



## YEAR 4 Curriculum Skills and Theme Map 2017-18

| TERM           | AUTUMN  |   | SPRING  |  | SUMMER  |  |
|----------------|---|---|---|--|---|--|
| <b>English</b> | <b>Text: 'Son of Rebellion' Sally Hargreaves</b>  |   | <b>Text: 'Gangsta Granny' David Walliams</b>  |  | <b>Text: 'The Witches' Roald Dahl</b>   |  |
|                | <p><b>Spoken Language</b><br/>Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear<br/>Perform poems from memory</p> <p><b>Reading</b><br/><b>Word Reading:</b><br/>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p><b>Comprehension:</b><br/>Know which books to select for specific purposes<br/>Retrieve and record information from non-fiction</p> <p><b>Writing</b><br/><b>Composition:</b><br/>Diaries<br/>Paragraphing<br/>Non chronological reports</p> <p><b>Transcription:</b><br/>Root words, rules for adding suffixes and prefixes (-ation, ous, ion, ian)</p> | <p><b>Spoken Language</b><br/>Show understanding of the main points and significant details in a discussion<br/>Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required<br/>Perform poetry from memory</p> <p><b>Reading</b><br/><b>Word Reading:</b><br/>Attempt pronunciation of unfamiliar words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p><b>Comprehension:</b><br/>Use dictionaries to check the meaning of unfamiliar words<br/>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p><b>Writing</b><br/><b>Composition:</b><br/>Organisation of texts<br/>Dialogue through</p> | <p><b>Spoken Language</b><br/>Ask questions to clarify or develop understanding<br/>Show understanding of how and why language choices vary in different contexts<br/>Perform poetry from memory</p> <p><b>Reading</b><br/><b>Word Reading:</b><br/>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p><b>Comprehension:</b><br/>Explain the meaning of words in context<br/>Explain why text types are organised in a certain way<br/>Make connections with prior knowledge and experience</p> <p><b>Writing</b><br/><b>Composition:</b><br/>Narrative - clear structure, settings, character, plot<br/>Leaflet<br/>Explanations</p> <p><b>Transcription:</b><br/>Homophones and near</p> | <p><b>Spoken Language</b><br/>Vary the use and choice of vocabulary dependent on the audience and purpose<br/>Present writing to an audience<br/>Perform poetry from memory</p> <p><b>Reading</b><br/><b>Word Reading:</b><br/>Attempt pronunciation of unfamiliar words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p><b>Comprehension:</b><br/>Infer meanings and begin to justify them with evidence from the text<br/>Predict what might happen from details stated and deduced information</p> <p><b>Writing</b><br/><b>Composition:</b><br/>Explanations<br/>Clauses with a wider range of conjunctions<br/>Poetry - variety of forms - performance</p> <p><b>Transcription:</b><br/>Use of dictionaries and</p> | <p><b>Spoken Language</b><br/>Justify answers with evidence<br/>Increasingly adapt what is said to meet the needs of the audience/listener<br/>Develop a group presentation that reports recent learning to the class<br/>Perform poetry from memory</p> <p><b>Reading</b><br/><b>Word Reading:</b><br/>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p><b>Comprehension:</b><br/>Begin to understand simple themes in books<br/>Identify how the writer has used precise word choices for effect to impact on the reader</p> <p><b>Writing</b><br/><b>Composition:</b><br/>Explanations<br/>Playscripts<br/>Narrative - Quest story</p> <p><b>Transcription:</b><br/>Use appropriate nouns and pronouns to support</p> | <p><b>Spoken Language</b><br/>Understand when the context requires the use of Standard English<br/>Prepare and deliver a talk to the class on an aspect of learning<br/>Show understanding of the main points and significant details in a discussion and introduce new ideas<br/>Perform poetry from memory</p> <p><b>Reading</b><br/><b>Word Reading:</b><br/>Attempt pronunciation of unfamiliar words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p><b>Comprehension:</b><br/>Begin to build on others' ideas and opinions about a text in discussion<br/>Know and recognise some of the literary conventions in text types covered</p> <p><b>Writing</b><br/><b>Composition:</b><br/>Non chronological report<br/>Letters</p> |



