

YEAR 4 CURRICULUM MAP

		Autumn	Spring	Summer
<b>Theme</b>		<b>Vile Victorians</b>	<b>Britain's place in Europe The Great British Journey</b>	<b>The North East</b>
<b>Reading</b>	<b>Word Reading</b>	Guided reading activities NC Appendix 1 (NC p35)		
	<b>Comprehension</b>	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, non fiction texts and reference books/text books and dictionaries (NC p35/36).		
		<p><b>Charlotte's Web</b> - Start with such a startling opening: "Where's Papa going with that axe?" With the class track the different characters (<b>character profiles</b>), gathering clues about their different natures. Also, chart with a character graph how Wilbur's character develops. Produce a class timeline to show the <b>sequence of events</b>, so the plot can be seen in one glance. <b>Role play</b> conversations between Fern and Avery about different events, revisiting what has happened and discuss the implications of the key events.</p> <p>Non-chronological reports on animals. Letters- written for a real purpose to say thank you/ to complain/ to persuade. Newspaper reports. Wanted poster to find a friend for Wilbur.</p> <p><b>Bill's New Frock Anne Fine</b> - Read the first sentence and then discuss how might things be different for Bill. With the class list and discuss the various things that happen to Bill as a girl. The book was written in 1989, so together consider if anything has changed since then. Act out the classroom scene in Chapter 2. Discuss the line 'I am a person' in Chapter 7. Encourage the children to write an extra scene for the book.</p> <p><b>The Snow Walker's Son Catherine Fisher</b> - From a 'Fire' daughter to a 'Snow' son, this is the first part of a powerful trilogy involving 'magic' written by the Welsh novelist and poet, Catherine Fisher. Track the two main characters, Kari and Jessa, perhaps using a class timeline to show the main events and their developing characters. With the class make notes and discuss at the end the role of heat and cold in the story. Can they predict (or write) what might happen in the next story, The Empty Hand (Red Fox)</p> <p>Poetry - Autumn/Winter seasonal</p> <p>Planning stories based on stories read, writing longer stories in paragraphs and chapters. Developing the use of vocabulary and sentence structure. Including direct speech in stories. Using adverbials. Selecting vocabulary for effect and impact on the reader.</p>	<p><b>The Firework-Maker's Daughter Phillip Pullman</b> -As a class invent names for new fireworks and draw designs for amazing explosive fireworks! Encourage children to write a letter from Lachand back to Lila (Chapter 2). Ask: What is the big challenge that Lila faces? Then in groups they can act out the scene where Lila meets Razvani. ask: How does the author show how Lila feels in Chapter 5? 'Illusions': what does this mean in Chapter 5? What sort of person is Lila? Invite them to gather evidence. Provide time to create persuasive adverts for a firework show by Lila and Lachand. Also, read The Scarecrow and his Servant (Random House) by the same author.</p> <p><b>Perry Angel's Suitcase Glenda Millard</b> -Discuss in lesson how everyone feels before Perry arrives and then discuss Perry's behaviour, thinking about why he acts as he does. Discuss the suitcase. Pause in Chapter 10 to discuss why Perry gets onto the raft. Ask: What advice can be learned from Chapter 10? Discuss the viewpoints of those involved at the end of each chapter. The themes run deep and it will help for children to talk about their feelings. There are other books in this series, all equally magical.</p> <p>Recounts - Guy Fawkes, Remembrance activities.</p> <p>Poetry - Performance poetry - Michael Rosen's poetry - Chocolate Cake, No Breathing in Class etc</p> <p>Developing use of a more technical vocabulary and formality of style when writing for different purposes Considering how the organisation can help the reader navigate around the text.</p>	<p><b>Why the Whales Came Michael Morpurgo</b> - Provide the children with some information about Narwhals as they feature in the story. Also, check out Bryher on the Isles of Scilly, and Rushy Bay - which is a key setting - and research on the internet why families left Samson Island. On the board draw a map of Bryher and together label with events. Ask: How do our views of the Birdman change and why? Issues to discuss in class: fear, bullying, friendship and should whales be hunted.</p> <p><b>Voices in the Park Anthony Browne</b> - Read the book through several times. Ask the children to list 'things to talk about' or 'questions' then discuss. Ask: How do you feel about each character and why? (Is the mother really a bad mother? Where is the dad? Why does she wear a bowler hat? Is it right that the girl makes the dad a cup of tea?) Together place them in order of sympathy. Then discuss relationships. Ask: Which is the most important picture? Why? How long did the story take to read? What is the story about? What is its theme? Discuss the pictures, use of colour, playfulness, lines and the font used. Also, study The Tunnel (Walker Books) by the same author.</p> <p><b>Poetry</b></p> <p>Free verse Magic Box- Kit Wright The Listeners - Walter De La Mare Rhyming poetry Tony Mitton</p> <p>Developing vocabulary, learning and reciting extracts / whole poems, poetry reviews, response to poems, comparing poems, looking at range of forms and presentation on the page. Using poems as scaffolds for own writing</p>
<b>Writing</b>	<b>Transcription</b>	Assertive mentoring spelling program(NC Appendix 1)		
	<b>Composition</b>	Writing: narrative and non-narrative (NC p39)		

