques that can be used to decorate an animal mask <p>Suggested Artists: Rousseau</p>	<p><u>Val Saben Publications Net Wall Games Unit 1 Year Four</u></p> <p>Net, Court, Wall Games</p> <ul style="list-style-type: none"> Consolidate striking skills and improve the control and quality. Vary the shots and employ them appropriately. Recognise what they do well and what needs improving. Adapt rules of net games. <p><u>Val Saben Publications Gym Unit Q/R Year Four</u></p> <p>Q-Receiving Body Weight</p> <ul style="list-style-type: none"> Understand how different parts are capable of transferring and receiving body weight. Move into and from a range of skills with control and accuracy. Create sequences showing contrasts in shape, speed and level. Move and construct own apparatus and transfer work safely from the floor. <p>R-Balance leading into change of front and direction</p> <ul style="list-style-type: none"> Move into and from specific planned balances with an awareness of change of front. Identify and use planned variations in direction. Create a sequence with a partner on floor and apparatus to show changes of front and direction. Observe and describe the movements of others using appropriate language.

Year 4 Spring 2

	Music	RE	French	PSHCE
All Things Bright and Beautiful – The Rainforest	<p>Charanga Music: Coco - Sambalele</p> <ul style="list-style-type: none"> Learning about the history of Coco dance and music using Learning the simple steps, marking pulse and the simple rhythms. Creating a dance with class accompaniments with coco rhythms Finding out about Samba in Brazil and the importance of the carnivals and Samba bands in community. Learning and composing a piece of Samba music using notation and/or word support. <p>Singing Strategy</p> <ul style="list-style-type: none"> Be cool Janie Mama 	<p>Christianity – The lives of Great Christians</p> <p>Why are some people important to followers of this religion?</p> <ul style="list-style-type: none"> Discussing the meaning of commitment. Understand the significant impact made by some religious figures on believers Consider what it means to have a vocation Understand why some people are of special importance to Christians - focus on St Cuthbert and the Northern Saints Understand what a saint is Through story explore the key beliefs of an early Christian – consider what it means to give. Ask questions about materialism, personal comfort and wealth <p>Christianity - Meanings within Easter</p> <p>What occasions do followers of this religion celebrate?</p> <ul style="list-style-type: none"> Revisiting the Easter Story Focusing on Lent/Pentecost/Ascension and the meaning and significance of these events for Christians. Presenting the story of Pentecost and talking about the hopes and fears of the friends of Jesus Identifying some experiences which cause people to wonder and question, including questions which are difficult to answer Examining images/paintings/writings/speeches which express 'hope' <p>Life of Christ</p> <ul style="list-style-type: none"> The Easter Story Burial and the Resurrection Breakfast on the Shore Ascension and Pentecost 	<p>Unit 7 – Mon Ecole et Moi and phonics continued</p> <ul style="list-style-type: none"> Different means of transport <i>Comment viens-tu à l'école? Je viens en voiture/auto, en autobus, avion, train, à pied, à vélo</i> 	<p><i>. Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Keeping safe – Drugs Ed: Alcohol</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about risks they may face which, why and how, commonly available substances and drugs (focus on alcohol) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others about alcohol, attitudes to drugs and making safe decisions in situations involving drugs to understand autonomy over their own body and how to protect themselves or recognize when others may need help to learn basic strategies for resisting pressure to do things that are dangerous or make them feel uncomfortable <p>Decision making</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) <p>My Healthy Body- Healthy eating and a healthy lifestyle</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about having a 'balanced lifestyle', in particular being able to make good food choices and the effects of making poor choices understanding labelling and packaging about the pressures of the media taking some responsibility for their choice

Year 4 Summer 1

The Romans - from Summer 2017

In Summer 2015 Y4 will study Ancient Egypt (see Y3 Plan). Summer 2016 Y4 tba.

