

Cycle B

Year 4 Curriculum Map – Autumn Term 1

Well Being:

As **Mindful Learners** we will be introducing the theme of families and relationships and understanding that they are varied and need to be respected.

As **Athletes** we will be using tactics and strategy to outwit opponents during invasion games.

As **Dancers** we will be composing, performing and analysing dance using visual media.

As **Members of Society** we will be learning about exploring the roles of the bully, victim and bystander.

As **Open-Minded Learners** we will be considering what it is like for Muslims in Britain and specific aspects of their life.

World:

As **Scientists** we will 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, measure or research the temperature at which this happens.

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

As **Historians** we will be exploring how children's lives differ from the Tudor and Victorian period to the present.

As **Communicators** we will be focusing on the importance of Online Safety, as well as understanding how a blog can be used.

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 **Technicians** we will be designing and creating a waistcoat in textiles.

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ENGLISH: (Writing & Reading)

Texts; Leon and The Place Between, Willow Pattern Poems, My name is not refugee, Black History Month texts

- Non-Fiction: Persuasive texts
- Story settings – stories set in imaginary worlds
- Black History Fortnight (poetry)
- Recognise a variety of forms of poetry
- Discuss words & phrases that capture the imagination
- Use & punctuate direct speech
- Improve handwriting
- proof-read to check for errors in spelling, grammar and punctuation

ENGLISH: (Reading):

Phonics / Spelling / Handwriting:

Maths:

Place value

- order and compare numbers beyond 1000
- find 1,000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- identify, represent and estimate numbers using different representations
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
- count in multiples of 6, 7, 9, 25 and 1000
- count backwards through zero to include negative numbers

Addition and subtraction

- Add and subtract numbers with up to 4 digits
- Estimate and use inverse operations to check answers
- Solve addition and subtraction two-step problems in contexts

ACTIVE Maths:

See Maths curriculum

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SCIENCE: Y4 M1 Changes of state Y3

In this module, children will learn to:

- 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.

HUMANITIES - History:

How children's lives have changed?

Make inferences and deductions from primary and secondary sources.

Explain why children needed to work.

Identify the jobs Tudor and Victorian children had.

Describe the working conditions of Tudor and Victorian children.

Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.

Use sources to identify leisure activities and compare them over time.

Identify diseases past children suffered from and discuss how effective the treatments were.

COMPUTING:

Online safety units covered at the beginning of the year and throughout the year when needed.

Making effective quizzes using 2Quiz. Exploring types of questioning and effective presentation of a quiz.

ART/DESIGN & TECHNOLOGY:

RELIGIOUS EDUCATION:

Hindus

L2.8 What does it mean to be a Hindu in Britain today?

Part 1

PHYSICAL EDUCATION (Dance / Gymnastics):

Dance - Re-telling a story To be able to compose, perform and analyse dance using visual media.

PHYSICAL EDUCATION (Games / Swimming):

Invasion Games - Controlling and receiving

To be able to pass and control a ball to teammates in invasion games.

PSHE:

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