

Year Four Curriculum Plan DRAFT 2017-2018

E. Thompson

| | English (and ongoing Spelling, Punctuation and Grammar work) | Mathematics | Science |
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| Autumn 1 (6.5 weeks) | <p><u>'Tom's Sausage Lion' by Michael Morpurgo – Fiction (Novel)</u></p> <p>Overall learning aims: > To develop empathy with a character and make connections with their own lives. > To develop creative responses to a text through storytelling, drama and poetry. > To compose and perform poetry. > To write in role to explore characters and events. > To explore and develop ideas through discussion. > To self and peer assess writing against success criteria and respond to suggested improvements.</p> <p>Writing Outcomes: Diary writing, Persuasive speech, Letter writing, Poetry, Book review, Newspaper report writing.</p> | Throughout the year children will be taught number, measurement, geometry and statistics in accordance with the National Curriculum at the appropriate level with opportunities across the curriculum. | <p><u>Living Things and their habitats (Ourselves and Nature: Biology)</u></p> <p>> Rising Stars Diagnostic test. > 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. > Rising Stars End of topic test.</p> |
| Autumn 2 (7.5 weeks) | <p><u>'Tom's Sausage Lion' by Michael Morpurgo – Fiction (Novel)</u></p> <p>Continued as above</p> | | <p><u>Electricity (Physical Processes: Physics)</u> (To be continued next term)</p> <p>> Rising Stars Diagnostic test. > 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. > Rising Stars End of topic test.</p> |
| Spring 1 (5.5 weeks) | <p><u>'The Great Kapok Tree' by Lynne Cherry – Fiction (Picture book)</u></p> <p>Overall learning aims: > To explore global issues through a narrative text. > To investigate how illustrations influence a reader's experience of a text. > To explore how an author uses language to create empathy for an issue. > To explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives. > To use sound, images and video to expand the use of ambitious vocabulary. > To develop creative responses to a text through drama and role-play. > To innovate from a familiar text to plan and write own narratives. > To respond to and evaluate own writing and that of others.</p> <p>Writing outcomes: Poetry, Performance of a poem, Explanation writing, Debate, Report writing, Writing in role, Argument writing, Making a visual text, Notes of advice, Playscript, Extension of a narrative.</p> | | <p><u>Electricity (Physical Processes: Physics)</u> Continued as above</p> |
| Spring 2 (5.5 weeks) | <p><u>'The Great Kapok Tree' by Lynne Cherry – Fiction (Picture book)</u></p> <p>Continued as above</p> | | <p><u>Animals, including humans (Ourselves and Nature: Biology)</u></p> <p>> Rising Stars Diagnostic test. > 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. > Rising Stars End of topic test.</p> |
| Summer 1 (6 weeks) | <p><u>'The Pebble in my Pocket' by Meredith Hooper – Non-fiction (Picture book)</u></p> <p>Overall learning aims: > To explore an information text in depth. > To come to know a complex history through talk, reading, writing, drawing and drama. > To present understandings in writing, drawing and performance.</p> <p>Writing outcomes: Poetry, Story maps, Fact files, Instructions, Writing in role, Narrative descriptions, Book making, Diary entries.</p> | | <p><u>Sound (Physical Processes: Physics)</u></p> <p>> Rising Stars Diagnostic test. > 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. > Rising Stars End of topic test.</p> |
| Summer 2 (7.5 weeks) | <p><u>'Werewolf Club Rules' by Joseph Coelho – Poetry</u></p> <p>Overall learning aims: > To explore and understand the importance of poetry as a genre. > To know how to listen and respond to a wide range of poems from a single poet collection. > To understand that poems are written for different reasons. > To interpret poems for performance.</p> | | <p><u>States of matter (Materials and Their Properties: Chemistry)</u></p> <p>> Rising Stars Diagnostic test. > 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</p> |

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| | <ul style="list-style-type: none"> > To gain and maintain the interest of the listener through effective performance of poems. > To be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language. > To recognise figurative language in poetry and interpret its effect on the reader. > To draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader. <p>Writing outcomes: Poetry performance, Text marking, Drafting, redrafting and writing poetry.</p> | | <p>associate the rate of evaporation with temperature. (<i>Link to Geography LO: Describe and understand key aspects of physical geography including the water cycle excluding transpiration</i>).</p> <ul style="list-style-type: none"> > Rising Stars End of topic test. |