	History	Geography	Science
The Romans	<p>The Romans</p> <p>Learn about the Roman Empire and its impact on Britain</p> <p>Overview - Locate the Roman period on a timeline, understanding its place in history</p> <p>Find out about:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall Understand that the Romans invaded Britain and that the period of invasion was followed by a period of settlement. Understand that there was British resistance, for example, Boudicca Explain why the Romans were victorious over the Celts Make a comparison of the accounts of Boudicca's revolt which give different viewpoint <p>'Romanisation' of Britain</p> <ul style="list-style-type: none"> Select and record info about the Roman way of life. Make a comparisons between lifestyles - about aspects of life in Roman and Celtic Britain – Houses, Clothes, Beliefs, Towns, Art, Technology, Language, Food, Entertainment, Art, Culture, Road building <p>Depth Study</p> <ul style="list-style-type: none"> Find out about the Romanisation of Britain and the North East in particular – Segedunum; Vindolanda etc. (The Roman Wall is a World Heritage Site) Could find out about the lifestyle and multi-ethnicity and diversity of the Roman soldiers in Hadrian's Wall garrisons. 	<p>Europe</p> <ul style="list-style-type: none"> <i>locate the world's countries, using maps to focus on Southern and Eastern Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <ul style="list-style-type: none"> Navigating a map or atlas, describing where locations are in relation to each other using compass points Scale – using variety of maps with different scales and having to use a ruler to calculate actual distances between various points Explaining the different key symbols on a map e.g. that a dotted line often means a country border Studying the country map and simplifying it to highlight essential areas of study Using maps and atlases to look at the make up of Southern Europe – Italy, Malta, Portugal, Spain, Turkey, Slovenia, Greece, Croatia, Albania, Andorra Using a globe to show how the proximity to the equator causes land to be warmer and understanding that Mediterranean Europe is warmed by the Gulf Stream so is hot and dry. Food grown in southern Europe - Grapes, olives, oranges, lemons, dates, other fruits and vegetables Landscape - Alpine mountain system Pyrenees, Alps, Apennines, Balkans) Coastline, islands and beaches Turkey - Gateway to the Middle East, Istanbul, the Bosphorus Key Settlements - Lisbon, Madrid, Rome, Milan, Venice, Athens. Using maps and atlases to look at the make up of Eastern Europe – Russian Fed, Poland, Romania, Russia, Ukraine, Slovakia, Hungary, Belarus, Czech. Rep. 	<p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. <i>Use a scientific enquiry to answer a question.</i> <i>Set up a simple practical enquiry.</i> <i>Make systematic and careful measurements with a data logger.</i> <i>Report on findings from an enquiry.</i> <i>Identify differences, similarities or changes related to simple scientific ideas.</i> <i>Set up simple fair tests.</i>

Year 4 Summer 1

	Technology	Computing	Art	PE
The Romans	<p>Aspect of D&T Textiles</p> <p>Focus 2-D shape to 3-D product</p> <p>What could children design, make and evaluate?</p> <p>Based on the study of Roman fashion, we will design and make our own</p> <ul style="list-style-type: none"> Slippers/sandals 	<p>Digital Imagery</p> <ul style="list-style-type: none"> repeating patterns 2Simple, Sumo Create artwork Repeating patterns Symmetrical patterns Creating patterns from photos 	<p>Pattern / Shape</p> <ul style="list-style-type: none"> Understand concept and materials of a 'mosaic' and how it featured in Roman life Look at examples of abstract and representational mosaics – both ancient and modern. Look at work of contemporary artist Sue Kershaw Use the environment and other sources to make own patterns for mosaic Use sketchbooks to design own motif to repeat. Create own mosaic patterns using IT – could link this to digital imagery work using Sumo Create Creating individual and large scale group works <p>Suggested Artists:</p> <ul style="list-style-type: none"> Sue Kershaw (contemporary artist mosaics) Ellen Jackson (mosaics and weaving) <p>Also</p> <ul style="list-style-type: none"> May also look at Celtic design; make Roman shields and use clay to create simple Roman pots 	<p>Striking and Fielding Games Unit 4</p> <p>Striking and Fielding Games</p> <ul style="list-style-type: none"> Consolidate skills and improve technique. Receive a ball from one direction and strike it into or field it from another direction. Develop simple tactics in a game activity. Understand what makes up good technique. <p>Athletics Unit One Year 4</p> <ul style="list-style-type: none"> Consolidate the quality and range of techniques they use for their particular activities. Develop their ability to use simple tactics in different situations. Know and describe the short-term effects of exercise on the body. Describe and evaluate the effectiveness of performances.