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|  | <p>Orally rehearse structured sentences or sequences of sentences</p> <p><b>Handwriting:</b><br/>Check correct letter and number formation</p> <p><b>Spelling</b><br/>Spell half the words on the Y3/4 word list. Revisit suffix 'tion' and 'sion'.</p> <p><b>SPaG</b><br/>Revisit Year 3 expectations. See National Curriculum 2014 English Appendix 2. Paragraphing to organise ideas around a theme.</p> | <p>narrative writing</p> <p><b>Transcription:</b><br/>Commonly misspelt words<br/>Prefixes and suffixes<br/>Use of fronted adverbials and use of comma</p> <p><b>Handwriting:</b><br/>Start all letters on the line, capital letters not joined, sizes correct</p> <p><b>Spelling</b><br/>Spell half the words on the Y3/4 word list. Introduce suffix 'ation'. Introduce words with the 's' sound spelt sc (Latin root).</p> <p><b>SPaG</b><br/>Plural/possessive apostrophe use. Noun phrases. Inverted commas. Fronted adverbials. Pronoun use to avoid repetition. Determiners.</p> | <p>homophones<br/>Plurals<br/>Prefixes and suffixes</p> <p><b>Handwriting:</b><br/>Down strokes are parallel and equidistant, with lines of writing spaced sufficiently so that ascenders and descenders do not touch</p> <p><b>Spelling</b><br/>Spell most of the words on the Y3/4 word list. Introduce suffix 'sure' and 'ture'.</p> <p><b>SPaG</b><br/>Revisit term 1 to embed. Verb inflections (we were/ we was, I did/ I done).</p> | <p>thesaurus (use first 2 or 3 letters of a word)<br/>Topic sentences to open paragraphs<br/>Possessive apostrophe<br/>Use a range of sentences with more than one clause</p> <p><b>Handwriting:</b><br/>All writing is joined in every book<br/>Speed and fluency is improving</p> <p><b>Spelling</b><br/>Spell most of the words on the Y3/4 word list. Introduce words with the hard 'c' sound spelt 'ch'.</p> <p><b>SPaG</b><br/>Revisit term 1 to embed. Verb inflections (we were/ we was, I did/ I done).</p> | <p>cohesion and avoid repetition<br/>Possessive apostrophe<br/>Topic sentences to open paragraphs</p> <p><b>Handwriting:</b><br/>All writing is joined in every book<br/>Speed and fluency is improving</p> <p><b>Spelling</b><br/>To spell all words on the Y3/4 word list. The 'I' sound spelt y other than at the end of a word (Egypt, myth, pyramid).</p> <p><b>SPaG</b><br/>Inverted commas and other punctuation to indicate direct speech</p> | <p>Narrative - Quest story</p> <p><b>Transcription:</b><br/>Use other punctuation in direct speech, including comma after the reporting clause. Application of all work covered this year</p> <p><b>Handwriting:</b><br/>All writing is joined in every book<br/>Speed and fluency is improving</p> <p><b>Spelling</b><br/>To spell all words on the Y3/4 word list. Introduce words with soft 'sh' sound spelt 'ch'. Words ending in 'gue' or 'que'</p> <p><b>SPaG</b><br/>Revision of year's work, applying it accurately to their own writing</p> |
| <b>Maths</b>   | <b>Schofield and Sims Mental Arithmetic</b>   |   |  |  |   |  |
| <p><b>Number and place value</b><br/>Read Roman numerals up to 100.<br/>Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using &lt; and &gt; and place on a number line.</p> <p><b>Four rules:</b></p> | <p><b>Number and place value</b><br/>Look at place value in decimals and the relationship between tenths and decimals; round 4-digit numbers to the nearest: 10, 100 and 1000.</p> <p><b>Four rules:</b><br/><b>Addition and</b></p>  | <p><b>Number and place value</b><br/>Place 4-digit numbers on landmarked lines; 0-10 000 and 1000-2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count</p>   | <p><b>Number and place value</b><br/>Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimals numbers to the nearest whole number; understand</p>  | <p><b>Number and place value</b><br/>Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read,</p>   | <p><b>Number and place value</b><br/><b>Four rules:</b><br/><b>Addition and Subtraction</b><br/>Add two 2-digit numbers or a 2-digit number to a 3- or 4-digit number mentally; subtract 2-, 3- and 4-digit numbers using counting up; Solve</p>  |  |



