CLASS 4 CURRICULUM MAP 2019 - 2020

		Autumn – Space	Spring – World Geography	Summer - Victorians
Reading	Word reading	**NC Appendix 1 (NC p 43)**		
	Comprehension	**Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non- fiction texts and reference books / text books (NC p 43)**		
Writing	Transcription	**Spelling programme (NC Appendix 1)**		
	Composition	**Writing focusing on audience, purpose and form (NC p 47/48)**		
	VGP	**NC Appendix 2**		
Speaking and Listening		**12 Statutory statements (NC p 17)**		
Mathematics		**Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics, Algebra.**		
Science		**Earth and Space** **Living things and their habitats**	**Forces** **Electricity**	**Animals, including humans** **Properties and changes of materials**
		Working Scientifically – on going across the year		
Computing		**Computer Science -** use logical reasoning to explain how some simple algorithms work. **IT -** select, use and combine software on a range of digital devices. **Digital Literacy -** appreciate how search results are ranked.	**Computer Science -** solve problems by decomposing them into smaller parts, use selection. Use logical reasoning to detect and correct errors in algorithms. **IT -** use and combine software Digital Literacy - be discerning in evaluating digital content and conditions.	**Computer Science -** work with variables .**IT -** combine a variety of software to accomplish given goals, analyse and evaluate data, design system. **Digital Literacy -** understand the opportunities computer networks offer for collaboration.
History		**Victorians –** Education and industrial reform. Inventions and inventors. Comparison of rich and poor.	**World War I**	**World War II**
Geography		**Locational Knowledge** - locate United Kingdom and world countries, cities and continents. 4 Figure grid-references.	**Locational Knowledge** - position and significance of lines of longitude, tropics, latitude and time zones. 6 Figure grid-references.	**Human and physical geography -** trade links, natural resources including energy, food, minerals & water (compare Newcastle with Ganges Valley). 8 Figure grid-references.
		Geographical skills and fieldwork – on going across the year		
D.T.		**Textiles** - investigate and make an item of Victorian clothing or design a Victorian tapestry/sampler.	**Printing –** Creating a tile and using it to print with paints then inks. **Food Technology –** Cooking and nutrition.	**Clay Work –** **Food Science –** Raising agents (yeast and baking soda).
Art and Design		**Painting & Printing** – space related **Observational Drawing –** William Morris. Light and shade.	**Artists –** Arcimboldo **Pencil drawings and charcoal pictures**	**Drawing** & **Collage -** Observational drawing, painting watercolours/acrylics **Artist –** Van Gogh
		Create sketchbooks to record observations		
Music		Ensemble percussion: rhythms combined/structured using plant/space words, Holst Planet Suite to listen to and appraise Descriptive percussion ensemble: improvisation – compositions: space music sequences – recorded using graphic score	Samba band / street music, ensemble structures, carnival Jazz and blues: tuned instrument ensembles – improvisations – compositions/structures using jazz scales	Songs/dances world music Tuned instruments – oriental effects - using notated rhythms -create ideas using pentatonic scales
MFL		**The Planets (QCA Unit 18)** *Reinforce alphabet* *Describing colour/size and temperature* *Describing position* *Using intensifiers for opinions* *Giving reasons for opinions*	**On our way to School (QCA Unit 15)** *Counting up to 100* *Reinforce transport* *Giving directions* *How to spell – the alphabet*	**Beach Scene (QCA Unit 16)** *Reinforce describing colour and size* *Compare colours and sizes* *Describing what people are doing using the 3rd person of the present tense*
P.E.		**Team Games (Football)** **Invasion Games (Tag-Rugby)**	**Gymnastics** **Dance**	**Netball** **Athletics**
		Outdoor Adventurous Activities		

Additional information relating to Computing

R.E.	**Ourselves** **Life Choices** **Hope**	**Mission** **Memorial Sacrifice** **Sacrifice**	**Transformation** **Freedom and Responsibility** **Stewardship**
Computing	**Computer Science - Use logical reasoning to explain how some simple algorithms work.** Use Flowol or Go to control an on-screen simulation. Using a control box use this to control their DT Moon buggy Model **IT - Select, use and combine software on a range of digital devices -** Produce a storyboard and animation about the solar system. Evaluate. Use Video software (Photo story, iMovie etc.) to create a short documentary about the 1969 Moon Landings **Digital Literacy -** SWGFL – Digital Citizenship Pledge (Start of year – online rules) , You've Won a Prize **Appreciate how search results are ranked** Use the TASK test so that children search for a website a planet , and can explain why they have chosen it. (Title, Author, Summary, (K)Child Friendly) SWGFL How to Cite a Site. Use this to produce an information sheet about the planet	**Computer Science - Solve problems by decomposing them into smaller parts, Use selection**. **Use logical reasoning to detect and correct errors in algorithms.** Create simple repeating pattern (Spiro graph) by using nested loops (Scratch Logo/Textease turtle), Solve problems by using loops e.g. Cargobot App, create game using loops e.g. whack a witch. Use the "Peter Packet" activity to start to understand how data flows around the world. (warning – includes reference to AIDS) **IT - Use and combine software** Use GPS/QR codes to plot a journey around the school site to make, then follow a maths trail. Search a database (e.g. national rail) to plan a journey **Digital Literacy** - **Be discerning in evaluating digital content and conditions.** SWGFL strong Passwords. Work with a class from another area of the world to produce a blog on their school day. Use Skype to discuss progress	**Computer Science -** **Work with variables** Create a simple game in Kodu with a basic scoring system **IT - Combine a variety of software to accomplish given goals, I analyse and evaluate data, design system**. Create and use spreadsheet to calculate food miles for a meal. Create a poster/website to advertise their athletes meal along with explanatory text. Use image editing software to enhance their pictures. **Digital Literacy** - SWGFL – Picture perfect – linked to enhancing pictures of food. **Understand the opportunities computer networks offer for collaboration** Create class wiki or blog explaining the design of their healthy meal