Year 4 Summer 1

	Music	RE	French	PSHCE
The Romans	<p>Whole Class recorders</p> <ul style="list-style-type: none"> Charanga Musical School's Recorder Course is built around sixteen progressive pieces with interactive backing tracks. Pupils learn the basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing. <p>Singing Strategy</p> <ul style="list-style-type: none"> I wish I knew (how it would feel to be free) Tango 	<p>Buddhism – Buddha and The Four Noble Truths</p> <p>What do followers of this religion believe?</p> <ul style="list-style-type: none"> Explore the meaning of the Four Noble Truths <p>Why are some people important to followers of this religion?</p> <ul style="list-style-type: none"> Learn about the life of Gautama Buddha, his teachings and influence on Buddhist life Explore various images of the Buddha Understand the importance of celebrating the enlightenment of Buddha Hear some of the stories that Buddha told and his teachings Find out about the Dalai Lama <p>How do followers of this religion live?</p> <ul style="list-style-type: none"> Develop an understanding of the importance of the Eightfold Path for Buddhists Know that to Buddhists the Three Jewels or Triple Gem (Buddha, Teachings or Dharma and Sangha or spiritual community) are very important Explore the concept of community in the Buddhist tradition Learn about the daily life of a Buddhist monk or nun Develop an understanding of the importance of rules to the Buddhist community 	<p>French through Story</p> <ul style="list-style-type: none"> Les Olympiques des Animaux (– a half term's work) <p>or</p> <ul style="list-style-type: none"> Les Quatre Amis <p>or</p> <ul style="list-style-type: none"> Petite Beauté by Anthony Browne <p>or</p> <ul style="list-style-type: none"> Non-fiction texts on rabbits and hamsters 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>SRE</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the main stages of growing up what makes each age group different basic facts about how their body will change from a child to an adult about the importance of personal hygiene to recognize and understand changing emotions as they grow up to respect the fact that people change at different ages and to different degrees about the difference between loving and liking how we show we care for one another about what to do when they fall out with someone they like or love about acceptable and unacceptable physical contact and how to respond to unacceptable physical contact to demonstrate respect for opinions of others when discussing sensitive issues <p>Persuasion and pressure – Standing up to the Persuaders</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to consider who the people are who influence us to consider how people influence us and the language they use to begin that their actions affect themselves and others about when it is right to change our minds, and when it is OK, or even really important, to break a confidence about being assertive and self confident in different situations

Year 4 Summer 2

In the Spotlight!

	History	Geography	Science
In the Spotlight!	No History unit	<p>Exploring France</p> <ul style="list-style-type: none"> • <i>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i> • <i>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i> • Understand geographical similarities and differences through the <u>study of human and physical geography of a region of the United Kingdom</u> and a <u>region in a European country</u>. <p>Describe and understand key aspects of physical geography including climate zones</p> <ul style="list-style-type: none"> • <p>What is life like in France? How is France different to the UK?</p> <ul style="list-style-type: none"> • Study France & its regions on maps. Explore varied French Landscapes through the eyes of tourists, artists & poets. • Region study – Paris – Explore the capital using travel guides, maps and websites, Google maps etc • Using maps of Europe, plot journey from school to Euro Disney near Paris via the channel tunnel. Consider why this location was chosen. In groups research various Parisian landmarks; make large wall map, with geographical features, historical monuments etc. • Find out about population, current issues, culture, climate etc (see BBC bitesize) • Consider comparisons between Paris as a city and Newcastle. 	<p>Y4/5 Transition Unit</p> <p>This unit allows the children an opportunity to develop and apply their scientific skills and build on prior knowledge.</p> <p>This unit is planned by Middle School colleagues as part of the Y4/5 First to Middle Transition project</p>