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|  | <p><b>Addition and Subtraction</b><br/>Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers; Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column).</p> <p><b>Multiplication</b><br/>Learn <math>\times</math> and <math>\div</math> facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method).</p> <p><b>Fractions</b><br/>Find fractions of amounts.</p> <p><b>Measurement</b><br/>Tell and write the time to the minute on analogue and digital clocks; calculate time</p> | <p><b>Subtraction</b><br/>Practise written and mental addition methods; use vertical addition to investigate patterns; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use.</p> <p><b>Multiplication and Division</b><br/>Double 3-digit numbers and halve even 3-digit numbers; add two 4-digit numbers; Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder.</p> <p><b>Fractions</b><br/>Revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form).</p> <p><b>Measurement</b><br/>Convert multiples of 100 g into kilograms;</p> | <p>on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; use Frog to find complements to multiples of 1000.</p> <p><b>Four rules:</b><br/><b>Addition and Subtraction</b><br/>add and subtract multiples of 10 and 100 to/from 4-digit numbers; Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one 'exchange'); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one 'carry').</p> <p><b>Multiplication and Division</b><br/>Learn the <math>7\times</math> table and 'tricky' facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; use mental multiplication and division strategies; understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place</p> | <p>place value in 4-digit numbers; partition 4-digit numbers.</p> <p><b>Four rules:</b><br/><b>Addition and Subtraction</b><br/>Add four digit numbers using written method with answers greater than 10 000; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction); solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog); Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-</p> | <p>use and compare negative numbers in the context of temperature; read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2- place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number; use rounding to estimate answers; recognise and read Roman numerals to 100; begin to know the history of our number system including 0; understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths.</p> <p><b>Four rules:</b><br/><b>Addition and Subtraction</b><br/>Add and subtract 0.1 and 0.01 and say a number one-tenth (0.1) or one-hundredth (0.01) more or less than a given number.</p> <p><b>Multiplication and</b></p> | <p>written addition of two 4-digit numbers; solve 4-digit minus 4-digit and 4-digit minus 3-digit subtractions using written column method (decomposition) and check subtraction with addition; solve word problems choosing an appropriate method.</p> <p><b>Multiplication and Division</b><br/>Derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies; Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply 2-digit numbers by numbers between 10 and 20 using the grid method; begin to use the</p> |
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|  | <p>intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation.</p> | <p>convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities.<br/> <b>Statistics</b><br/>           Draw bar charts, record and interpret information.</p> | <p>value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers.<br/> <b>Fractions</b><br/>           Find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters).<br/> <b>Measurement</b><br/>           Solve simple money problems with decimals to two decimal places; use Frog to find change from £10, £20 and £50.<br/> <b>Geometry</b><br/>           Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw</p> | <p>digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems.<br/> <b>Multiplication and Division</b><br/>           Divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten.<br/> <b>Measurement</b><br/>           Add amounts of money using written methods and mentally using place value and number facts; Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the</p> | <p><b>Division</b><br/>           Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; learn 11 and 12× tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division 'undoes' multiplication and vice versa; divide above the tables facts using multiples of 10.<br/> <b>Fractions</b><br/>           Revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents.<br/> <b>Measurement</b></p> | <p>grid method to multiply pairs of 2-digit numbers; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 20 and 50, with and without remainders.<br/> <b>Fractions</b><br/>           Find non-unit fraction of amounts; add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places).<br/> <b>Measurement</b><br/>           Add amounts of money (pounds and pence) using column addition;<br/> <b>Geometry</b><br/>           Use coordinates to draw polygons; find the coordinates of shapes after translation;<br/> <b>Statistics</b><br/>           Draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning.</p> |
