**Heathcoat Primary School Curriculum Map: Year 4 2017/18**

*Below* ***is our curriculum map for this year.***

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| Year 4 | **Autumn Term** | | | **Spring Term** | | | | **Summer Term** | |
| **1** | **2** | | **1** | | | **2** | **1** | **2** |
| **English** | **Poetry –** A short block of work looking at various features of poetry and writing an alliterative poem.  **Leon and the Place Between** – A beautiful book, this work will be used to inspire a variety of creative and imaginative stories the follow the same story pattern. Foci will include speech and adverbials.  **Recount –** learning the features and structures associate with recounts culminating in a recount of our visit to Kent’s Cavern. | **Gregory Cool –** A story set in England and Tobago, this follows a boy’s travels to meet and live with his grandparents and his experiences in a new place. Fronted adverbials, more advanced speech structures and recognition of how problems can be solved in story will be foci for this.  **Doctor K Fisher** – a set of ‘agony aunt’ style letters and responses, children learn the features of these kind of letters and then create their own humorous attempts.  (to be continued in spring term) | | **El Caminante** (digital text) – a short animated film based on a tightrope walker in a town in Spain. Creative dialogue writing and characterisation will be our foci for this wordless piece.  **Instructions** – learning the features of instructions using the imperative form of verbs. | | | **How do Dogs Really Work?** – A fictitious explanation text which incorporates luscious illustrated diagrams, this book is inspirational for children when creating their own explanation texts.  **Winter’s Child** | **Brochure** – Persuasive writing to persuade people to visit the Grand Western Canal  **Herb the Vegetarian Dragon** – A beautifully illustrated book where, Herb has to solve a dilemma. A classic story structure with the opportunity for development of dialogue.  (This may be subject to change) | **Escape from Pompeii** – Drawing links between our studies of the Romans this term and our (intended) look at volcanoes and earthquakes this term.  **Poetry** – Based on Paint me a Poem by Grace Nichols. Poetry inspired by specific art pieces. Use of noun and adverbial phrases, imagery and usual language in unusual combinations |
| **Maths** | **Maths No Problem –** Numbers to 10000 | **Maths No Problem –** Addition and Subtraction to 10000 and Multiplication and Division | | **Maths No Problem –** Multiplication and Division | | | **Maths No Problem –** Further Multiplication and Division  Graphs | **Maths No Problem –** Fractions, Decimals, Measurement & Geometry | **Maths No Problem –** Fractions, Decimals, Measurement & Geometry |
| **Science** | **States of matter-** Looking at the 3 different states of matter and transitions between them. Learning about the basic molecular structure of these states. | **Animals including humans-** Learning about healthy teeth  **Sound –** Children will learn about how sounds are created and maintained and their behaviour in different mediums. Experiments will be conducted into pitch. | | **Electricity –** Children will learn about the dangers of electricity, common circuit components and how they work within a DC circuit and will investigate the behaviour of these components. | | | **Animals including humans-** digestive system | **Animals including humans-** food chains identify the different types of teeth in humans and their simple functions  construct and interpret a variety of food chains, identifying producers, predators and prey. | **Habitats and classification** – we will look at different organisms from around the plant and animal kingdoms. We will study their habitats and look at how they organisms are adapted to them. |
| **ICT** | **Switched On Computing** We are software developers- Programming simple educational games using Pyonkee, a variant of Scratch by MIT. |  | | **Switched On Computing** – we are toy designers Programming simple interactive toys that operate on a computer and are controllable. | | | **Switched On Computing-** we are musicians | **Switched On Computing –** we are meteorologists |  |
