

Year 4 Spring Term 2022 – Curriculum Map

Theme - Times of change

Golden thread - What are the effects of change?

<p>Spectacular starter Egyptian Artwork.</p>	<p>Marvellous Middle Egyptian workshop Making Falafels Clay broach Watch Prince of Egypt</p>	<p>Fantastic Finale DT – pop up book</p>
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Curriculum area	Focus	Context/cross curricular links/Content
<p>English Ongoing main skills</p>	<p>Reading- word reading Read further exception words noting unusual correspondences between spelling and sound</p> <p>Reading- Comprehension Increase familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Draw inferences regarding feelings, thoughts and motives, and justify inference with evidence Identify themes and conventions in a wide range of books Recognise some different forms of poetry Retrieve and record information from non-fiction</p> <p>Writing – Transcription Use further pre-fixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals Use the first two or three letter of a word to check spelling in dictionary</p> <p>Writing – handwriting Use diagonal and horizontal strokes that are need to join letters Understand which letters, when adjacent to each other, are best left unjoined.</p> <p>Writing – Composition Plan writing by discussing and recording ideas Plan by discussing similar writing to learn from structure, vocabulary and grammar Draft and write narratives, creating settings, characters and plot Organise paragraphs around a theme Evaluate and edit by assessing effectiveness of own and others writing Propose changes to grammar and vocabulary to improve consistency</p> <p>Writing – Vocabulary, grammar and punctuation Choose nouns or pronouns for clarity and cohesion and to avoid repetition</p>	<p>Book Marcy and the riddle of the Sphinx (Joe Todd-Stanton)</p> <p>Poetry – structure – rhyming – rhythm – performance Description – book blurb – adapting model – subordination Comprehension – inference skills Information - ‘Until I met Dudley’ – subordination – sentence structure – sentence openers – cohesion (pronouns) – paragraphing Description – figurative language – grouping information into sentences (cohesion) Narrative – retelling story – cohesion through use of pronouns Letter - paragraphing – effect on the reader</p> <p>Description – Clauses - Fronted adverbials Newspaper Report – Tenses - Formal language - Quoting Poetry (Performance) - Free verse - Repetition and rhyme Instructions - Imperative verbs - Sense of a sentence – concise. Explanation Texts - Precise language - Importance of</p>

	<p>Use conjunctions, adverbs and prepositions to express time and cause Extend range of sentences with more than one clause by using wider range of conjunctions, including 'when', 'if', 'because', 'although'</p>	<p>diagrams</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>
<p>Maths Ongoing main skills</p>	<p>Number – multiplication and division Recall multiplication and division facts for multiplication tables upto 12x12 Recognise and use factor pairs and commutativity in mental calculations Multiply two digit and three digit numbers by a one digit number using formal written layout</p> <p>Measurement Find the area of rectilinear shapes by counting squares</p> <p>Number - fractions (including decimals) Recognise and show families of common equivalent fractions Add and subtract fractions with the same denominator Solve problems to calculate quantities, and fractions to divide quantities, where the answer is a whole number Recognise and write decimal equivalents of any number of tenths or hundredths Count up and down in hundredths (dividing one object by 100 and tenths by ten) Find the effect of dividing a one or two digit number by 10 and 100</p>	<p>Number – multiplication and division 11 and 12 times tables - Multiply 3 numbers – Factor pairs – Efficient multiplication – Written methods – Multiply 2-digits by 1-digit – Multiply 3-digits by 1-digit – Divide 2-digits by 1-digit – Divide 3-digits by 1-digit – Correspondence problems</p> <p>Measurement What is area? – Counting squares – Making shapes – comparing area</p> <p>Number - fractions (including decimals) What is a fraction? – Equivalent fractions – Fractions greater than 1 – Count in fractions – Add 2 or more fractions – Subtract 2 fractions – Subtract from whole amounts – Calculate fractions of a quantity – Problem solving – calculate quantities Recognise tenths and hundredths – Tenths as decimals – Tenths on a place value grid – Tenths on a number line – Divide 1-digit by 10 – Divide 2-digits by 10 – Hundredths – Hundredths on a place value grid – Divide 1 or 2-digits by 100</p>
<p>Computing</p>	<p>e-safety Use ICT safely including keeping electronic data secure Begin to make responsible choices and consider consequences</p> <p>Programming – repetition in shapes Plan a program using block language which includes appropriate loops to produce a given outcome Debug errors to accomplish a given goal Decompose a problem into smaller steps</p> <p>Creating media- Audio editing Press buttons to start and stop recordings Recognise that recorded audio is stored as a file Edit and alter recorded audio Layer sounds</p>	<p>3D scheme Year 4 Unit 6</p>