Year 4 Summer 2

	Technology	Computing	Art	PE
In the Spotlight!	<p>Aspect of D&T</p> <p>Mechanical systems</p> <p>Focus</p> <p>Pop ups /Levers and Linkages</p> <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> ▪ story books, ▪ greetings card ▪ information book ▪ storyboard etc <p>Pop ups</p> <ul style="list-style-type: none"> • learn about pop ups and why they are so popular • how different card mechanisms create different types of movement • about accurate cutting, scoring, folding and joining • develop different graphic styles and match these to different audiences • explore box/and moth folds; slider and lift up flaps, rotator and paper springs etc. <p>Levers/Linkages</p> <ul style="list-style-type: none"> • how different card mechanisms create different types of movement using levers and linkages • about accurate cutting, scoring, folding and joining • develop different graphic styles and match these to different audiences • how to create: Linear movement – in a straight line; Reciprocating movement – backwards and forwards in a straight line e.g. a slider; Rotary movement – round and round e.g. a wheel; Oscillating movement – backwards and forwards in an arc e.g. a lever 	<p>Filming Project</p> <ul style="list-style-type: none"> • Google docs used to collaboratively plan, film, import and edit a short film about leaving MPFS 	<p>Painting/Textiles</p> <ul style="list-style-type: none"> • Look at the works of the French Impressionist artists – esp. landscapes • Find out about the 6 key elements of Impressionism – worked fast, usually outdoors, no black used, tried to capture effects of light, didn't blend brush strokes, used contrasting colours • Use sketch books to experiment with techniques • Respond to artists work by painting in the style of those studied • Use viewfinder to select small area of chosen image • Use yarns, wool, textile scraps to recreate section of image <p>Suggested Artists:</p> <ul style="list-style-type: none"> • Edgar Degas • Pierre-Auguste Renoir • Alfred Sisley • Berthe Morisot • Paul Cezanne • Monet • Pissarro • Contemporary textile artists e.g. Richard Box <p>Suggested architect: Thomas Heatherwick– look at different modern building designs around the world</p>	<p>Striking and Fielding Games Unit 4</p> <p>Striking and Fielding Games</p> <ul style="list-style-type: none"> • Consolidate skills and improve technique. • Receive a ball from one direction and strike it into or field it from another direction. • Develop simple tactics in a game activity. • Understand what makes up good technique. <p>Athletics Unit Two Year4</p> <ul style="list-style-type: none"> • Consolidate and improve the quality, range and consistency of the techniques they used for specific activities. • Develop their ability to choose and use simple tactics and strengths in different situations. • Describe how the body reacts to different types of activity. • Describe and evaluate the effectiveness of performance and recognise aspects that need improving.

