

Termly Curriculum Information

**Term 1 2020: 17th August – 11th December**

**Year 4**

Science: Biology - Digestive system and teeth, food chains, nutrition and habitats

Topic: Save the World

English	
Key Learning Skills and Knowledge	Key Activities
<p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Retell sequenced newspaper reports and fantasy through Talk for Writing.</li> <li>• Speak audibly and fluently to an audience.</li> <li>• Use appropriate registers for effective communication.</li> <li>• Give well-structured newspaper reports and narratives for different purposes.</li> <li>• Use relevant Talk for Writing strategies to build their vocabulary.</li> <li>• Listen and respond appropriately to adults and peers.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Identify points of interest when listening to fiction and non-fiction texts</li> <li>• Begin to comment in more detail on the performance of others</li> <li>• Consistently listen carefully and respond appropriately with relevant question.</li> <li>• Orally perform fiction and non-fiction texts through Talk/Drama for Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a set of actions for a text.</li> <li>• Orally perform a newspaper report through Talk/Drama for Writing</li> <li>• Orally perform a traditional tale through Talk/Drama for Writing</li> <li>• Compose their own oral story in a group.</li> <li>• Participate in presentations, performances &amp; role-plays.</li> <li>• Listen to and discuss a wide range of newspaper reports and fantasy stories.</li> </ul>
<p>Reading</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately.</li> <li>• Begin to use textual cues to adapt tone,</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of texts as a whole class and individually during Guided Reading.</li> <li>• Read to an adult.</li> <li>• Read a range of books independently from the reading corner, library and Overdrive.</li> </ul>



<p>volume and intonation when reading aloud</p> <ul style="list-style-type: none"><li>• Identify the main ideas and themes in a text.</li><li>• Discuss words and phrases that capture the reader's interest and imagination.</li><li>• Predict what might happen from details stated and implied.</li><li>• Retrieve and record information from non-fiction.</li><li>• Ask questions to improve their understanding of a text.</li><li>• Identify how language, structure and presentation contribute to meaning.</li><li>• Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.</li></ul>	<ul style="list-style-type: none"><li>• Discuss the features of newspaper reports and fantasy stories.</li><li>• Retrieve information from non-fiction to use when writing a newspaper report.</li><li>• Complete written and verbal comprehension activities.</li></ul>
<p>Writing</p> <ul style="list-style-type: none"><li>• Use the first 2 or 3 letters of a word to check spelling in a dictionary.</li><li>• Spell words that are often misspelt.</li><li>• Spell high frequency words, phonetically accurate words and common exception words</li><li>• Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing.</li><li>• Capture ideas using planning formats (e.g. story map, boxing up)</li><li>• Plan writing to suit an audience and purpose.</li><li>• Develop character and setting in narratives.</li><li>• Use simple organisational devices.</li><li>• In narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots</li><li>• In newspaper reports, use and develop the style for specific genres and begin to use simple organisational devices e.g. headline</li></ul>	<p>Non-Fiction- Newspaper Report Fiction- Narrative- Fantasy Stories</p> <ul style="list-style-type: none"><li>• Sequence events in a newspaper report or narrative through story mapping or reconstructing the text.</li><li>• Identify the purpose, audience, structure and language features of a newspaper report and narrative.</li><li>• Plan, draft, edit and proof-read a newspaper report on our visit to the Zoo and Aquarium linked to our Science unit</li><li>• Write and evaluate a story opener for a fantasy story.</li><li>• Plan, draft, edit and proof-read a fantasy story</li><li>• Evaluate their own and other's independent writing.</li><li>• Plan, draft, edit and proofread a variety of fiction and non-fiction texts as part of 'Wicked Writing'.</li></ul>



