

Alderwood Primary School

Year 4 Cycle B

Curriculum Overview 2017 – 2018

English	<p>Reading</p> <ul style="list-style-type: none"> Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas 	<p>English Writing</p> <ul style="list-style-type: none"> Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Evaluate own and others' writing Read own writing aloud 	<p>Grammar</p> <ul style="list-style-type: none"> Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials <p>Speaking & Listening</p> <ul style="list-style-type: none"> Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners
Mathematics	<p>Number/Calculation</p> <ul style="list-style-type: none"> Know all tables to 12 x 12 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication 	<p>Geometry & Measures</p> <ul style="list-style-type: none"> Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations <p>Data</p> <ul style="list-style-type: none"> Use bar charts, pictograms & line graphs 	<p>Fractions & decimals</p> <ul style="list-style-type: none"> Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators Recognise common equivalents Round decimals to whole numbers Solve money problems

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	CORE TEXT FOCUS: UGG STONE AGE BOY/ PEBBLE IN MY POCKET/ STONE GIRL BONE GIRL	CORE TEXT FOCUS: STORM		CORE TEXT FOCUS: SELFISH GIANT/ THE GREEN SHIP	POSSIBLE CORE TEXT FOCUS: ROMAN MYTHS- ROMULUS AND REMUS	POSSIBLE CORE TEXT FOCUS: ELENA'S SERANADE
Science	<p>Rocks, types and fossilisation. Recognise soils are made from rocks and organic matter.</p> <p style="text-align: center;">Scientist: Mary Anning</p>	<p>Forces and magnets. How things move on different surfaces.</p> <p style="text-align: center;">Scientist: Sir Isaac Newton</p>	<p>Forces and magnets. How magnets attract and repel. Identify magnetic materials.</p>	<p>Plants Functions of different parts of flowering plants. Plant requirements. How water is transported. Flowers in the life cycle including pollination, seed formation and seed dispersal.</p>	<p>Light Know light is reflected. Shadows.</p>	<p>Animals including humans. Animals, skeletons, nutrition.</p>

Computing	<p>How computers work (Drip feed this through other aspects): 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.</p> <p>E-Safety (Links with school rules/code of conduct). Expectation: Whenever children are taught about anything to do with technology, there is an e-safety element built in to the teaching that is regularly assessed for impact.</p>					
	<p>Design, write and debug programs</p> <p>Suggested resources : Alex app- Link to theme/ finding fossils.</p>	<p>Select, use and combine a variety of software</p> <p>Suggested resources : Book Creator - link to geography volcanoes or Storm (text)</p>	<p>Select, use and combine a variety of software</p> <p>Suggested resources : iMovie – link to science (magnets)</p>	<p>Use sequence, selection and repetition</p> <p>Suggested resources : Hopscotch app</p>	<p>Design, write and debug programs</p> <p>Suggested resources : Lego Wedo – link to D.T. levers ,linkages and moving parts</p>	<p>Select, use and combine a variety of software</p> <p>Suggested resources : iMovie – link to science e.g. Healthy eating (cooking show)</p>
Design and technology		<p><u>Structures - Making a volcano/mountain</u> reinforcing shell structures,</p> <ul style="list-style-type: none"> • Sketch and label possible design ideas. • Create shell or frame; select and combine materials to ensure structure is stronger – i.e. a larger base or struts to strengthen. • Consider improvements to their designs to fit with the design brief. 			<p><u>Mechanisms- MAKE A SHADOW PUPPET (SCIENCE LINK)</u></p> <p>Levers and linkages</p> <ul style="list-style-type: none"> • Design products using ICT, evaluate the purpose of existing products with the same purpose. • Sketch and label possible design ideas. • Understand and use mechanical systems of levers and linkages in their product. • Construct levers and linkages and ensure they create a moving part. • Consider improvements to their designs to fit with the design brief. 	<p><u>Food</u> healthy and varied diet – savory dishes</p> <ul style="list-style-type: none"> • Discuss tastes of sweet and savory foods. • Select savory ingredients that could be used in a dish. • Use a range of techniques such as peeling, chopping, slicing, grating and mixing. • Use a heat source if appropriate when creating a savory dish. • Consider improvements to their designs to fit with the design brief.
History	<p>Stone age to Iron Age</p> <p>Using sources to investigate the past</p> <p>British History (taught chronologically)</p> <p>□ Stone Age to Iron Age Britain, including:</p> <ul style="list-style-type: none"> - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts 		<p>Celts</p> <p>Use sources to investigate everyday life in the past and compare with the present</p>		<p>Romans</p> <p>Use different sources to investigate reasons for events and form an opinion on them</p>	