Year 4 Summer 2

	Music	RE	French	PSHCE
In the Spotlight!	<p>In the Spotlight....</p> <p>Focus of the half term will be learning to sing/perform a selection of songs as part of the Y4 Leavers Concert and Leavers Assembly</p> <p>Singing Strategy</p> <ul style="list-style-type: none"> • Consider yourself • Baioo de ninar 	<p>Buddhism – Expressions of Identity</p> <p>What occasions do followers of this religion celebrate?</p> <ul style="list-style-type: none"> • Understand that the festival of Wesak celebrates the birth, enlightenment and passing away of the Buddha • Find out about Bodhi Day <p>How do followers of this religion worship?</p> <p>Signs and Symbols</p> <ul style="list-style-type: none"> • know that the lotus flower is a symbol of enlightenment • know the items found in a Buddhist shrine. • Find out about the wheel symbol and the Bodhi tree <p>Buddhist Temples and worship</p> <ul style="list-style-type: none"> • know the importance of reflection and meditation to Buddhists <p>find out about temples and shrines – their functions and features</p> <ul style="list-style-type: none"> • consider how people should treat special objects and how people should behave in a special place. 	<p>French through Story</p> <ul style="list-style-type: none"> • Les Olympiques des Animaux <p>Or</p> <ul style="list-style-type: none"> • Les Quatre Amis <p>Or</p> <ul style="list-style-type: none"> • Petite Beauté by Anthony Browne <p>or</p> <p>Non-fiction texts on rabbits and hamsters</p>	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Financial Capability - Money and saving</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the role money has in daily life and why we buy what we do • to be critical consumers • about saving and spending - how we pay for goods • how to keep track of personal money - how to plan and budget • the importance of saving – the role of banks and building societies • how borrowing and lending works • what taxation means <p>Me and the Wider Community - Where do things come from?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about sources of products and Fairtrade principles <p>Moving on</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the positive/negative emotions involved with 'moving on'– separating from friends, making new friends, new challenges etc

Year 4 English Genres

Autumn Term 1		Spring Term 1		Summer Term 1	
Time Travellers		Britain at War		Romans	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Stories that raise issues	Information Texts	Stories with a historical setting	Persuasive Texts	Stories that raise issues	Explanation Texts
<ul style="list-style-type: none"> A range of poetry linked to Time Travellers 		<ul style="list-style-type: none"> A range of poetry linked to Britain at War 		<ul style="list-style-type: none"> A range of poetry linked to the Romans 	
Possible texts linked to Topic on Time Travellers <ul style="list-style-type: none"> Oliver Twist The Vile Victorians Street Child 		Possible texts linked to Topic on Britain at War <ul style="list-style-type: none"> Little Ships The War and Freddy Lion and the Unicorn War Boy Tail End Charlie Rose Blanche 		Possible texts linked to Topic on the Romans <ul style="list-style-type: none"> The Time Travelling Cat and the Roman Eagle Avoid being a Roman Soldier! What the Romans Did for Us Famous People Famous Lives – Boudicca 	
Autumn Term 2		Spring Term 2		Summer Term 2	
Imagined Worlds		All things Bright and Beautiful – The Rainforest		In the Spotlight	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<ul style="list-style-type: none"> Stories about Imaginary Worlds 	<ul style="list-style-type: none"> Information Texts 	Stories from other cultures	Newspaper Reports	Playscripts	Recounts
<ul style="list-style-type: none"> A range of poetry linked to Imagined Worlds 		<ul style="list-style-type: none"> A range of poetry linked to All things Bright and Beautiful 		<ul style="list-style-type: none"> A range of poetry from around the world 	
Possible texts linked to Imagined Worlds <ul style="list-style-type: none"> Harry Potter Disc World Freefall Flotsam The Mysteries of Harris Burdick Just a Dream Wayhome 		Possible texts linked to Topic on All things Bright and Beautiful <ul style="list-style-type: none"> Journey to the River Sea The Shaman's Apprentice The Vanishing Rainforest The Great Kapok Tree Where the Forest Meets the Tree Find out about Rainforests 		Possible texts linked to Topic In the Spotlight <ul style="list-style-type: none"> 	

Year 4 Core English Curriculum

Speaking		Reading		Writing		
Spoken Word	Word Reading	Comprehension	Transcription	Handwriting	Composition	Grammar, Vocabulary and Punctuation
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>Spelling (see English Appendix 1)</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils will be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ using the present perfect form of verbs in contrast to the past tense ▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ using conjunctions, adverbs and prepositions to express time and cause ▪ using fronted adverbials ▪ learning the grammar for years 3 and 4 in English Appendix 2 ▪ indicate grammatical and other features by: ▪ using commas after fronted adverbials ▪ indicating possession by using the possessive apostrophe with plural nouns ▪ using and punctuating direct speech ▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Y4 Core Maths Curriculum

