Curriculum Plans for Year 4

2015 - 2016

	THE EGYPTIANS (H)	THE VICTORIANS (H/G)	NATURAL DISASTERS (G)
	What was life like in Ancient Egypt?	**Why was life different for Victorians?**	**Tell me more about Natural Disasters…**
	AUTUMN	SPRING	SUMMER
LITERACY	Myths and Legends (*The Star Bearer*) (4 weeks)	Narrative/diary (*Street Child*) (4 weeks)	Performance Poetry – (Natural Disaster rap) (3 weeks)
	Shape Poetry (*Stream Story*) (3 weeks)	Recount – Biographies (Victorian Inventors) (3 weeks)	Narrative (*Hurricane!)* (4 weeks)
	Information Texts (Egyptian Non Chronological Report) (4 weeks)	Narrative Poetry – *(The Chimney Boy's Story)* (3 weeks)	Newspapers (*Natural Disaster article*) (3 weeks)
	Instructions (linked to either topic depending on swimming/Nethercott) (3 weeks)		Play scripts (*Group play*) (3 weeks)
Grammar (within Literacy)	Y4 Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Use of paragraphs to organise ideas around a theme Introduction of devices to build cohesion (e.g. *then, after that, this, firstly)* Appropriate choice of pronoun or noun across sentences		
Grammar (discreet)	Y4 • Standard English forms for verb inflections instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)	Y4 • The grammatical difference between plural and possessive *–s* • Verb prefixes (e.g. *dis-, de-, mis-,over-* and *re-)* • Use of commas for 'drop-ins' (e.g. *Mrs Jones, our teacher, is amazing.*) • Use of commas after a subordinate clause at the beginning of a sentence (e.g. *Although it was raining, we went out to play.*)	Y4 • Fronted adverbials (e.g. adverb *I'll go to bed soon*/adverbial phrase *I'll go to bed in an hour*/adverbial clause *I'll go to bed when I've finished my book*) • Consolidation of apostrophes to mark singular and plural possession *(e.g. the girl's name, the boys' boot*)

Curriculum Plans for Year 4

2015 - 2016

Maths

Number – number and place value

-find 1000 more or less than a given number

-recognise the place value of each digit in a four-digit -number (thousands, hundreds, tens, and ones)

-order and compare numbers beyond 1000

-identify, represent and estimate numbers using different representations

-round any number to the nearest 10, 100 or 1000

-solve number and practical problems that involve all of the above and with increasingly large positive numbers

-count in multiples of 6, 7, 9, 25 and 1000

-recognise and use factor pairs and commutativity in mental calculations

Number –addition and subtraction

- add and subtract numbers with up to 4 digits 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.

Number – multiplication and division

- 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

- 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.

Number – fractions (including decimals)

-count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

-recognise and write decimal equivalents of any number of tenths or hundredths

-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

- compare numbers with the same number of decimal places up to two decimal places

Number – multiplication and division

- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

- solve simple measure and money problems involving fractions and decimals to two decimal places.

Number – fractions (including decimals)

- recognise and show, using diagrams, families of common equivalent fractions

-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 to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$

Measurement

-convert between different units of measure [for example, kilometre to metre; hour to minute

- estimate, compare and calculate different measures, including money in pounds and pence

Key: underlined = ongoing throughout the year

Measurement

-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

- 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.

Geometry – properties of shapes

- 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

- 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

Geometry – position and direction

- describe positions on a 2-D grid as coordinates in the first quadrant

- describe movements between positions as translations of a given unit to the left/right and up/down

- plot specified points and draw sides to complete a given polygon

Statistics

- 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.

