

Cycle A

Year 4 Curriculum Map – Spring 1

Well Being:

As **mindful learners** we will be exploring how our bodies grow and change and explore the topic of human reproduction

As **Athletes** we will be learning about outdoor and adventurous activities.

As **Dancers** we will be exploring the use of mirroring, symmetry and translation when performing with a partner.

As **Members of Society**, we will be exploring how our bodies grow and change and explore the topic of human reproduction.

As **Open-Minded Learners** we will examine the importance of the bible to Christians in modern society.

World:

As **Scientists** we will be learning about animals including humans. We will be finding out about food groups and healthy, balanced diets. We will also be Investigating skeletons and looking closely at bones, muscles and joints.

As **Linguists** we will learning to use BSL. We will start with greetings and finger spelling.

As **Historians** we shall understand who the Romans were and the impact they left on British culture.

As **Communicators** we use our speaking and listening skills through performance and verbal explanations and descriptions.

Future:

As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: Writing for suspense, instructions, dialogue, persuasive arguments and explanations.

As **Mathematicians** we continue to develop a strong conceptional understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will be singing in unison and exploring melodies and harmonies, this will be done to an audience.

As **Artists** we will be using different stimuli to influence and inspire our artwork, using a range of mediums and patterns.

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ENGLISH: (Writing):

Texts; Escape from Pompeii, this morning I met a whale, Soar – Film unit

- Traditional tales – myths (quest)
- Riddles
- Use wider range of conjunctions
- Discuss words & phrases that capture the imagination
- Use & punctuate direct speech
- proof-read to check for errors in spelling, grammar and punctuation
- Use commas after front adverbials
- Write sentences that include: Conjunctions, adverbs, direct speech, punctuated correctly, clauses, adverbial phrases.

Reading

- Secure decoding of unfamiliar words
- Vocabulary – explain the meaning of unfamiliar words
- Retrieve & record information
- Make inferences & justify predictions
- Identify & summarise ideas

ENGLISH: (Reading):

English Book Focus – The Final Year (Poetry/Spoken Word)

Wonder – (narrative)

Short Film – The Lego Story - (factual)

- Non-chronological report
- Letters
- Character descriptions
- Narratives
- Biography
- Develop a legible personal handwriting style

Reading:

- Read for a range of purposes, make predictions
- Define text-specific vocabulary and search for synonyms/antonyms

Grammar: 'Ready to Write': Relative clauses, indicating possibility, adverbs, parenthesis, commas, perfect tense)

Maths:

Multiplication and Division

- Recall multiplication and division facts for multiplication tables up to 12 x 12
- Use place value, known and derived facts to multiply and divide mentally
- Recognise and use factor pairs and commutativity in mental calculation
- Multiply two-digit and three-digit numbers by a one-digit number
- Divide using formal written method of short division
- Solve problems involving multiplying and adding

Measurement: Area

- Find the area of rectilinear shapes by counting squares

Number: Fractions

- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- recognise and show, using diagrams, families of common equivalent fractions
- add and subtract fractions with the same denominator
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Phonics / Spelling / Handwriting:

ACTIVE Maths:

See Maths curriculum

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SCIENCE: Y3 M4 Movement and nutrition for the human body

Find out about food groups and healthy, balanced diets.

HUMANITIES - History: (Geography taught next half-term)

British History 2: Why did the Romans invade and settle in Britain?

Pupils who are secure will be able to:
Explain what was important to people in Ancient Rome.
Explain the meaning of the words 'empire', 'invasion' and 'settlement'.
Analyse the different reasons for the Roman invasion of Britain.
Explain how the Celts responded to the Roman invasion.
Explain how the Roman army's structure, discipline and equipment made it so successful.
Use artefacts to make deductions about the lives of Roman soldiers in Britain.
Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

COMPUTING:

Branching Data Bases

ART/DESIGN & TECHNOLOGY:

Art – Developing Drawing Skills

Use their observation skills to describe specific shapes, textures or patterns in objects.
Shade with a reasonable degree of accuracy and skill following the four shading rules.

RELIGIOUS EDUCATION:

Christians

L2.2 Why is the Bible so important to Christian today?

PHYSICAL EDUCATION (Dance / Gymnastics):

Dance: (Digital) 1930's dance style

To be able to compose, perform and analyse dance using visual media.

PHYSICAL EDUCATION (Games / Swimming):

OAA: Using simple trails/diagrams

To be able to follow a trail and a map to complete a course.

PSHE:

Christopher Winter RSE

PSHE – Show Racism the Red Card

Racism or Respect

MUSIC:

Children will be studying and learning songs from Charanga.

BRITISH SIGN LANGUAGE: (Pilot year)

- Greetings
- Finger** spelling- names
- School**/classroom signs
- Transport
- Affirmation** signs