Number-Place Value	Number-Addition and subtraction	Number-Multiplication and Division	Number-Fractions and decimals	Measure	Geometry-Properties of shape	Geometry-Position and direction	Statistics
Areas of learning are revisited termly throughout Year 4							
<p>Pupils should be taught to</p> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 using \geq and $=$ identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 Round decimals to the nearest whole number. solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits (or more including decimals) using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number (Multiply numbers up to 4 digits by one or two digit number) using formal written layout (including decimals) solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number (2dp's to nearest 10^{th}) read, write, order and compare numbers with up to three decimal places compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places. Recognise the % symbol and understand that this relates to the 'number of parts per hundred', and write percentages as a fraction with a denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Convert between different units of measure (for example, kilometre to metre; hour to minute) measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares (using the formula $L \times B$) estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees ($^{\circ}$) identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant (all 4 quadrants) describe movements between positions as translations of a given unit to the left/right and up/down draw simple shapes on the coordinate plane and reflect them in the axes. plot specified points and draw sides to complete a given polygon. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Find the mean median and mode in a set of data.
<p>(indicates above age related expectations)</p>							

Notes and guidance (non-statutory)

<p>Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice. They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far. They connect estimation and rounding numbers to the use of measuring instruments. Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.</p>	<p>Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see Appendix 1).</p>	<p>Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency. Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$). Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Mathematics Appendix 1). Pupils write statements about the equality of expressions (for example, use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, $2 \times 6 \times 5 = 10 \times 6 = 60$. Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.</p>	<p>Pupils should connect hundredths to tenths and place value and decimal measure. They extend the use of the number line to connect fractions, numbers and measures. Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths. Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$). Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions. Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100. They practise counting using simple fractions and decimals, both forwards and backwards. Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on number lines.</p>	<p>Pupils build on their understanding of place value and decimal notation to record metric measures, including money. They use multiplication to convert from larger to smaller units. Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. They relate area to arrays and multiplication.</p>	<p>Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium). Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular. Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.</p>	<p>Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates, for example (2, 5), including using coordinate-plotting ICT tools.</p>	<p>Pupils understand and use a greater range of scales in their representations. Pupils begin to relate the graphical representation of data to recording change over time.</p>
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Vocabulary, Grammar and Punctuation Appendix

Year 4: Detail of content to be introduced (statutory requirement)

Word	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <u>Later that day</u>, <i>I heard the bad news.</i>]</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl’s name</i>, <i>the girls’ names</i>]</p> <p>Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

New work for years 3/4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p>
	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>

The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly	The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
	Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i , but only if the root word has more than one syllable. (2) If the root word ends with –le , the –le is changed to –ly . (3/4) If the root word ends with –ic , –ally is added rather than just –ly , except in the word <i>publicly</i> . (4) The words <i>truly, duly, wholly</i> .	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure . The ending sounding like /tʃə/ is often spelt –ture , but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i , but a few words have e .	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are –ion and –ian . Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te . –ssion is used if the root word ends in ss or –mit . –sion is used if the root word ends in d or se . Exceptions: <i>attend – attention, intend – intention</i> . –cian is used if the root word ends in c or cs .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician

Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

**Y3 and 4
Word List**

accident(ally)	describe	important	probably
actual(ly)	different	interest	promise
address	difficult	island	purpose
although	disappear	knowledge	quarter
answer	early	learn	question
appear	earth	length	recent
arrive	eight/eighth	library	regular
believe	enough	material	reign
bicycle	exercise	medicine	remember
breath	experience	mention	sentence
breathe	experiment	minute	separate
build	extreme	natural	special
busy	famous	naughty	straight
business	favourite	notice	strange
calendar	February	occasion(ally)	strength
caught	forward(s)	often	suppose
centre	fruit	opposite	surprise
century	grammar	ordinary	therefore
certain	group	particular	though
circle	guard	peculiar	thought
complete	guide	perhaps	through
consider	heard	popular	various
continue	heart	position	weight
decide	height	possess(ion)	woman
	history	possible	women
	imagine	potatoes	
	increase	pressure	