<p>and orientation paragraph</p> <ul style="list-style-type: none"><li>• Use nouns, pronouns and tenses accurately and consistently throughout</li><li>• Use punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark, speech marks</li><li>• Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation.</li><li>• Make simple additions, corrections and revisions to their own writing.</li></ul>	
<p>Handwriting</p> <ul style="list-style-type: none"><li>• Improve the legibility, consistency and quality of their handwriting.</li></ul>	<ul style="list-style-type: none"><li>• Handwriting practice at least once a week</li><li>• Applying their joined handwriting in all areas of the curriculum</li></ul>
<b>Mathematics</b>	
<p><b>Number</b></p> <ul style="list-style-type: none"><li>• Find 1000 more or less than a given number</li><li>• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li><li>• Order and compare numbers beyond 1000</li><li>• Round any number to the nearest 10, 100 and 1000</li><li>• Solve number and practical problems that involve increasingly large positive numbers</li><li>• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>• Estimate and use inverse operations to check answers to a calculation</li><li>• Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li><li>• Multiply 2-digit and 3-digit numbers by a one-digit number using formal written layout</li><li>• Recognise and show, using diagrams, families of common equivalent fractions</li><li>• Solve simple measure and money problems involving fractions and decimals to two decimal places</li></ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"><li>• Compare/classify geometric shapes,</li></ul>	<ul style="list-style-type: none"><li>• Order numbers</li><li>• Identify the value of digits in a 4-digit number</li><li>• Add/subtract 1s, 10s, 100s and 1000s to/from numbers.</li><li>• Explain their choice of strategy and choose a different strategy to check the answer.</li><li>• Count on and back in steps of 2, 3, 4, 5 and 10 to at least 100.</li><li>• Identify, classify, describe and draw regular and irregular 2D shapes including triangles and quadrilaterals.</li><li>• Draw lines of symmetry on regular and irregular shapes.</li><li>• Make shapes symmetrical using horizontal and vertical mirror lines.</li><li>• Solve addition and subtraction of 4 digit numbers using the column method.</li><li>• Work through investigations which require the application of their mathematic skills.</li><li>• Solve addition and subtraction of money using the column method.</li><li>• Gather data in tally charts and use it to create pictographs and bar charts.</li><li>• Read and interpret pictographs and bar</li></ul>



<p>including quadrilaterals and triangles, based on their properties/ sizes</p> <ul style="list-style-type: none"> <li>Identify lines of symmetry in 2-D shapes presented in different orientations</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul>	<p>charts using a variety of intervals.</p>
<p><b>Science</b></p>	
<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification to group, identify and name living things.</li> <li>To be able to recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>To be able to gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>To be able to report on findings from enquiries, including oral and written explanations.</li> <li>How humans are different from other animals</li> <li>How the body uses food and water</li> </ul>	<ul style="list-style-type: none"> <li>Classifying living things.</li> <li>Understanding how animals have adapted to their habitat.</li> <li>Food chains in different habitats</li> <li>Understand how all plants and animals affect an ecosystem</li> <li>Animals, including humans, and how their diet affects their teeth</li> <li>Understand the digestive system</li> <li>Know the importance of a well-balanced diet.</li> </ul>
<p><b>Computing</b></p>	
<ul style="list-style-type: none"> <li>Develop typing skills</li> <li>Learn how to use Scratch to write code</li> <li>Make our own educational game</li> </ul>	<ul style="list-style-type: none"> <li>Use BBC dance mat to learn how to type correctly</li> <li>Evaluate games made using Scratch</li> <li>Learn how to write code</li> <li>Test games made by class members and evaluate how we can improve our own games.</li> </ul>
<p><b>History</b></p>	
<p>N/A</p>	
<p><b>Geography</b></p>	
<ul style="list-style-type: none"> <li>About where rainforests are in the world</li> <li>Which rainforest products we use in our everyday lives</li> <li>About the lives of rainforest people and how they compare with our own</li> <li>How and why the rainforest is being</li> </ul>	<ul style="list-style-type: none"> <li>The location of rainforests.</li> <li>The names and locations rainforests.</li> <li>How the rainforests affect the entire world.</li> <li>The products that we use every day that come from the rainforest</li> </ul>



<p>destroyed</p> <ul style="list-style-type: none"> <li>• Discovering the ways that people are trying to save the rainforest</li> <li>• About different rainforest animals and plants</li> <li>• Where different animals and plants live in the rainforest</li> <li>• About colour in the rainforest and how it is used by animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>• The lives of people who live in the rainforest and how it compares to ours.</li> <li>• Look at the reasons that the rainforest is being destroyed.</li> <li>• Understanding how we can make a difference in saving the rainforests.</li> <li>• Learn to understand the benefits of knowing more about the plants and animals that live in the rainforest.</li> </ul>
<b>Art/Design Technology</b>	
<ul style="list-style-type: none"> <li>• Learning water colour techniques</li> <li>• Understanding the colour wheel and how to create different colours</li> <li>• Learn about the artworks of Franz Marc</li> </ul>	<ul style="list-style-type: none"> <li>• Learn brushstroke techniques</li> <li>• Learn how to mix colours</li> <li>• Design an artwork inspired by Franz Marc and our Topic, Saving the World</li> </ul>
<b>PSHE</b>	
<p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>• Learning more about the world that we live in.</li> <li>• Understand that we are all part of a global community.</li> <li>• Knowing that we can make a difference.</li> </ul> <p><b>Mindfulness</b></p> <ul style="list-style-type: none"> <li>• Develop self-awareness</li> <li>• Improve concentration and organisation skills</li> </ul> <p><b>Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Identify how we keep ourselves healthy, happy and safe</li> <li>• Students will develop knowledge and understandings about ways in which individuals grow</li> <li>• Recognise different feelings</li> <li>• Recognise different types of touch</li> <li>• Recognise unsafe situations</li> <li>• Understand the difference between a surprise and a secret</li> </ul>	<ul style="list-style-type: none"> <li>• Watch news stories</li> <li>• Class discussions</li> <li>• Quizzes</li> <li>• Research further into interesting issues.</li> </ul> <ul style="list-style-type: none"> <li>• Short mindfulness activities</li> </ul> <ul style="list-style-type: none"> <li>• Consider the questions - Who are the people you can trust? Who can you go to if something is not right?</li> <li>• Identify a personal safety network and consider how this can help us and why it is important.</li> <li>• Students will categorise different emotions and consider - How do feel when I am safe or unsafe?</li> <li>• Students will identify good and uncomfortable touches</li> <li>• Learn NO GO TELL strategy</li> <li>• Students will identify who they can trust in unsafe situations</li> <li>• Students will develop an understanding of surprises and secrets, as well as when a secret is a 'bad' secret and should be shared with a trusted person.</li> </ul>
<b>Music</b>	
<p><b>Rhythms from Around the World</b> The students will use songs from different</p>	<ul style="list-style-type: none"> <li>• Recognise and understand the difference between pulse and rhythm.</li> </ul>