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|                               |   |  | the other half of symmetrical shapes. | perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters. | Calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting.<br><b>Geometry</b><br>Recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes. |
| <b>SCIENCE</b>                | <p><b>Sound As Vibrations</b><br/>How do we hear?</p> <p><b>Electricity</b><br/>What does a circuit need?<br/>What makes a good conductor?</p>  | <p><b>Changes Of State</b><br/>What happens in evaporation and condensation?</p> <p><b>Water Cycle</b><br/>Why does it rain?</p> |                                       |  | <p><b>Digestive System And Teeth</b><br/>How does our body digest food?<br/>Teeth, diet and food chains.</p> <p><b>Classifying Living Things And Their Habitats. Trip - Flatts Lane or Guisborough Woods.</b><br/>What do different animals need?<br/>How do we classify animals?</p>   |
| <b>Working Scientifically</b> | <p>During the year the children will carry out various experiments and investigations. While working scientifically the children will;</p> <ul style="list-style-type: none"> <li>• Set up simple practical enquiries, including a fair test.</li> <li>• Make systematic and careful observations and take accurate measurements using standard units and a range of equipment.</li> <li>• Gather, record, classify and present data in a variety of ways to help answer questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>• Report on findings from an enquiry, including verbal and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</li> <li>• Identify differences, similarities or changes to simple scientific ideas and processes.</li> <li>• Use scientific evidence to answer questions or support findings.</li> </ul> |  |                                       |  |   |



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| <p><b>HISTORY</b></p>   | <p><b>The Roman Empire And Its Impact On Britain</b><br/> <b>Trip - Arbeia Roman Fort</b><br/>         What happened when the Romans invaded?<br/>         How did life change in Britain?<br/>         What legacy did the Romans leave behind?</p>  |  | <p><b>Ancient Egypt</b><br/> <b>Trip - Oriental Museum, Durham</b><br/>         What were the achievements of this ancient civilization?<br/>         When was this period in History?<br/>         What can we learn from artefacts from the past?</p> |
| <p><b>GEOGRAPHY</b></p> | <p><b>Class name based work - Greece, Italy, Sweden</b><br/>         Maps, flags, traditions, human and physical geographical features.<br/> <b>Somewhere to Settle</b><br/>         What Did Early Settlers Need?<br/>         How Is Land Used in Settlements?<br/> <b>What is it like in Whitby?</b><br/>         How does it compare to where I live?</p> | <p><b>Marvellous Maps</b><br/>         Using Atlases; Symbols; Compass Points; Grid References; Planning a Route.<br/> <b>Exploring Eastern Europe</b><br/>         Comparing Landscapes, Places and Climates.</p> |   |
| <p><b>ART</b></p>       | <p><b>Mark Making</b> - working in black and white linked to handwriting.<br/> <b>Key Artist: Rosina Wachmeister</b> - including mosaics linked to Romans<br/> <b>Christmas crafts</b> - batik</p>  | <p><b>Colour And Tone</b><br/> <b>Key Artists: James Rizzi, Frederick Hundertwasser</b><br/>         - Colour mixing</p>   | <p><b>Sculpture</b><br/> <b>Ancient Egyptian crafts</b> - clay canopic jars and scarab beetles</p>  |
| <p><b>DT</b></p>        | <p><b>Food Technology</b> - cupcakes and biscuits linked to Macmillan Coffee Morning<br/><br/> <b>Using electrical circuits</b> - create a Christmas decoration/card<br/><br/> <b>Christmas crafts</b></p>  | <p><b>Structures</b> - how can you cross a river/make a tall building?</p>   | <p><b>Mechanical Systems</b><br/>         How did the Ancient Egyptians take water from the Nile?<br/> <b>Food Technology</b><br/>         What should we eat to be healthy?<br/>         What would make a meal nutritious?</p>                        |