Curriculum Plans for Year 4

2015 - 2016

Geography	Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
	The River Nile Name and locate key topographical features (including hills, mountains, coasts and rivers), Human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water. 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	Location Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Field Trip – Nethercott Farm plus another farm trip for those who are in school	Human and Physical Geography Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Comparison between South West and the areas studied
History	The Achievements of the Earliest Civilizations An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.	A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 and includes the changing power of monarchs using case studies such as Victoria. Main focus of study and research to include: THE VICTORIANS – (historical timeline; Queen Victoria; home life; children; industrial revolution; transport; houses and visit to Morwellham Quay near Tavistock).	

Curriculum Plans for Year 4

2015 - 2016

Science	Animals and Humans 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. Construct and interpret a variety of food chains, identifying producers, predators and prey. Sound Identify how sounds are made, associating some of them with something vibrating. 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.	Electricity 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. Link to Computing -understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Link to DT -understand and use electrical systems in their products.	States of Matter 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. All Living Things and their habitats Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. Recognise that environments can change and that this can sometimes pose dangers to living things.
RE	Symbols and Religious Expression Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. Use specialist vocabulary in communicating their knowledge and understanding Reflect on what it means to belong to a faith community, communicating their own and others responses thoughtfully Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.	Inspirational People Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values. Identify and begin to describe the similarities and differences within and between religions. Reflect on sources of inspiration in their own and others' lives.	Religion and the Individual Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values. Describe the variety of practices and ways of life that are closely connected to beliefs and teachings. Respond to the challenges of commitment both in their own lives and within religious traditions, recognizing how commitment to a religion is shown in a variety of ways.

Curriculum Plans for Year 4

2015 - 2016

	E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		
Computing	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
D&T	Egyptian Bread Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.	Victorian Toys and Puppetry Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing accurately.	Wind Chimes Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
Food & Nutrition	Egyptian Diet Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Can I have some more please? Understand and apply the principles of a healthy and varied diet.	Rescue Centre Meal Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Art & Design	Paul Klee-Hieroglyphics To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	Painting – William Morris To improve their mastery of art and design techniques, including drawing and with a range of materials (e.g. pencil and paint). About great artists, architects and designers in history.	Sculptures – Andy Goldsworthy To improve their mastery of art and design techniques, including sculpture with a range of materials (e.g. clay). About great artists, architects and designers in history.

Curriculum Plans for Year 4

2015 - 2016

Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		
	Listen with attention to detail and recall sounds with increasing aural memory Sing and perform 'Cleopatra', 'Amazing Egyptians' 'The Gift of the Nile' and 'Make a Mummy'. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. Play and perform 'Pharaoh Story'. Exploring programme music, sound colours.	**Exploring melodies and scales/arrangements** Outcome to create their own Victorian street calling melody. Sing and perform 'Dilly Dally', 'Song of the Social Classes' and 'School Song'. Develop an understanding of the history of music, drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Study the Victorian composer Edward Elgar, listening to his compositions and looking at musical notation.	Listen with attention to detail and recall sounds with increasing aural memory Sing and perform 'Singing in the Rain', 'Weather with you', 'Blame it on the Weatherman' and 'Walking on Sunshine'. Exploring rhythm patterns Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform weather themed musical ensemble.
PE	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	Gymnastics: Weight Transference Dance: Walk like an Egyptian Games: Multi-skills Activities Invasion Ball Skills: Football Swimming: Life Centre programme	Games: Hockey Gymnastics: Balance Dance: Chimney sweeps Invasion Game: Netball	Gymnastics: Receiving Body Weight Dance: Tornadoes Games: OAA Invasion Game: Tag Rugby
MFL	Listen attentively to spoken language and show understanding by joining in and responding Present ideas and information orally to a range of audiences* Appreciate stories, songs, poems and rhymes in the language Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.		
	Describing Egyptian People Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally*.	All about Me Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials. Explore the patterns and sounds of language through songs, rhymes and link the spelling, sound and meaning of words.	Weather and People Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally*.

Curriculum Plans for Year 4

2015 - 2016

PSHE	PSHE will be a consideration throughout all curriculum areas, and any particular issues that arise will be addressed during class circle time.