<p>countries to analyse a variety of rhythms and see how they differ in each song and country. They will use the classroom percussion instruments to play the different rhythms as well as accompanying themselves as they sing.</p>	<ul style="list-style-type: none"> <li>• Sing songs from different countries and different cultures.</li> <li>• Listen, create and perform body percussion rhythms.</li> <li>• Describe canon and call and response forms.</li> </ul>
<p><b>Keyboard Skills</b> The students will comprehend the concept of melody and harmony through playing the keyboard and reading notation. Tunes from different countries will be used as a basis to help students see the relationship between notation and the keys on a keyboard as well as the relationship between melodic shapes, rhythmic patterns and chords. We will also use resources from the Juilliard Creative Classroom.</p>	<ul style="list-style-type: none"> <li>• Describe the reasons why keyboard skills are important for music learning.</li> <li>• Be familiar with the C major scale.</li> <li>• Recognise different musical phrases.</li> <li>• Play a short melody on the keyboard.</li> <li>• Watch piano performances that include creative ways of playing.</li> <li>• Play Juilliard Keyboard Work pieces for the keyboard.</li> </ul>
<p>PE</p>	
<p><b>Unit 1: Football</b> Unit 1 football will focus on developing basic football skills; controlling the ball, dribbling, passing, running with the ball, shooting. They will learn simple attacking tactics and start to think about how to organise themselves to defend their goals.</p> <p>They start by playing small-sided games with some fluency and accuracy. They will work on keeping possession of the ball as a team and understand that they need to defend as well as attack.</p>	<ul style="list-style-type: none"> <li>• Ball control</li> <li>• Dribbling</li> <li>• Passing (short/long)</li> <li>• Running with the ball</li> <li>• Shooting</li> <li>• Basic attack and defence principles</li> <li>• Small-sided games (3v2, 4v4)</li> <li>• Game play rules</li> </ul>
<p><b>Unit 2: Football</b> In unit 2 football, the children will learn and develop special techniques; headers, volleys, defensive techniques, feints, goalkeeping techniques.</p> <p>They will start by playing small-sided games with some fluency and accuracy. They will work on keeping possession of the ball as a team and understand that they need to defend as well as attack. They will have a developed understanding of the rules of the game and watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.</p>	<ul style="list-style-type: none"> <li>• Attacking</li> <li>• Defending</li> <li>• Headers</li> <li>• Volleys</li> <li>• Feints</li> <li>• Shooting</li> <li>• Goalkeeping</li> <li>• Rules</li> <li>• 5v5 game play</li> </ul>
<p><b>Unit 3: Swimming (A/B) Handball (C/D)</b> Swimming: All the students will be assessed over 25m swims</p>	<p>Aquatic Skills include:</p> <ul style="list-style-type: none"> <li>• Body Position</li> <li>• Leg action and Arm action</li> </ul>



in the first week of term (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.

Within these ability groups, students will be taught **FUND**amental 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. Swim England Teaching Plan Levels Duckling to 1-4 certificate level will be used by the teachers. Some students will be able to swim 25m on at least two recognized strokes.

#### Handball:

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.

- 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

#### Key Handball Skills include

- Ball Familiarisation
- Dribbling technique
- Passing, receiving and introduce '3 step travelling'
- Shooting
- Introduce attacking and defending positions and outwitting opponents
- Assessment/Games/mini tournament