

Termly Curriculum Information

Term 2: 8th January – 31st March

Year 4

Topic: The Mongols and Explorers and Adventurers

English	
Key Learning Skills and Knowledge	Key Activities
<p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Use relevant strategies to build their vocabulary • Participate in discussions, presentations, performances, role play/improvisations and debates. • Speak audibly and fluently to an audience. • Use appropriate registers for effective communication. • Use relevant Talk for Writing strategies to build their vocabulary. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Consistently listen carefully and respond appropriately with relevant question. • Orally perform fiction and non-fiction texts through Talk/Drama for Writing • Perform performance poetry. 	<ul style="list-style-type: none"> • Learning pieces of text using Talk for Writing actions and using strategies such as <ul style="list-style-type: none"> ○ Hot seating ○ Freeze frame ○ Interviews and presentations ○ Modelling ○ Drama • Discussing thoughts and ideas with peers and teacher during class and carpet sessions • Developing speaking and listening skills through strategies such as listening/talk partners and group work
<p><u>Reading</u></p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately. • Begin to use textual cues to adapt tone, volume and intonation when reading aloud • Identify the main ideas and themes in a text. • Discuss words and phrases that capture the reader's interest and imagination. • Predict what might happen from details stated and implied. • Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> • Guided reading • Whole class reading • Reading to an adult • Reading a variety of texts • Discussing genres and writing styles in class • Completing written and verbal comprehension activities. • Reading with reading buddies to share and encourage the love of reading. • Using Overdrive to access a wide range of books



<ul style="list-style-type: none">• Ask questions to improve their understanding of a text.• Identify how language, structure and presentation contribute to meaning.• Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.	
<p><u>Writing</u></p> <ul style="list-style-type: none">• Use conjunctions, adverbs and prepositions to express time and cause• spell further homophones• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals• In poetry use similes, metaphors, alliteration rhythm and rhyme.• Use persuasive strategies such as repetition, rhetorical questions and powerful verbs.• Capture ideas using planning formats (e.g. story map, boxing up)• Plan writing to suit an audience and purpose.• Proof-read for spelling and punctuation error• Assess the effectiveness of their own and others' writing and suggesting improvements <p><u>Hand writing</u></p> <ul style="list-style-type: none">• Increase the legibility , consistency and quality of handwriting• Make sure downstrokes of letters are parallel and equidistant• Space writing sufficiently so ascenders and descenders of letters don't touch• All handwriting is joined in workbooks	<ul style="list-style-type: none">• Use of teacher feedback, peer and self-assessment and writing goals to improve.• Talk for Writing used to teach features of different text types to students -<ul style="list-style-type: none">○ Poetry○ Persuasion• Storyboards and mapping.• Use Talk for Writing games to improve students' vocabulary and writing skills.• Evaluate their own and other's independent writing.• Plan, draft, edit and proofread a variety of fiction and non-fiction texts as part of 'Wicked Writing'. <ul style="list-style-type: none">• Hand writing activities are done as part of morning work.• Children are encouraged to maintain a high standard in their books.
<p><u>Mathematics</u></p>	
<p><u>Number</u></p> <ul style="list-style-type: none">• Read and writing numerals• Add/Subtract 1/10/100/1000 to any given number (vocab use of more/less and extend to 2/3 digit numbers)	<ul style="list-style-type: none">• Answering questions and solving mathematical problems• Using investigative skills and solving



<ul style="list-style-type: none">• Count on/back in different amounts from any 1/2/3 digit numbers• Count on/back in sequences• Finding patterns of number/shapes• Know subtraction facts relating to addition facts• Recall addition/subtraction facts• Derive doubles and halves of whole numbers• Recall multiplication and associated division facts• Multiplication and division calculations• Word problems involving different calculations• Finding equivalent fractions• Ordering fractions• Finding the fraction of a number <p><u>Measurement</u></p> <ul style="list-style-type: none">• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres• Find the area of rectilinear shapes by counting squares• Finding co-ordinates in the first quadrant• Measuring in kilograms• Tell time on digital and analogue clocks using 24 hour clock.• Convert 24 hour clock to am and pm times.	<p>problems to gain mastery of mathematical concepts</p> <ul style="list-style-type: none">• Children working at their own level using differentiated activities• Solve multiple step problems involving addition, subtraction, multiplication and division• Uses concrete materials and pictures to help solve fraction problems• Applying fractions to real-life problems• Using clocks and timetables to solve problems involving time.• Placing points onto a grid• Finding the position of points on a grid• Gaining an understanding of area and perimeter• Solving perimeter and area problems with and without squares as a guide.
<p>Science</p>	
<p><u>Physics</u></p> <p><u>Solids, liquids and how they can be separated</u></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Separating materials• Heating and cooling liquids• Design insulators• Measuring• Creating models• Testing different hypotheses• Conducting fair test and recording results• Coming up with conclusions