| <p><b>MUSIC</b></p>     | <p><b>Recorders</b><br/> <b>Learn and Perform</b> - Boudicca Bop &amp; Just Like A Roman song<br/> <b>Music Express</b></p>   | <p><b>Recorders</b><br/> <b>Music from Around the World</b><br/>         How does music from around the world differ?<br/> <b>Samba Drumming</b><br/> <b>Specialist teacher - Tees Valley Music</b></p>            | <p><b>Recorders</b><br/> <b>Learn and Perform</b> - Amazing Egyptians<br/> <b>Composition</b><br/>         How can we create our own songs and accompaniments?<br/> <b>Music Express</b></p>  |



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| <p><b>COMPUTING</b></p>                   | <p><b>E-Safety - on going</b><br/> <b>We are programmers</b><br/>         How can we use Scratch to create our own animation? - linked to Romans<br/> <b>We are animators</b><br/>         Including history of animation</p>  | <p><b>E-Safety - on going</b><br/> <b>We Are Musicians - Garageband</b><br/>         How can we use computers to create music?<br/> <b>Photo Stories</b></p>   | <p><b>E-Safety - on going</b><br/> <b>Internet Research and communication</b><br/>         How does word order affect results of searches?<br/> <b>Using and Applying</b></p>  |
| <p><b>PE</b></p>                          | <p><b>Indoor</b><br/>         Gymnastics, Dance and Swimming<br/> <b>Outdoor</b><br/>         Invasion Games<br/>         Tag rugby, hockey and netball</p>  | <p><b>Indoor</b><br/>         Gymnastics, Dance and Swimming<br/> <b>Outdoor</b><br/>         Invasion Games<br/>         Football<br/>         Net and Wall Games<br/>         Tennis</p>   | <p><b>Indoor</b><br/>         Gymnastics, Dance and Swimming<br/> <b>Outdoor</b><br/>         Striking and Fielding<br/>         Kwik cricket and Tri-golf<br/>         Athletics<br/>         Outdoor And Adventurous Activities</p>  |
| <p><b>RE</b></p>                          | <p><b>Festivals</b><br/> <b>Trip - Mandir (Diwali link)</b></p>  | <p><b>Beliefs And Practices</b><br/>         Places Of Worship - synagogue<br/>         Easter</p>   | <p><b>Sacred Texts</b><br/>         Visitor - linked to the Bible work.</p>  |
| <p><b>PSHCE</b></p>                       | <p>New Beginnings<br/>         Getting On And Falling Out<br/>         Friendship Week</p>   | <p>Good To Be Me<br/>         Relationships</p>  | <p>Going For Goals</p>   |
| <p><b>LANGUAGE</b><br/> <b>French</b></p> | <p><b>Key Learning</b><br/>         All About Me<br/>         The Body<br/> <b>Content</b><br/>         Colours<br/>         Feelings<br/>         Days of the week<br/>         Adjectival agreement<br/>         Gender agreement<br/>         Plurals spelling and pronunciation.<br/>         Body parts, colours<br/>         Games<br/>         Adjective position<br/>         Adjectival agreement and gender agreement<br/>         Plurals</p> | <p><b>Key Learning</b><br/>         Animals - stories, rhymes and poems<br/>         The Body<br/> <b>Content</b><br/>         Rhyme, story and song<br/>         Zoo animals<br/>         Verb être<br/>         Quantifiers Assez, très<br/>         Adjective</p> | <p><b>Key Learning</b><br/>         Family And Pets<br/>         Grammar And Conversation<br/> <b>Content</b><br/>         Members of the family<br/>         Possessive adjectives<br/>         Ask and answer questions about family members<br/>         Know the phrases Elle s'appelle/Il s'appelle.<br/>         Revision of pets vocabulary<br/>         Verb - avoir (to have):<br/>         J'ai - I have<br/>         Je n'ai pas de - I haven't<br/>         Connectives: Et, aussi<br/>         Dictionary skills<br/>         Hobbies<br/>         Opinions phrases</p> |



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| Preparation for Life In Modern Britain          |   |  |  |
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| Knowledge and Understanding                     | Key Elements  | Curriculum areas                         | Activities   |
| Social justice and equality                     | Fairness between groups<br>Causes and effects of inequality   | RE, History                              | World War 1 Remembrance activities<br>RE - comparing different religions   |