	Save/export an audio file Consider the results of editing choices	
Science	<p>Identifying Talk about things that can be grouped Draw simple conclusions about things that have been sorted and classified</p> <p>Pattern Finding Decide on which data to collect, what observations to make and what equipment to use Use a range of equipment to collect data using standard measures Make records using tables, bar charts or simple scatter graphs</p> <p>Research Use someone else's data Draw conclusions from what has been found out Talk about what information and data means using some scientific language</p> <p>Observation Talk about things changing and decide when questions can be answered by observing over time Decide what observations to make, how often and what equipment to use Make records using tables and bar charts Draw simple conclusions from changes observed</p> <p>Fair test Help plan a fair test Talk about links between cause and effect, pose a fair test question Decide what equipment to use to make observation Draw conclusions from fair test Suggest ways to improve fair tests</p>	<p>States of matter Compare and group materials according to whether they are solid, liquid or gas Observe that some materials change state when they are heated or cooled and measure the temperatures at which these changes happen Identify evaporation and condensation in the water cycle and link the rate of evaporation with temperature</p>
Humanities	<p>History Construct thoughtful responses to historical questions Explain the impact of historical influences on present day society Synthesis resources</p> <p>Geography Compare and contrast land uses of a region</p>	<p>Egyptians Compare Ancient Egypt with Egypt now Begin to appreciate the limitations of sources Comparing: capital cities, Nile and Thames, Cairo and London</p>
Music	<p>Singing Follow hand signals for d/l/s/m Perform a canon</p> <p>Rhythm Play a rhythm in simple time Play a rhythm in compound time</p> <p>Instrumental work Show dynamics on a tuned instrument</p> <p>Listening and Appraising</p>	<p>Charanga scheme: Year 4, Unit 4: Lean on Me Lean On Me/KS2 Units of Work – Kingston Music Service (charanga.com) Listen and Appraise 'Lean On Me' and other gospel-based songs Learn to sing the song: vocal warm-ups and singing Play instruments with the song: with or without notation Improvise with the song: using voices and instruments</p>

	<p>Identify and comment on elements of music</p> <p>Identify similarities and differences throughout a piece of music</p>	
DT	<p><u>Levers and linkages</u></p> <p>Prior learning Explore and used mechanisms such as flaps, sliders and levers. Master basic cutting, joining and finishing techniques with paper and card.</p> <p>Designing Generate realistic ideas and own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p>Making Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating.</p> <p>Evaluating Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate own products and ideas against criteria and user needs, as being designed and made.</p> <p>Technical knowledge and understanding Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.</p>	<p>Egyptian pop-up book</p> <p>Egyptian cooking courageous</p>
Art	<p>Experience a variety of different surface textures.</p> <p>Develop an awareness of design.</p> <p>Design a sculpture for purpose.</p> <p>Utilise sculpting skills for purpose.</p> <p>Sketching faces</p>	<p>Links to Ancient Egypt</p> <p>Using Clay</p> <p>Making Masks</p> <p>Landscape drawings</p>
Exploring cultures (Religious Education)	<p>Judaism Identify Moses as one of the founders of Jewish religion Explain why Jewish people celebrate Pesach. Examine how a Jewish family celebrates Pesach. Explore how special family events can be symbolised in the form of a meal Identify meaning of the Seder plate.</p> <p>Christianity Discriminate between different symbols associated with Easter Outline how popular customs at Easter can detract from the real message of Easter Identify why Easter is important to Christians Examine how Christians across the world celebrate Easter</p>	<p>The story of Moses from birth to Exodus</p> <p>Experience a seder meal</p> <p>How the Shabbat is celebrated – special meals.</p> <p>Easter Workshop- Insight</p>

RHE	<p>Health and well being Nutrition and food-Balanced diet Emotions -Family changes Relationships Communication - opinions</p>	3D scheme
Physical Education	<p>Spring term 1 Invasion Games Agree and teach the rules of a new game Know and understand the importance of making a game safe as possible Continue to apply and develop a broader range of skills, learning how to use them in different ways and linking them to make actions Enjoy communicating, collaborating and competing with each other Start to develop an understanding of how to improve, and learn how to evaluate and recognise their own success Pass to players who are in position to shoot at goal Know and understand that players must pass to others to increase the chances of scoring goals Continue to apply and develop a broader range of skills, learning how to use them in different ways Enjoy communicating, collaborating and competing with each other Develop an understanding of how to improve, and learn how to evaluate and recognise own success</p> <p>Spring term 2 Striking and fielding Hit a ball and run between 2 wickets Know and understand the term 'run' and how to score a run Know and understand the terms 'innings' Continue to develop a broader range of skills, learning how to use them in different ways Enjoy communicating, collaborating and competing with each other Start to develop an understanding of how to improve, and learn how to evaluate and recognise own success.</p> <p>Swimming</p>	<p>Using 'Fit for Sport' and 'Complete PE' schemes Invasion games units 5, 6 and 7 Striking and fielding units 4 and 5</p> <p>Specialist swimming teacher</p>
Modern Language (French)	<p>Ask and answer questions using 'je vais a...' Learn key weather phrases using impersonal 'il' Listen for sounds and spell words using French alphabet</p>	<p>Learn and describe rooms/parts in the home Find out about towns and famous French landmarks Learn how to ask and answer 'where are you going?' Use je vais à To learn how to ask and answer 'where are you going?' To learn basic directions in French To learn how to talk about the weather To be able to write and say some weather conditions in French</p>