

CLASS 4 CURRICULUM MAP 2019-2020

		Autumn – Rainforests	Spring - Change	Summer – Sport
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)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		Evolution and Inheritance Animals including humans	Electricity Light	Living Things and Habitats Materials
Working Scientifically – on going across the year				
Computing		<p>Computer Science - solve problems by decomposing them into smaller parts; use logical reasoning to detect and correct errors in algorithms</p> <p>IT - combine a variety of software to accomplish given goals and select, use, combine software.</p> <p>Digital Literacy - appreciate how search results are ranked</p>	<p>Computer Science – use logical reasoning to explain how some algorithms work: design and create systems</p> <p>IT - use and combine software on a range of digital devices</p> <p>Digital Literacy – be discerning in evaluating digital content</p>	<p>Computer Science - use selection in programs; work with variables; use logical reasoning to explain how some simple algorithms work</p> <p>IT - analyse & evaluate data select, use and combine software</p> <p>Understand the opportunities computer networks offer for collaboration</p> <p>Digital Literacy - be discerning in evaluating digital content</p>
History		<p>What’s Changed Since The Romans Left?</p> <p>Historical knowledge – develop chronological understanding and an awareness of the key features of differing periods in the past, use dates and key terms as appropriate.</p> <p>Explain/ analyse second order concepts – this unit has a strong focus on the concepts of change / continuity and similarity/ difference.</p> <p>Primary source use - ask questions about sources, suggest new lines of enquiry and make supported inference.</p> <p>Interpretations/ representations of the past – not the focus of this unit. Teachers will want to look at the materials used in the unit to ensure that differences between primary sources and historical interpretations/ representations are made clear.</p>	<p>Can we choose the UK’s most important monarch?</p> <p>Substantive historical knowledge – chronological knowledge and understanding of the sequence and duration of the main time periods. Key features of the role and power of selected monarch in differing periods in the past. Knowing some of the key dates and key terms of UK History.</p> <p>Knowledge of explaining / analysing second order concepts – this unit has a strong focus on the knowledge involved with the concepts of change / continuity and similarity/ difference.</p> <p>Knowledge of primary source use – know that a primary source is something made or written at the time being studied, know that we ask questions about sources, suggest new lines of enquiry and make inferences supported by detail(s) from a source.</p> <p>Knowledge of historical interpretations/ representations of the past – depending on resources selected, this unit can offer the opportunity to develop knowledge about how monarchs have been represented in different ways in portraits, stories or films for example.</p>	<p>What’s in a name? (WWI focus)</p> <p>Developing Historical Knowledge -local history of the turn of the century and Durham’s involvement in WW1. Written accounts and key features of particular developments.</p> <p>Explaining/ Analyse second order concepts - Consideration of significance of historical events and how this might be communicated.</p> <p>Use of primary sources - Use of the census, photographs and other primary sources.</p> <p>Interpretations/ representations of the past - An opportunity to remind pupils of the difference between primary sources, representations and interpretations.</p>