| Diversity                                       | Contribution of different cultures, values and beliefs to our lives<br>Nature of prejudice and ways to combat it. | RE, Music, PSHCE, Geography              | RE-festivals and beliefs in Islam, Judaism and Christianity<br>News and current affairs<br>Music around the world - Samba drumming                                       |
| Globalisation and Interdependence               | Trade between countries<br>Fair trade   | PSHCE<br>Geography                       | Fair Trade Fortnight   |
| Sustainable Development                         | Relationship between people and environment<br>Awareness of finite resources<br>Our potential to change things    | Geography, RE, Science, PSHCE<br>English | Harvest activities<br>Food around the world - Class name country topic, Eastern Europe   |
| Peace and conflict                              | Causes of conflict<br>Impact of conflict<br>Strategies for tackling conflict and for conflict prevention          | English, PSHCE, History                  | Friendship Week<br>Circle time<br>PSHCE 'Say no to bullying'   |
| <b>Skills</b>                                   |   |  |  |
| Critical thinking                               | Detecting bias, opinion and stereotypes<br>Assessing different viewpoints   | Geography, PSHCE                         | Challenge stereotypes in Geography topic   |
| Ability to argue effectively                    | Finding and selecting evidence<br>Beginning to present a reasoned case  | RE, English, Geography                   | RE- festivals and beliefs in Islam, Judaism and Christianity<br>Group work - discussions   |
| Ability to challenge injustice and inequalities | Recognising and starting to challenge unfairness  | History, Geography, English, PSHCE       | News and current affairs<br>Geography - Eastern Europe<br>PSHCE 'Say no to bullying'   |
| Respect for people and things                   | Making choices and recognising the consequences of choices  | RE, PSHCE, English                       | RE- festivals and beliefs in Islam, Judaism and Christianity<br>PSHCE: 'Relationships'   |
| Co-operation and conflict resolution            | Accepting and acting on group decisions<br>Compromising   | PSHCE, English, PE                       | Friendship Week, Circle time, Team Games<br>School Council<br>Say no to bullying<br>Relationships  |
| <b>Values and Attitudes</b>                     |   |  |  |
| Sense of identity and self esteem               | Sense of importance of individual worth   | RE, PSHCE, English,                      | RE-festivals and beliefs in Islam, Judaism and Christianity<br>Good work assembly, Class Assembly<br>Circle time<br>IMPS cards system<br>Friendship Week - Good to be me |
| Empathy and sense of common humanity            | Empathy towards others locally and globally   | RE, Geography, PSHCE                     | RE festivals and beliefs in Islam, Judaism and Christianity,<br>News and current affairs,  |



## YEAR 4 Curriculum Skills and Theme Map 2017-18

|   |   |  |  |
|---|---|--|--|
|   |   |  | Red Nose Day<br>Macmillan Coffee Morning<br>Geography topic comparing Europe and the Americas  |
| Commitment to social justice and equality                         | Growing interest in world events<br>Sense of justice                        | Citizenship -<br>News, PSHCE,<br>English | School Council elections   |
| Valuing and respecting diversity                                  | Growing respect for difference and diversity                                | RE, English,<br>Geography,<br>PSHCE      | RE - festivals and beliefs in Islam, Judaism and Christianity<br>Geography topic comparing Europe and the Americas   |
| Concern for environment and commitment to sustainable development | Sense of responsibility for the environment and the use of resources        | Geography,<br>Science,<br>English        | Gardening projects<br>School Eco team<br>School Council<br>Recycling   |
| Belief that people can make a difference                          | Belief that things can be better and that individuals can make a difference | RE, PSHCE,<br>Geography,<br>Science      | RE- festivals and beliefs in Islam, Judaism and Christianity<br>Harvest activities<br>Red Nose Day<br>Children in Need<br>Macmillan Coffee Morning<br>Christmas boxes with the Rotary Club<br>Good Work Assembly |