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| | <u>Art & Design / Design & Technology</u> | <u>Computing</u> |
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| Autumn 1 (6.5 weeks) | <p><i>Art & Design and Design & Technology</i> 3D, Construction and Drawing: Ancient Egypt pyramids</p> <ul style="list-style-type: none"> > Explore Ancient Egypt pyramid designs. > Plan a design through drawing and other preparatory work. > Construct design using card and tape. > Decorate pyramid through drawing. <p>- Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. - Identify what they might change in their current work or develop in their future work.</p> | <p>Unit 4.1: We are software developers (Developing a simple educational game)</p> <ul style="list-style-type: none"> > Design, write and debug programs that accomplish specific goals. > Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. > Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |
| Autumn 2 (7.5 weeks) | <p><i>Design & Technology</i> Cooking and Nutrition: Egyptian bean stew</p> <ul style="list-style-type: none"> > Understand that the Egyptians ate many bean-based meals, and that eggs were a luxury. > Write a recipe for an Egyptian bean stew. > Make an Egyptian bean stew. | <p>Unit 4.2: We are toy designers (Prototyping an interactive toy)</p> <ul style="list-style-type: none"> > Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. > Use sequence, selection, and repetition in programs; work with various forms of input and output. > Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |
| Spring 1 (5.5 weeks) | <p><i>Art & Design</i> Focus Artist: Eduardo Kobra (Brazilian mural artist)</p> <ul style="list-style-type: none"> > Explore Kobra's work, focusing on his techniques and styles. > Design and create a self-portrait in his style. <p>- Investigate great artists, compare their techniques and styles and create pieces in their style. - Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. - Identify what they might change in their current work or develop in their future work.</p> | <p>Unit 4.3: We are musicians (Producing digital music)</p> <ul style="list-style-type: none"> > Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. > Understand computer networks including the internet and the opportunities they offer for communication and collaboration. > Be discerning in evaluating digital content. > Select, use and combine a variety of software (Including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. > Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. |
| Spring 2 (5.5 weeks) | <p><i>Art & Design</i> Collage & Painting: Carnival masks</p> <ul style="list-style-type: none"> > Explore Brazilian Carnival mask designs. > Plan a design through drawing and other preparatory work. > Construct design using paper plate and feathers. > Decorate pyramid through painting and adding further feathers. <p>- Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. - Identify what they might change in their current work or develop in their future work.</p> | <p>Unit 4.4: We are HTML editors (Editing and writing HTML)</p> <ul style="list-style-type: none"> > 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 technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour. > Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information. |
| Summer 1 (6 weeks) | <p><i>Design & Technology</i> Cooking and Nutrition: Anglo-Saxon Apricot & Honey preserve</p> <ul style="list-style-type: none"> > Understand the techniques that the Anglo-Saxons used to mash up ingredients. > Explore the alternative sweeteners that Anglo-Saxons used instead of sugar. > Write a recipe for an Anglo-Saxon Apricot and Honey preserve. > Make an Anglo-Saxon Apricot and Honey preserve. | <p>Unit 4.5: We are co-authors (Producing a wiki)</p> <ul style="list-style-type: none"> > Solve problems by decomposing them into smaller parts. > 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 search technologies effectively. > Use a variety of software (including internet services) to create content including presenting information. > Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| Summer 2 (7.5 weeks) | <p><i>Art & Design</i> 3D, Drawing & Painting: Anglo-Saxon brooches</p> <ul style="list-style-type: none"> > Explore Anglo-Saxon brooch designs. > Plan a design through drawing and other preparatory work. > Construct design using cardboard and papier maché. > Decorate plate through drawing and painting. <p>- Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. - Identify what they might change in their current work or develop in their future work.</p> | <p>Unit 4.6: We are meteorologists (Presenting the weather)</p> <ul style="list-style-type: none"> > Work with variables and various forms of input and output. > Use logical reasoning to explain how some simple algorithms work. > 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 design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |

| | Geography | History | Languages (French) | Music |
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| Autumn 1 (6.5 weeks) | <p>The Wider World</p> <ul style="list-style-type: none"> > Locate the main countries in Europe and North or South America as well as locate and name principle cities. > Identify the longest rivers and the largest deserts in the world and compare with the UK. > Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. > Learn the eight points of a compass, four-figure grid references, some basic symbols and key (including the use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | <p>Ancient Egyptians</p> <ul style="list-style-type: none"> > What do we already know about Ancient Egyptians? What do we want to know about Ancient Egyptians? > Where is current day Egypt and (briefly) what is it like? > Where and when did the Ancient Egyptian civilisation exist? Locate time period on the class timeline. > Investigate Ancient Egyptian artefacts. > What was daily life like in Ancient Egypt? > Explore Ancient Egyptian agriculture and the River Nile. > Explore Monarchy in Ancient Egypt. > Why and how did the Ancient Egyptians build pyramids? > Understand and describe the stages of the mummification process. > Who was Tutankhamun? > Who was Howard Carter and what did he discover? Why was this discovery important? > Explore Ancient Egyptian religion and Gods. > Explore Ancient Egyptian writing systems (hieroglyphics, papyrus). > Complete 'What I have learnt' section on KWL chart. | Planned and taught by Mme Richards | Planned and taught by Miss Soden |
| Autumn 2 (7.5 weeks) | The Wider World continued as above | Ancient Egyptians continued as above | | |
| Spring 1 (5.5 weeks) | <p>South American Region – Brazil</p> <ul style="list-style-type: none"> > Where is Brazil? What are the major cities in Brazil? > What do we already know about Brazil? What do we want to know about Brazil? (KWL grid). > What is Brazil's population? > Describe and understand key aspects of physical geography including climate zones, biomes, rivers and mountains. > Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. > Understand geographical differences and similarities between a region in the UK (a village: Appleton) and a region in South America (a village in the Amazon) through the study of human and physical geography. > The Rainforest: What is happening to it? Non-chronological report – Write a report about the Amazon rainforest, including information about plant and animal species which live there. > Research the history of the indigenous peoples in Brazil. > The Olympics affecting Brazil: Balanced Argument - Research and write about whether being an Olympic country host benefits everyone. > Consider a typical school day for a Brazilian child and compare it to your school day. Are the timings the same or different? Create your own comparison timetable. > Learn some basic greetings in Portuguese. Create a phrase book. > Listen to Samba carnival music. Use drums and shakers to play along to Samba. > Sporting history: Learn about the importance of football for many Brazilians. Learn about the careers of famous Brazilian footballers such as Pelé. > Complete 'What I have learnt' section on KWL chart. | | | |
| Spring 2 (5.5 weeks) | South American Region – Brazil continued as above | | | |
| Summer 1 (6 weeks) | <p>The UK</p> <ul style="list-style-type: none"> > Locate and name the main counties and cities in/around Oxfordshire. > Describe and understand key aspects of human geography including types of settlements in modern Britain: villages, towns, cities. > Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | <p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> > What do we already know about Anglo-Saxons and Scots? What do we want to know about Anglo-Saxons and Scots? > Locate the Anglo-Saxons and Scots time period on the class timeline. > When did the Romans leave Britain? > Who were the Anglo-Saxons and Scots and where did they come from? > How, when and why did the Anglo-Saxons and Scots invade Britain? > Explore Anglo-Saxon settlements and kingdoms (influenced counties now) and understand about place names and village life. > Investigate Anglo-Saxon artefacts. > What are Anglo-Saxon runes and what do the different symbols represent? > Explore Anglo-Saxon language that has influenced the language we use today. > Explore the legend of King Arthur. > Explore Anglo-Saxon religion and Gods. > Why is Sutton Hoo important? > Who was King Alfred (local link)? > Complete 'What I have learnt' section on KWL chart. | | |

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| Summer 2 (7.5 weeks) | The UK continued as above | Britain's settlement by Anglo-Saxons and Scots continued as above | | |
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| | PE | RE, PSHE & British Values |