| **PE** | **Swimming** – The development of strokes and endurance. Understanding of water safety.  **Gymnastics** – Children will create, practice and improve on sequences of movements that practice poise, dynamics and flexibility.  **Invasion games-** we will practise skills of throwing and catching, working as a team, invading an opponent’s space.  **Outdoor Adventurous Activity**- OAA will be covered through our Forest Schools work. Activities will include team building activities, orienteering and map work. | | | **Invasion games –** Tag Rugby will be the focus game. Children will learn associated skills and tactics as well as practicing them within small game and full game sessions.  **Dance** – An interpretive dance based on movements common to the Stone Age and music by Wagner (Ride of Valkyries).  **Gymnastics** – Children will create, practice and improve on sequences of movements that practice poise, dynamics and flexibility.  **Outdoor Adventurous Activity**- OAA will be covered through our Forest Schools work. Activities will include team building activities, orienteering and map work. | | | | **Athletics** - working on the traditional athletics / Sports Day events of sprinting, longer distance running, high and low jumps, and throwing challenges.  **Striking and Fielding** – developing our understanding of strategy in fielding and tactics in batting as well as throwing and catching.  **Net & Wall Games** – teaching the basic tennis skills – hitting a ball, moving round the court.  **Outdoor Adventurous Activity**- OAA will be covered through our Forest Schools work. Activities will include team building activities, orienteering and map work. | |
| **History** | **Britain from the Stone age to the Iron age** – Looking at all aspects of life for peoples of the Stone Age to the Iron Age in Britain. Skara Brae, Kents Cavern and the change from hunting and gathering to farming. | | | **Romans –** Children will learn to place Roman civilisation on a time line and relate it to previous learning. We will look at the Roman invasion of the British Isles and the impact it had. | | | |  | |
| **Geography** |  | |  |  | | | | **Rivers and the water cycle** – We will learn how the water cycle is a series of reversible and irreversible changes that moves water around the planet while not losing any. We will look at rivers’ makeup, locations and forms and what causes these variations.  (if time) Volcanoes and Earthquakes – Types of volcanoes, basic understanding of plate tectonics, how volcanoes and earthquakes are caused | |
| **Music** |  | Learning about the science of sound through music | |  | | Music- exploring composers and composing own music | |  | Music- performing compositions |
| **RE** |  | **Pilgrimage and sacred places. Christianity (Lourdes)** – Learning about where and why people make pilgrimages. | |  | |  | |  | **Pilgrimage and sacred places.** Islam – we will visit a local mosque and compare pilgrimages made by Muslims with those made by other religions. |
| **PSHE** | **New Beginnings-** Starting a new year in a new class. How to adapt to change and become comfortable in a new environment.  **Safety Education-** Keeping ourselves safe in different environments.  **Water safety** | | **Getting on and Falling out-** Working on relationships with others and how we can improve them over time.  **Anti-bullying education-** How to recognise bullying and deal with it appropriately, in and out of school. | Going for Goals - recognise their self-worth and face challenges positively .and Recognise the effect of their actions on others. | Good to be me- to talk and write about their opinions. Reflect on current issues and be aware of different relationships. | | | Relationships, Sex and relationship educational | Changes, personal; social and health education |
| **Art/DT** | Design and make a stone age huts in the school grounds  pot making  Other opportunities throughout Topic and other lessons. | | | Designing and creating roman mosaics  Art residential at Pixie’s holt  Art and D/T will be taught as part of Topic sessions.  Skills and techniques will be a focus. Children will also be encouraged to develop their own creative ideas. | | | | Drawing, painting, 3D construction,  Collage  D/T- make and evaluate river models.  Healthy eating cookery | |
| **French** | Jolie Ronde | | Jolie Ronde | Jolie Ronde | Jolie Ronde | | | Jolie Ronde | |
| **Performance opportunities** | Opportunities for performance occur in English through drama and hot seating. | | Opportunities for performance occur in English through drama and hot seating.  Children will have the opportunity to speak and perform in a class assembly. | Opportunities for performance occur in English through drama and hot seating.  Roman demonstration to the rest of the school. |  | | | Opportunities for performance occur in English through drama and hot seating. | |
| **Other – including our focus on British Values** | Democracy- voting our school councillors.  British Values- Celebrating our Queen being the longest reigning British monarch  Heathcoat Rocket Challenge  Rocket day – parents visit to help to construct rockets.  BLP will be taught across the year | | Christmas events  Christmas Fayre  Carol Service | Egg day- parents will join children in egg rolling activities | | | |  | |
| **Trips** | Kents Cavern  Theatre Alibi | |  | Roman workshop | Pixie’s holt residential | | | Canal and river walks | |