Geography	<p>Fantastic Forests – why are they so important? Geographical knowledge of location, places, features and processes - Knowledge of environmental regions and key features of these areas, vegetation belts - Types of forest, functions, locations. Distribution of natural resources, economic activity Understanding of similarities and differences, interactions - Different types of forests, impact of human activity on vegetation, role of forests as a resource Working like a geographer - Use of geographical information including satellite photographs, charts and information texts Working like a geographer - Fieldwork and geographical skills to include data collection techniques and methods of presentation.</p>	<p>Destination São Paulo – what do places have in common? Knowledge of locations, places and their features, human and physical processes and key terminology - Knowledge of the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement. Understanding of similarities and differences, interaction of people, processes and places - Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or South America. Working like a geographer: use of geographical information from maps, atlases, globes - Use of different types of maps, graphs and information. Use of GIS for mapping and weather information. Working like a geographer - use of fieldwork and observational skills to observe, measure and record. Link to local fieldwork – weather surveys, photographs and field sketching.</p>	<p>What Are The Key Human Geographical features of our local area? Geographical knowledge of locations, places, features and processes - Human geography - types of settlement, human and physical features in the local area. Understanding of similarities and differences, interactions - whilst not the key focus for this unit, teaching opportunities may arise. Use of geographical information - Use of maps, observation, field sketch, graphs, digital technologies. Fieldwork and geographical skills – Development of a coherent approach to the different phases of fieldwork. Setting an enquiring question, designing a data collection method, collecting, presenting and describing the data.</p>
D.T.	Structure - make a shelter to survive in the rain forest – bush craft activity	Food Technology - Cooking and nutrition	Mechanism – make a moving cam model to show a sporting hero
Art and Design	<p>Printing - fossils Drawing – South American art inspired by Romero Brittero</p>	Textiles –record an event using fabric as a media	<p>Painting & printing - pop art subject based on sporting hero Sculpture – observational drawings and develop section details</p>
Create sketchbooks to record observations			
Music	Rainforest descriptive sound effects and rhythms - ensemble percussion – children lead. conservation songs	Tuned instruments: chords – cycle of 5ths Structures e.g. - tonic/dominant/subdominant /tonic	Rhythmic reflections – performance creating music for a ceremony/leavers' assembly
MFL	<p>Our World (QCA Unit 20) <i>Describing geographical features</i> <i>Describing position of features</i> <i>Reinforce the weather (present and future)</i> <i>Use the superlative</i> <i>Present the months</i></p>	<p>The Café (QCA Unit 21) <i>Saying and understanding prices (reinforce numbers)</i> <i>Buying food and drink in a café</i></p>	<p>The Past and the Present (QCA Unit 22) <i>Describing places</i> <i>Comparing past and present</i> <i>Saying how much or many things there are</i></p>
P.E.	Team Games (Basketball) Dance	Gymnastics Games (Golf)	Swimming Athletics Outdoor and Adventurous Activities
R.E.	Loving Vocation And Commitment Expectations	Sources Relating And Unity Death And New life	Witnesses Healing Common Good

Computing	<p>Computer Science - Solve problems by decomposing them into smaller parts; Use logical reasoning to detect and correct errors in algorithms Design and create a simple rainforest game in for example Kodu e.g. <i>planting trees v excavators</i></p>	<p>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 on a range of digital devices. Use a device to record a non-reversible reaction and</p>	<p>Computer Science - Use selection in programs; Work with variables; Use logical reasoning to explain how some simple algorithms work; Design a racing game in Scratch/Kodu that includes a scoring system. Print out code and annotate</p>
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	<p>IT - Combine a variety of software to accomplish given goals and Select, use, combine software Create an animation or video about the threats to the rainforest using websites evaluated for bias. Write a news report on creating a survival structure (Print/Audio/Video) Design a website to promote understanding of rainforest</p> <p>Digital Literacy - Appreciate how search results are ranked find and evaluate websites for bias used to search for info on Rainforests</p>	<p>create an "encyclopedia" entry about it. Plan, Produce and Edit a short instructional video on how to bake bread. Design and create systems Create a spreadsheet model to calculate quantities for bread recipes</p> <p>Digital Literacy - Be discerning in evaluating digital content Talking safely online, what is cyberbullying? (SWGfL, Thnkuknow)</p>	<p>IT - Analyse & Evaluate data Use an online Olympic database to research an athlete. Use to create Wikipedia type report. Select, use and combine software use photo editing software or pixlr to create digital pop art image. Understand the opportunities computer networks offer for collaboration Construct questionnaire in google forms about sports they play. Complete then analyze results to produce a report for governors include graphs/charts/tables</p> <p>Digital Literacy - Be discerning in evaluating digital content Selling Stereotypes – how images are manipulated. Privacy Rules – what information should you share Super Digital Citizen (SWGfL)</p>
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