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| Autumn 1 (6.5 weeks) | <p>Tennis</p> <ul style="list-style-type: none"> > Use running, throwing and catching in isolation and in combination. > Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. > Develop strength, technique, control and balance. > Compare performances with previous ones and demonstrate improvement to achieve personal best. <p>Netball (planned & taught by Miss Jackson)</p> <ul style="list-style-type: none"> > Use running, throwing and catching in isolation and in combination. > Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. > Develop technique. | <p>School Value: Respect</p> <p>Unit 1: Do Murtis help Hindus understand God?</p> <ul style="list-style-type: none"> > Explore how Hindus express their beliefs through images of deities and symbols. > Can the arts help communicate religious beliefs? > Is religion the most important influence and inspiration in everyone's life? <p><i>PSHE focus on new beginnings and target setting</i></p> |
| Autumn 2 (7.5 weeks) | <p>Gymnastics</p> <ul style="list-style-type: none"> > Use running and jumping in isolation and combination. > Develop flexibility, strength, control and balance. > Compare performances with previous ones and demonstrate improvement to achieve personal best. <p>Health-related exercise (Boot camp)</p> <ul style="list-style-type: none"> > Use running, jumping, throwing and catching in isolation and in combination. > Develop strength and control. > Compare performances with previous ones and demonstrate improvement to achieve personal best. | <p>School Value: Tolerance</p> <p>Unit 2: Should Christians worship Mary?</p> <ul style="list-style-type: none"> > Explore the role of Mary in Christian life and in the Christmas story. > Does participating in worship help people feel closer to God or their faith community? > Can the arts help communicate religious beliefs? |
| Spring 1 (5.5 weeks) | <p>Dance</p> <ul style="list-style-type: none"> > Perform dances using a range of movement patterns. > Develop flexibility, strength, control and balance. > Compare performances with previous ones and demonstrate improvement to achieve personal best. <p>Cool Core (Pilates)</p> <ul style="list-style-type: none"> > Develop flexibility, strength, technique, control and balance. > Compare performances with previous ones and demonstrate improvement to achieve personal best. | <p>School Value: Love</p> <p>Unit 3: Is a holy journey necessary for believers?</p> <ul style="list-style-type: none"> > Explore the holy journeys made by believers. > Is religion the most important influence and inspiration in everyone's life? > Does participating in worship help people feel closer to God or their faith community? <p><i>PSHE focus on friendships</i></p> |
| Spring 2 (5.5 weeks) | <p>Tag Rugby</p> <ul style="list-style-type: none"> > Use running, throwing and catching in isolation and in combination. > Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. > Develop strength, technique and balance. > Compare performances with previous ones and demonstrate improvement to achieve personal best. <p>Swimming (Taught by instructors at Westminster College)</p> <ul style="list-style-type: none"> > Swim competently, confidently and proficiently. > Use a range of strokes effectively. > Perform safe self-rescue in different water-based situations. | <p>School Value: Forgiveness</p> <p>Unit 4: Should believers give things up?</p> <ul style="list-style-type: none"> > Explore Lent. > Is religion the most important influence and inspiration in everyone's life? > Do religious people lead better lives? |
| Summer 1 (6 weeks) | <p>Maypole Dancing</p> <ul style="list-style-type: none"> > Develop technique, control and balance. > Perform dances using a range of movement patterns. <p>Swimming (Taught by instructors at Westminster College)</p> <ul style="list-style-type: none"> > Swim competently, confidently and proficiently. > Use a range of strokes effectively. > Perform safe self-rescue in different water-based situations. | <p>School Value: Inspiration</p> <p>Unit 5: Did Jesus really do miracles?</p> <ul style="list-style-type: none"> > Explore at least 2 miracles of Jesus and evaluate them. > Do sacred texts have to be true to help people understand religion? > Is religion the most important influence and inspiration in everyone's life? <p><i>PSHE focus on e-safety (linking to Computing)</i></p> |
| Summer 2 (7.5 weeks) | <p>Athletics</p> <ul style="list-style-type: none"> > Use running, jumping and throwing in isolation and in combination. > Develop technique and control. > Compare performances with previous ones and demonstrate improvement to achieve personal best. | <p>School Value: Responsibility</p> <p>Unit 6: Does prayer change things?</p> <ul style="list-style-type: none"> > Explore the reasons why believers pray and what they believe the results are. > Do religious people lead better lives? > Is it possible to hold religious beliefs without trying to make the world a better place? |