	VGP	NC Appendix 2				
Speaking and Listening	12 Statutory statements (NC p17)					
Maths	Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics					
History	<p><b>Victorians</b> Children can explain how the lives of wealthy people were different from the lives of poorer people. Children can explain how historic items and artefacts can be used to help build up a picture of life in the past. Children can explain how the lives of wealthy people were different from the lives of poorer people.</p>	<p><b>Timelines</b> Children can plot events on a timeline using centuries.</p>	<p><b>Local history</b> Children can research an event in history that happened in the North East.</p>			
Geography			<p><b>Locational knowledge - Britain's place in Europe.</b> Explain the difference between the British Isles, Great Britain and the United Kingdom. Geographical skills - use maps, atlases and globes Look at changes over time. Explore similarities to and differences from other European countries. Know the countries that make up the European Union. Plan a journey to a place in England.</p>	<p><b>Locational knowledge - North East</b> Carry out research to discover features of villages, towns or cities.  Explain why people may choose to live in one place rather than another.  Name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p>		
Science	<p><b>Animals including humans</b></p>	<p><b>States of Matter</b> Materials Sieving; separating mixtures; filtering, evaporation, dissolving</p>	<p><b>Electricity</b> Circuits, switches and devices</p>	<p><b>Sound</b></p>	<p><b>Habitats and Food Chains</b></p>	
D.T.	<p><b>Mechanism</b> - make a moving character using pneumatics.</p>		<p><b>Control</b> - design and make an alarm-something which triggers a light or buzzer to come on.</p>		<p><b>Cooking and Nutrition</b></p>	
Art and Design	<p><b>DRAWING</b> Proportion Understand how shape, colour and tone can be used to describe form; Observational drawing. Landscapes - select examples of artwork by 19<sup>th</sup> century artists that appeal to them. E.g. Van Gogh church painting. Related to Victorian times - making copies of artists' work.</p>	<p><b>PAINTING</b> Use different materials for different effects; Identify complimentary colours. Victorian - still-life paintings. Children's toys now/Victorian toys. Bring in something from home to paint - e.g a teddy bear.</p>	<p><b>3D</b> Sculpture- Europe/ Great British Journey  What might we see on our journey?  Famous Landmarks</p>	<p><b>PRINTING</b> Approach in stages- Develop from studies.</p>	<p><b>TEXTILES</b> Combine different processes.</p>	<p><b>COLLAGE</b> Use to explore wider themes. Use a range of techniques to develop a final image.  Locational geography</p>

PE	Swimming  Games On the Attack QCA  Gymnastics Partner Work QCA	Swimming  Games End Zone Durham  Dance	Dance Indian Delight QCA  Gymnastics Assessing Level 2/3 Unit 4 Tasks 1+2 Durham	Games Arc Rounders Durham  Gymnastics	Games Mini Tennis 2 Durham  Athletics Faster, Higher, Fu Durham	Dance  OAA Communication Challen and Safely Across Durham
Music	Out of the Ark song 'The Olympians'. Action songs, ceremonial music to listen to and appraise. Percussion fanfares  Song writing using familiar tunes about the water cycle. Information phrases + pulse to create raps. Descriptive percussion - water cycle sequences Charanga unit Mamma mia Five Gold rings		Word rhythms (counting syllables) repeat, create textures. (say - play in ensemble) Listen to and appraise Italian music notated rhythms: using Roman/Italian words (foods, places, features...)  Charanga unit Benjamin Britten Cuckoo		Traditional songs: folk music - Lambton Worm, Bamburgh... Dun Cow... Tuned instruments: Anglo Saxon monks - plainsong: modes e.g. dorian - create chords/ melodic ideas  Charanga unit Lean on Me	
R.E.	<b>How and why do religious people show care for others?</b> <i>Captain Lynne visit? What she has done to help others around the world - 9/11 etc.</i> <i>Developing knowledge about practices within religious traditions and their links to beliefs and sources. Developing knowledge of similarities between at least 2 religions:</i> <b>Belief, Authority, Impact of Belief</b>  <b>Why do Christians call Jesus the light of the world?</b>		<b>What do Christians believe about Jesus?</b>  <i>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today:</i> <b>Belief, Authority, Impact of Belief</b>  <b>Why is Lent such an important period for Christians?</b>		<b>What do Christians believe about God?</b>  <i>Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act:</i>  <b>Belief, Expressions of Belief, Impact of Belief</b> What can we learn about Christian faith through studying the lives of northern saints?  <i>Demonstrating understanding of the significance of northern saints, then and now:</i> <b>Impact of Belief</b>	
MFL	Unit 5 Light Bulb Languages All aboard •Travel •Weather Unit 6 Light Bulb Languages All aboard  L'argent de poche Pocket money		Unit 7 Light Bulb Languages All aboard Vive le sport *Healthy foods and drinks Unit 8 Light Bulb Languages All aboard  Les Quatre amis		Unit 9 Le Carnaval des animaux Light Bulb Languages All aboard	
PHSCE/SMSC	<b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel. <b>Through assemblies and within the classroom</b> Whole school rules and behaviours. Rosh Hashanah, Home safety, electrical safety, safety, Mental health and well-being (Hello Yellow), Community; caring for others, social responsibility - promoting good manners and positivity, Anti Bullying Week, Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali British Values - Longest reigning		<b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel. <b>Through assemblies and within the classroom</b> Going for Goals (New Year resolutions) World Book Day, Martin Luther King, Holocaust Memorial. St. Valentine Comic Relief, Safer Internet Day, Pedestrian Training Diversity - LGBT, Chinese New Year St George's Day, St David's Day and St Patrick's Day Spiritual and Moral - Easter		<b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel. <b>Through assemblies and within the classroom</b> Changes and moving on Challenging Loneliness, Refugee Week, Democracy, individual liberty, respect, tolerance, The Rule of Law SEAL relationships Enterprise - school summer fair Community; caring for others, social responsibility - promoting good manners and positivity, Diversity - LGBT Road safety, sun safety, water	