<u>Keeping warm</u> <ul style="list-style-type: none">• Recognise that temperature is a measure of how hot or cold objects are• Identify some materials that are good thermal insulators and some everyday uses of these• Recognize that the same materials keep cold objects cold as keep warm objects warm• Use thermometers to measure temperatures• Suggest how to investigate a question• Construct tables for their results and offer simple explanations for results	
Computing	
<u>We Are Musicians:</u> <ul style="list-style-type: none">• Use one or more programs to edit music, creating and developing a musical composition, refining their ideas through reflection and discussion.• Develop collaboration skills.• Develop an awareness of how their composition can enhance work in other media.	<ul style="list-style-type: none">• Making a start with sequencing.• Working with samples.• Reviewing work.• Performing a digital composition.
History	
<u>The Mongols</u> <ul style="list-style-type: none">• Investigate the life of Genghis Khan• Learn about what made the Mongols great• Understand the legacy of the Mongols• Research the significant moments of the Mongol empire. <u>Explorers and Adventurers</u> <ul style="list-style-type: none">• Know about explorers and adventurers in the past• Learn how to gather information from maps, pictures and books• Learn how to answer simple questions about exploration• Know how explorers told the time and navigated at sea	<ul style="list-style-type: none">• Research• Produce a timeline of the Mongol Empire• Make a biography of Genghis Khan• Understand the tactics of the Mongols• Understand the hardships faced by different explorers• Understand how explorers changed history• Collect and record evidence• Analyse evidence and draw conclusions• Use and select primary and secondary sources of information
Geography	
<u>The Mongols</u> <ul style="list-style-type: none">• Know about the climate of Mongolia• Understand the geographical features of Mongolia• Learn about the culture of Mongolia <u>Explorers and Adventurers</u> <ul style="list-style-type: none">• How to use geographical terms• How to use different types of world maps• How to look for geographical information	<ul style="list-style-type: none">• Graph the weather in Mongolia and compare with home town• Research and present different aspects of Mongolian life• Investigate challenges of mapping round earth on flat paper• Use appropriate geographical vocabulary• Use atlases, globes, maps and plans at a range of scales



	<ul style="list-style-type: none">• Draw maps and plans at a variety of scales
Art/Design Technology	
<ul style="list-style-type: none">• Know about the artwork of explorer artists• Draw and model plants and animals with accuracy	<ul style="list-style-type: none">• Investigating artwork of explorers and its importance• Make sculptures of animals
PSHE	
<ul style="list-style-type: none">• Understand that they are part of a global community	<ul style="list-style-type: none">• Watch stories on BTN (A news program made for upper primary children) and complete activities including:<ul style="list-style-type: none">○ Quizzes○ Posters○ Discussion○ Debate○ Further research○ Higher order thinking/making links to other areas of our learning
Music	
The World of the Orchestra and Film Music <ul style="list-style-type: none">• Describe the roles of all orchestral instruments and classify them into families• Identify instruments of the orchestra while listening to a piece• Participate in discussions about how instruments and ensembles have changed over time and vary depending on the size of the group• Describe the role of music and instruments in setting a scene• Develop composition skills	Using the Juilliard Core Work 'Symphony No. 5 in C minor' by Beethoven as the focus piece, the students will learn about the different instruments of the orchestra, their families and their roles. They will look at smaller instrumental ensembles and how the instruments are used differently. The students will also look at how film scores help to embellish the film, how music can represent a character and how it can make a scene dramatic. They will compose their own music to fit into a film scene using classroom percussion and keyboards
PE	
Unit 4: Basketball	Activities: <ul style="list-style-type: none">• Lesson 1: Ball familiarisation• Lesson 2: Dribbling & pivoting• Lesson 3: Passing, receiving• Lesson 4: Outwitting an opponent• Lesson 5: Shooting• Lesson 6: Defending• Lesson 7: Small sided games• Lesson 8: House Competition
Unit 5: Badminton	Activities: <ul style="list-style-type: none">• Lesson 1: Introduce the grip and ready position• Lesson 2: Introduce the overhead clear• Lesson 3: Introduce the underarm clear



	<ul style="list-style-type: none">• Lesson 4: Introduce the drop shot• Lesson 5: singles game play• Lesson 6: Doubles game play• Lesson 7: Practise for house competition• Lesson 8: House competition/assessment
Unit 6:	<p>Activities:</p> <ul style="list-style-type: none">• Lesson 1: Assessment/Freestyle• Lesson 2: Freestyle• Lesson 3: Backstroke• Lesson 4: Backstroke• Lesson 5: Breaststroke• Lesson 6: Breaststroke• Lesson 7: Butterfly/Diving/Personal survival• Lesson 8: Practise for house swimming competition