

Termly Curriculum Information

2018-2019 Term 2: 7th January – 29th 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.
Mathematics	
<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 Recognise and write decimal equivalents of any number of tenths or hundredths <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 and decimal 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>Sound</u></p> <ul style="list-style-type: none"> 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 recognise that sounds get fainter as the distance from the sound source increases <p><u>Solids, liquids and how they can be separated</u></p> <ul style="list-style-type: none"> compare and group materials together, 	<ul style="list-style-type: none"> Investigating sounds and how they travel Creating sounds Separating materials Heating and cooling liquids Measuring Creating models Testing different hypotheses Conducting fair test and recording results Coming up with conclusions



<p>according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none">• 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• Recognise that temperature is a measure of how hot or cold objects are• Use thermometers to measure temperatures• Suggest how to investigate a question• Construct tables for their results and offer simple explanations for results	
Computing	
<p>We Are Musicians:</p> <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	
<p><u>The Mongols</u></p> <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. <p><u>Explorers and Adventurers</u></p> <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	
<p><u>The Mongols</u></p> <ul style="list-style-type: none">• Know about the climate of Mongolia• Understand the geographical features of	<ul style="list-style-type: none">• Graph the weather in Mongolia and compare with home town• Research and present different aspects of Mongolian life



<p>Mongolia</p> <ul style="list-style-type: none">• Learn about the culture of Mongolia <p><u>Explorers and Adventurers</u></p> <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">• Investigate challenges of mapping round earth on flat paper• Use appropriate geographical vocabulary• Use atlases, globes, maps and plans at a range of scales• Draw maps and plans at a variety of scales
<p>Art/Design Technology</p>	
<p><u>Mongolian Artist</u></p> <ul style="list-style-type: none">• experiment with pattern to imitate a texture• experiment with materials to create a texture• Learn about the artworks of Zayasaikhan Sambuu (Zaya)	<ul style="list-style-type: none">• Create patterns with a variety of media (Felt tip pens, Chalk pastels, Oil pastels, Crayons, Charcoal, Fine-tipped pen, drawing pencils)• Add texture to patterns using a variety of techniques (Salt painting, Sticking and painting fabric, drawing with glue and colouring, using different types of paper to create layers, Imprinting with foil)• describe and apply key ideas and techniques of Zayasaikhan Sambuu (Zaya) to make their own artwork.
<p>PSHE</p>	
<p>Difficult feelings</p> <p>The main themes of this unit are:</p> <ul style="list-style-type: none">• acknowledging and managing difficult feelings is an important part of our wellbeing;• recognising feelings of jealousy, exclusion, resentment, shame and guilt;• everyone needs to recognise the feelings associated with the victim, bystander and bully in bullying situations and know how to react;• we should see ourselves as equals in friendly relationships; and• the difficulties involved in talking about guilt and shame. <p>Growing Means Changing</p> <p>The main themes of this unit are:</p> <ul style="list-style-type: none">• exploring the work done by important parts of our bodies and the need to keep them fit and healthy;• how something which is good or ok, can be harmful when taken in excess; and• finding out how to make responsible choices and decisions and facing up to increased responsibilities.	<p>The students will learn about and investigate each theme using a mixture of activities including;</p> <ul style="list-style-type: none">• Role play• Circle Time discussion• Mindfulness exercises• Listening to learning stories• Watching information video clips



<p>Friendships</p> <p>The main themes of this unit are:</p> <ul style="list-style-type: none"> • the influences of friends; • the importance of knowing that you come into a friendship as an equal, and that you can say no to a friend’s suggestion or plan without breaking the friendship; and • being and having a friend involves sensible trust and cooperation, while also recognising and voicing your own needs. 	
<p>Music</p>	
<p>The World of the Orchestra and Film Music</p> <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 	<p>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</p>
<p>PE</p>	
<p>Unit 4: Swimming (C/D) Handball (A/B)</p> <p>Swimming & Handball: (continued from end of term 1)</p> <p>All the students will have been assessed over 25m swims in the first week of term 1 (with or without an aid) and placed into ability groups when their class swims. Identification for Mini Bears Senior can be decided from the assessment.</p> <p>Within these ability groups, students will be taught FUNDamental aquatic skills in Freestyle, Backstroke, Breaststroke and basic Butterfly body position and leg action for the more able. Some groups will also be taught, diving and correct stroke turns. Water skills activities and an understanding of water safety and pool rules will also be discussed with the students. Some students will be able to swim 25m on at least two recognized strokes.</p> <p>Handball:</p>	<p>Aquatic Skills include:</p> <ul style="list-style-type: none"> • Body Position • Leg action and Arm action • Head positions and Breathing • Sitting or crouching dives • Streamlining for all and Sculling for the more able groups • A basic understanding of a minimum of 3 - 5 basic safety rules in and around the pool. • Developing water confidence in the less able swimmers in the learner pool • Developing a student’s confidence to swim, with or without an aid, over a distance of 5m 25m depending on ability, either legs only or independently with a recognized technique • For the more able learning basic laws of swimming, starts, turns and finishes • Butterfly/Diving/Water safety skills • Practise for house swimming competition <p>Key Handball Skills include</p>



<p>The unit is designed to ensure that students acquire and develop the fundamental skills of handball. They will have the opportunity to apply their skills and to begin to consider tactics through a variety of individual, pair and group practices as well as a range of game scenarios.</p>	<ul style="list-style-type: none">• Ball Familiarisation• Dribbling technique• Passing, receiving and introduce '3 step travelling'• Shooting• Introduce attacking and defending positions and outwitting opponents Assessment/Games/mini tournament
<p>Unit 5: Swimming (A/B) Basketball (C/D) This is the second unit of swimming for the Year 4 students. In Swimming, the students will continue to develop their fundamental stroke technique skills on the three main strokes, Freestyle, backstroke and Breaststroke. The top students will also include some Butterfly, as well as further development of starts and turn skills acquired from the ASA programme. A final yearly 25m skill and timed assessment will take place and the house swimming gala will be in early April</p> <p>In this unit of Basketball students will focus on the fundamentals of dribbling, passing and shooting. Students will think about how to use these skills to help outwit the opposition in small sided games. Students will also develop their knowledge of the game and the rules and at times, will act as a referee/ coach to help with student learning. All students will be taught about fair play and sportsmanship.</p>	<p>Key skills include:</p> <ul style="list-style-type: none">• Freestyle technique. Extension group will do diving and tumble turns• Backstroke technique. Extension group will do starts and tumble turns• Breaststroke technique. Extension group will do underwater stroke and diving• Water and pool safety skills will be included throughout the unit by the teaching staff• 25m timed assessments in final week in preparation for House Swimming in early April <p>Activities:</p> <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
<p>Unit 6: Basketball (A/B) Swimming (C/D) In this unit of Basketball students will focus on the fundamentals of dribbling, passing and shooting. Students will think about how to use these skills to help outwit the opposition in small sided games. Students will also develop their knowledge of the game and the rules and at times, will act as a referee/ coach to help with student learning. All students will be taught about fair play and sportsmanship.</p> <p>This is the second unit of swimming for the Year 4 students. In Swimming, the students will continue to</p>	<p>Activities:</p> <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 <p>Key skills include:</p> <ul style="list-style-type: none">• Freestyle technique. Extension group will do diving and tumble turns



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- Backstroke technique. Extension group will do starts and tumble turns
- Breaststroke technique. Extension group will do underwater stroke and diving
- Water and pool safety skills will be included throughout the unit by the teaching staff
- 25m timed assessments in final week in preparation for House Swimming in early April.