

# 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	Forces	Animals, including humans	
	Living things and their habitats	Electricity	Properties and changes of materials	
<b>Working Scientifically – on going across the year</b>				
Computing	<p><b>Computer Science</b> - use logical reasoning to explain how some simple algorithms work.</p> <p><b>IT</b> - select, use and combine software on a range of digital devices.</p> <p><b>Digital Literacy</b> - appreciate how search results are ranked.</p>	<p><b>Computer Science</b> - solve problems by decomposing them into smaller parts, use selection. Use logical reasoning to detect and correct errors in algorithms.</p> <p><b>IT</b> - use and combine software</p> <p>Digital Literacy - be discerning in evaluating digital content and conditions.</p>	<p><b>Computer Science</b> - work with variables .IT - combine a variety of software to accomplish given goals, analyse and evaluate data, design system.</p> <p><b>Digital Literacy</b> - understand the opportunities computer networks offer for collaboration.</p>	
History	<p><b>Victorians</b> – Education and industrial reform. Inventions and inventors. Comparison of rich and poor.</p>	<b>World War I</b>	<b>World War II</b>	
Geography	<p><b>Locational Knowledge</b> - locate United Kingdom and world countries, cities and continents.</p> <p>4 Figure grid-references.</p>	<p><b>Locational Knowledge</b> - position and significance of lines of longitude, tropics, latitude and time zones.</p> <p>6 Figure grid-references.</p>	<p><b>Human and physical geography</b> - trade links, natural resources including energy, food, minerals &amp; water (compare Newcastle with Ganges Valley).</p> <p>8 Figure grid-references.</p>	
	<b>Geographical skills and fieldwork – on going across the year</b>			
D.T.	<p><b>Textiles</b> - investigate and make an item of Victorian clothing or design a Victorian tapestry/sampler.</p>	<p><b>Printing</b> – Creating a tile and using it to print with paints then inks.</p> <p><b>Food Technology</b> – Cooking and nutrition.</p>	<p><b>Clay Work</b> –</p> <p><b>Food Science</b> – Raising agents (yeast and baking soda).</p>	
Art and Design	<p><b>Painting &amp; Printing</b> – space related</p> <p><b>Observational Drawing</b> – William Morris. Light and shade.</p>	<p><b>Artists</b> – Arcimboldo</p> <p><b>Pencil drawings and charcoal pictures</b></p>	<p><b>Drawing &amp; Collage</b> - Observational drawing, painting watercolours/acrylics</p> <p><b>Artist</b> – Van Gogh</p>	
<b>Create sketchbooks to record observations</b>				
Music	<p>Ensemble percussion: rhythms combined/structured using plant/space words, Holst Planet Suite to listen to and appraise</p> <p>Descriptive percussion ensemble: improvisation – compositions: space music sequences – recorded using graphic score</p>	<p>Samba band / street music, ensemble structures, carnival</p> <p>Jazz and blues: tuned instrument ensembles – improvisations – compositions/structures using jazz scales</p>	<p>Songs/dances</p> <p>world music</p> <p>Tuned instruments – oriental effects - using notated rhythms -create ideas using pentatonic scales</p>	
MFL	<p><b>The Planets (QCA Unit 18)</b></p> <p><i>Reinforce alphabet</i></p> <p><i>Describing colour/size and temperature</i></p> <p><i>Describing position</i></p> <p><i>Using intensifiers for opinions</i></p> <p><i>Giving reasons for opinions</i></p>	<p><b>On our way to School (QCA Unit 15)</b></p> <p><i>Counting up to 100</i></p> <p><i>Reinforce transport</i></p> <p><i>Giving directions</i></p> <p><i>How to spell – the alphabet</i></p>	<p><b>Beach Scene (QCA Unit 16)</b></p> <p><i>Reinforce describing colour and size</i></p> <p><i>Compare colours and sizes</i></p> <p><i>Describing what people are doing using the 3rd person of the present tense</i></p>	
P.E.	<p><b>Team Games (Football)</b></p> <p><b>Invasion Games (Tag-Rugby)</b></p>	<p><b>Gymnastics</b></p> <p><b>Dance</b></p>	<p><b>Netball</b></p> <p><b>Athletics</b></p>	
<b>Outdoor Adventurous Activities</b>				

## Additional information relating to Computing

R.E.	<p style="text-align: center;"><u>Ourselves</u></p> <p style="text-align: center;"><u>Life Choices</u></p> <p style="text-align: center;"><u>Hope</u></p>	<p style="text-align: center;"><u>Mission</u></p> <p style="text-align: center;"><u>Memorial Sacrifice</u></p> <p style="text-align: center;"><u>Sacrifice</u></p>	<p style="text-align: center;"><u>Transformation</u></p> <p style="text-align: center;"><u>Freedom and Responsibility</u></p> <p style="text-align: center;"><u>Stewardship</u></p>
Computing	<p><b>Computer Science - Use logical reasoning to explain how some simple algorithms work.</b> Use Flowol or Go to control an on-screen simulation. Using a control box use this to control their DT Moon buggy Model</p> <p><b>IT - Select, use and combine software on a range of digital devices</b> - 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</p> <p><b>Digital Literacy -</b> SWGFL – Digital Citizenship Pledge (Start of year – online rules) , You’ve Won a Prize <b>Appreciate how search results are ranked</b> 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</p>	<p><b>Computer Science - Solve problems by decomposing them into smaller parts, Use selection. Use logical reasoning to detect and correct errors in algorithms.</b> 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)</p> <p><b>IT - Use and combine software</b> 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</p> <p><b>Digital Literacy - Be discerning in evaluating digital content and conditions.</b> 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</p>	<p><b>Computer Science - Work with variables</b> Create a simple game in Kodu with a basic scoring system</p> <p><b>IT - Combine a variety of software to accomplish given goals, I analyse and evaluate data, design system.</b> 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.</p> <p><b>Digital Literacy -</b> SWGFL – Picture perfect – linked to enhancing pictures of food.</p> <p><b>Understand the opportunities computer networks offer for collaboration</b> Create class wiki or blog explaining the design of their healthy meal</p>