Geography		<p>Human and Physical Geography Describe/ Understand key aspects of mountains, volcanoes and earthquakes</p>		<p>Knowledge of the world: Physical geography: biomes, climate zones and vegetation belts- looking at plant variation link to science. Identify position and significance of longitude and latitude, Equator, Tropics, Southern/Northern Hemisphere etc.</p>		<p>Locational Knowledge/ Human and Physical Geography- South America Locate on the map- environmental regions, key physical and human characteristics, countries and major cities. Types of settlement and land use.</p>
Art and design	<p>Colour mixing: primary/ secondary colours Explore use of colour to express emotion and mood. Artist: Andy Goldsworthy (POSSIBLE FOCUS- CAVE PAINTINGS)</p>		<p>Printing: Stencil printing – link to Celtic patterns.</p>	<p>Sculpture: Plan and design 3D models using papier mache, linked to DT project Develop use of texture In observational drawings based on plants</p>		
<p>Languages Spanish To be able to understand a few familiar spoken words To be able to understand a few familiar spoken phrases To be able to say and repeat short simple phrases To be able to understand and read out a few familiar written phrases</p>	<p>Basic greetings To introduce yourself using 'Me llamo...' and soy (I am) Introductions and descriptons – yo tengo (I have) Gracias/por favor –thank you/please Days of the week, months.</p>	<p>Animals Names of animals - zoo</p>	<p>Family Family tree Describing people</p>	<p>Culture Spanish traditions Eg food</p>	<p>School day Subjects Times Places in school Journey to school Daily routines Likes/dislikes</p>	<p>Clothes Name items of clothing Describe what someone is wearing</p>

PSCHE	<p>Living in the Wider World to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>Health and well-being: to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p>Relationships: to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>Living in the Wider World to think about the lives of people living in other places, and people with different values and customs</p>	<p>Living in the Wider World To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p>	<p>Relationships: to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Health and well-being: 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)</p>	<p>Relationships: the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Living in the Wider World to think about the lives of people living in other places, and people with different values and customs</p>	<p>Health and Well-being to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p>
Religious Education	<p>Islam: Part 1: Unit 2 – Five Pillars of Islam</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • what are the five pillars of Islam? • what does worship mean to Muslims? • how do Muslims show their respect for Allah in everyday life? 	<p>Themed Unit: Peace</p> <p>This unit contains the following content from Christianity: How Christian places of worship give opportunities for peaceful reflection, meditation and prayer, e.g. worship in the Quaker tradition; Christian beliefs about 'the Peace of God'; Jesus' teaching 'Blessed are the Peacemakers'; Martin Luther King and peaceful, non-violent protest.</p>	<p>Buddhism: Unit 2: Living as a Buddhist</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • what is the importance of a temple or a Buddhist centre? • why do Buddhists have images of the Buddha? 	<p>Christianity: Unit 6: Local Christian places of worship</p> <p>Key Questions</p> <ul style="list-style-type: none"> • why are there different places of worship for Christians? • what similarities are there in what Christians believe? • how does coming together help Christians to grow in their faith? 	<p>Hinduism: Part 2: Unit 4 – God and beliefs</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • how do Rama and Krishna help Hindus to understand God? • what stories do you know that help Hindus to learn about right and wrong or evil or good? • what does it mean to be a Hindu? 	<p>Judaism: Part 2: Unit 3 – The Synagogue</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • how do Jews show that God is present in the synagogue. • how does the Torah help Jewish people to understand what being Jewish means?
PE	Tennis	Basketball	Cricket (Coach – Graeme)	Cricket (Coach – Graeme)		Athletics
	Swimming	Swimming	Swimming	Dance	Swimming	Gym
Music	Using pitched percussion and voice to perform together, creating music using combined elements.		Using voice, ukulele and pitched percussion to play simple tunes and accompaniments.		Using voice, ukulele and pitched percussion to explore chords and harmony.	