	<p>monarch, Gunpowder Plot, Remembrance Spiritual and Moral - Christmas</p> <p><b>Involvement</b> - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival</p>	<p><b>Involvement</b> - inter and intra school sports events, after school clubs, school council</p>	<p>safety- visitors.</p> <p><b>Involvement</b> - inter and intra school sports events, after school clubs, school council</p>
Computing	<p><b>Computer Science - Design programs that accomplish specific goals. Design and create programs. Debug programs that accomplish specific goals. Use repetition in programs. Use logical reasoning to detect and correct errors in programs</b> Use Scratch to create an animation, linked to sport/literacy</p> <p><b>IT - Collect data analyse and evaluate information, select a variety of software to accomplish given goals</b> Survey on Health/Fitness. Take photos of what they are doing re health and fitness. Create promotional materials to advertise health/fitness/new gym opening in the area. Make a fitness video/TV advert to promote fitness</p> <p><b>Understand opportunities that computer networks offer for communication</b> Class blog about their health and fitness topic, (kidblog.org). Collate results and produce graphs to show findings. Put graphs, photos and findings into movie/presentation/ebook</p> <p><b>Digital Literacy - Identify a range of ways to report concerns about content.</b> SWGFL Rings of Responsibility. New Class - Netiquette. Personal &amp; Private Information</p>	<p><b>Computer Science - Use repetition in programs.</b> Scratch - produce game with reference to Roman topic. Include repetition and loops. Turtle - create/design simple patterns using procedures</p> <p><b>IT - Presentation</b> to an audience of an aspect of Roman life. Create a menu for a Roman banquet <a href="http://cookit.e2bn.org/history-cookbook/">http://cookit.e2bn.org/history-cookbook/</a> Create a cookbook of recipes. Interview with a Roman God/character - IPADs/Morpho - record what they might say</p> <p><b>Digital Literacy - Recognise unacceptable/unacceptable behaviour</b> SWGFL The Power of Words - Bullying</p>	<p><b>Computer Science - Control or simulate physical systems.</b> Use Flowol/Go or other flowcharting software to create control software to model an object e.g. lighthouse/ traffic lights</p> <p><b>IT - Select a variety of software to accomplish given goals, elect, use and combine internet services.</b> Research the local area to produce a website/e-book or brochure for tourists explain the attractions of their area/region</p> <p><b>Digital Literacy - Understand how computer networks can provide multiple services, such as the World Wide Web and appreciate how search results are selected</b> SWGFL Keywords - Learning to search (For information on the NE), Whose is it, Anyway - Plagiarism</p>
E-safety to be taught throughout the curriculum	<p>I understand the need for rules to keep me safe when exchanging learning and ideas online.</p> <p>I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.</p> <p>I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.</p> <p>I use strategies to verify information, e.g. cross-checking.</p> <p>I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.</p> <p>I understand that copyright exists on most digital images, video and recorded music.</p> <p>I understand the need to keep personal information and passwords private.</p> <p>I understand that if I make personal information available online it may be seen and used by others.</p> <p>I know how to respond if asked for personal information or feel unsafe about content of a message.</p> <p>I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.</p> <p>I know how to report an incident of cyber bullying.</p> <p>I know the difference between online communication tools used in school and those used at home.</p> <p>I understand the need to develop an alias for some public online use.</p> <p>I understand that the outcome of internet searches at home may be different than at school.</p>		
Opportunities for enrichment	Beamish Museum		Local visits