

CLASS 4 CURRICULUM MAP 2020 -2021

		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 Properties and changes of materials	Forces Electricity	Animals, including humans Living things and their habitat
		Working Scientifically – on going across the year		
Computing		<p>Computer Science - use logical reasoning to explain how some simple algorithms work.</p> <p>IT - select, use and combine software on a range of digital devices.</p> <p>Digital Literacy - appreciate how search results are ranked.</p>	<p>Computer Science - solve problems by decomposing them into smaller parts, use selection. Use logical reasoning to detect and correct errors in algorithms.</p> <p>IT - use and combine software</p> <p>Digital Literacy - be discerning in evaluating digital content and conditions.</p>	<p>Computer Science - work with variables .IT - combine a variety of software to accomplish given goals, analyse and evaluate data, design system.</p> <p>Digital Literacy - understand the opportunities computer networks offer for collaboration.</p>
History		<p>A Local Study</p> <p>Historical Knowledge – To know key features of a village in the past. To develop knowledge of significant local individual. To introduce the role of mining in the community.</p> <p>Explain/Analyse/Order Concepts – To develop understanding of similarities and differences over time. To develop understanding of change over time.</p> <p>Primary Source Type – To build skills using historic environment, artefacts and oral history. To include maps, photographs, census and other written records.</p> <p>Interpretations/Representations of The Past – Introduce concept of museum reconstructions.</p>	<p>Were The Vikings Really Vicious?</p> <p>Historical Knowledge – To develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge.</p> <p>Explain/Analyse/Order Concepts – Not a focus of this unit.</p> <p>Primary Source Type – To ask questions about primary sources and make inferences.</p> <p>Interpretations/Representations of The Past – Pupils identify the features of a particular interpretation of an event/person and the main message of an interpretation. Pupils test an interpretation to see connection with primary sources and then build their own interpretation.</p>	<p>Who Was Making History In Faraway Places Around The Year 1000?</p> <p>Historical Knowledge – To know key features of a Mayan society in contrast to British Society at the same time. Chronological knowledge around contemporaneous development and duration.</p> <p>Explain/Analyse/Order Concepts – To develop understanding of similarities and differences to Britain at the same time. To develop understanding of change and continuity, cause and consequence.</p> <p>Primary Source Type – To use primary sources and artefacts in unfamiliar styles and languages to make supported inferences source is for a particular enquiry, connect information from different primary sources, consider how useful a primary source is for a particular enquiry.</p> <p>Interpretations/Representations of The Past – Identification of the main message in a historian’s interpretation of a key event.</p>

Geography	<p>Where could we go? Our Local City of Newcastle.</p> <p>Geographical knowledge of locations, places and their features, human and physical processes and key terminology – To develop an understanding of physical geography at global scale including climate zones and biomes. Develop local knowledge – Longitude and Latitude, Equator, Time zones.</p> <p>Understanding similarities and differences, interaction of people, processes and places – Interaction of climate with landscape and development. Role of climate and vegetation.</p> <p>Working like a geographer, use of geographical information from maps, atlases, globes – To use world maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs. Atlas use – with index and clear location markings.</p> <p>Geographical communication - To produce annotations and descriptions of photographs.</p>	<p>What shapes my world?</p> <p>Geographical knowledge of locations, places and their features, human and physical processes and key terminology – To develop knowledge of locations and places showing evidence of physical and human processes in shaping the landscape.</p> <p>Understanding similarities and differences, interaction of people, processes and places – To develop an understanding that physical processes have shaped and continue to alter the landscape and affect the lives of the people who live in different places. These include weather, ice, coastal processes and human activity.</p> <p>Working like a geographer, use of geographical information from maps, atlases, globes – To use atlases and globes, photographs and satellite images as sources to retrieve geographical information.</p> <p>Geographical communication - To produce annotations of photographs, geographical descriptions of features and places. To use and refer to geographical resources in writing.</p>	<p>Where had my food come from?</p> <p>Knowledge of locations, places and their features, human and physical processes and key terminology – To develop knowledge of land use patterns for farming in the UK and another area of the world. Distribution of natural resources including food. Economic activity including food production.</p> <p>Understanding similarities and differences, interaction of people, processes and places – To understand how growing and producing food affects the physical geography of a place.</p> <p>Working like a geographer, use of geographical information from maps, atlases, globes – To use information from maps, diagrams and information texts.</p>
	Geographical skills and fieldwork – on going across the year		
D.T.	<p>Textiles - investigate and make an item of Victorian clothing or design a Victorian tapestry/sampler.</p>	<p>Printing – Creating a tile and using it to print with paints then inks.</p> <p>Food Technology – Cooking and nutrition.</p>	<p>Clay Work –</p> <p>Food Science – Raising agents (yeast and baking soda).</p>
Art and Design	<p>Painting & Printing – space related</p> <p>Observational Drawing – William Morris. Light and shade.</p>	<p>Artists – Arcimboldo</p> <p>Pencil drawings and charcoal pictures</p>	<p>Drawing & Collage - Observational drawing, painting watercolours/acrylics</p> <p>Artist – Van Gogh</p>
Create sketchbooks to record observations			
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 world music</p> <p>Tuned instruments – oriental effects - using notated rhythms -create ideas using pentatonic scales</p>
MFL	<p>The Planets (QCA Unit 18)</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>On our way to School (QCA Unit 15)</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>Beach Scene (QCA Unit 16)</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>Team Games (Football)</p> <p>Invasion Games (Tag-Rugby)</p>	<p>Gymnastics</p> <p>Dance</p>	<p>Netball</p> <p>Athletics</p>
Outdoor Adventurous Activities			

Additional information relating to Computing

R.E.	<u>Ourselves</u> <u>Life Choices</u> <u>Hope</u>	<u>Mission</u> <u>Memorial Sacrifice</u> <u>Sacrifice</u>	<u>Transformation</u> <u>Freedom and Responsibility</u> <u>Stewardship</u>
Computing	<p>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</p> <p>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</p> <p>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</p>	<p>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)</p> <p>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</p> <p>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</p>	<p>Computer Science - Work with variables Create a simple game in Kodu with a basic scoring system</p> <p>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.</p> <p>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</p>