

Warden Hill Primary School Curriculum Mapping 2015-2016

Year Group: Four

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
Topic Name	Rotten Romans		Across the Pond		Anglo Saxons													
Assemblies	Theme: Our favourite books		Class Assembly on North America		Class assembly on Science topic: Electricity													
Literacy	Stories: Focus on Character Horrid Henry Image Poems	Explanation Why do we have to care for our teeth? Stories with Historical Settings Talk for Writing Roman Mysteries	Recounts: newspapers and magazines Talk for Writing Poetry - Exploring form	Stories set in imaginary worlds Fantastic Mr Fox Plays- Talk for writing	Stories which raise issues/dilemmas Persuasive texts	Stories from other cultures Short stories from around the world Information texts												
SPaG	Fortnightly specific grammar lessons to cover year 4 objectives Weekly guided reading task to consolidate grammar taught in above lessons Use of Rising Stars 'Skills Builder' and Assessments for grammar and spelling Weekly spelling lists to be handed out for children to learn and be tested on																	
SPaG	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="2" style="text-align: left;">Year 4: Detail of content to be introduced (statutory requirement)</th> </tr> </thead> <tbody> <tr> <td style="width: 15%;">Word</td> <td>The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</td> </tr> <tr> <td>Sentence</td> <td>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</td> </tr> <tr> <td>Text</td> <td>Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</td> </tr> <tr> <td>Punctuation</td> <td>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials</td> </tr> <tr> <td>Terminology for pupils</td> <td>determiner pronoun, possessive pronoun adverbial</td> </tr> </tbody> </table>						Year 4: Detail of content to be introduced (statutory requirement)		Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials	Terminology for pupils	determiner pronoun, possessive pronoun adverbial
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Literacy & SPAG SMSC	We will be looking at various text types involving morals and weigh up the pros and cons of these situations as a class. One of our literacy units is 'Stories which raise moral dilemmas' in which we will discuss the issues surrounding these moral and physical dilemmas. (Q: What would you do? How would you resolve that situation?) Another of our units is 'Stories from other Cultures' in which we will discuss different aspects of a variety of cultures from around the world. We will look at texts from a range of time periods, digesting and understanding archaic language and how this links to our past. When looking at text types we will discuss where we would find these in society (in libraries/online etc.). We share work aloud and children practise speaking confidently & also listening carefully and respectfully. Sharing views and opinions using evidence to support.																	

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Guided Reading	Daily Guided Reading Two weeks spent on each AF (2 - 7) Main focus for term: AF2/3 Follow Reading Explorers Scheme	Daily Guided Reading Two weeks spent on each AF (2 - 7) Main focus for term: AF4 Follow Reading Explorers Scheme	Daily Guided Reading Two weeks spent on each AF (2 - 7) Main focus for term: AF5/6 Follow Reading Explorers Scheme	Daily Guided Reading Two weeks spent on each AF (2 - 7) Main focus for term: AF7 Follow Reading Explorers Scheme	Daily Guided Reading Two weeks spent on each AF (2 - 7) Main focus for term: AF2/3 Follow Reading Explorers Scheme	Daily Guided Reading Two weeks spent on each AF (2 - 7) Main focus for term: AF5/6 Follow Reading Explorers Scheme
Guided Reading SMSC	Looking at different text types about different people & cultures. Children will have the opportunity of discussing people from socio-economic groups and relating this to modern society. In non-fiction books the wider world and the differences & similarities between themselves and us. Learning to base personal opinions on evidence and fact and also learning how to share their opinion respectfully and constructively. (Q: Why do you think that? How do you know? How does that relate to...?)					
Numeracy	Number and place value Addition and subtraction Multiplication and division Fractions Measurement Geometry Statistics Resources: New National Framework, Maths on Target Y3 and 4, Rapid Maths, Big Maths Beat That, Heinneman Spotlight, Securing a Level 3/4, Talk It Solve It, GlosMaths Toolkit (resources and planning overviews for blocks and units where appropriate), Hamilton plans and resources.					
Numeracy SMSC	Children use perseverance, determination & teamwork to solve problems creatively. How logical reasoning can be applied to a wide range of issues outside of numeracy and expanded into modern society. Understanding how other cultures have impacted on our number system/way of calculating (e.g. using Roman Numerals). Pupils communicate with each other effectively in group and paired work, sharing ideas and opinions respectfully and learning to cooperate.					
Science	Sound	Animals including humans	Living things in their habitats	States of Matter	Electricity	
Science SMSC	Learning to investigate something objectively and dispassionately - what do I want to know? How can I find out? Learning about wildlife & different habitats, how can I be sympathetic to these habitats?					
ICT	'We are musicians' (Producing digital music) Creativity	'We are software developers' (Developing a simple educational game) Programming	'We are meteorologists' (Presenting the weather) Productivity	'We are HTML editors' (Editing and writing HTML) Computer networks	'We are co- authors' (Producing a wiki) Communication/ Collaboration	'We are toy designers' (Prototyping an interactive toy) Computational thinking
IT SMSC	Learning about new technology, how to stay safe in the modern world/use social media platforms safely. How to communicate via computers effectively and appropriately, understanding that the internet is a global community in which we can communicate across the world. Using internet research to investigate other cultures/societies both contemporary and ancient. Learning to share views and opinions constructively through blogging. Being able to share views and opinions with each other responsibly and accepting that people do not always agree.					
RE	Harvest Peter	Festival of light	Islam	Islam	How do religious families practise their faith and how does it influence their lives?	How do religious families practise their faith and how does it influence their lives?
RE SMSC	Investigating and learning about other people's beliefs and cultures. How these relate to modern day British values.					

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History	Romans				Anglo Saxon settlement Cheltenham through the ages (themed week with whole of KS2)	
Geography			Key physical and human features of North America Map work/skills		UK regional study (non-local) Map work/skills	
Topic SMSC	Learning about modern & ancient cultures and societies. How have they impacted on modern British life? Looking at local history and how our own school community has developed over our 50 year existence. Comparing different regions and sections of countries and how they relate to each other and then to ourselves. Presenting information in front of the rest of the class and also in whole school assemblies - children will all be included in these assemblies and speaking/acting parts rotated to ensure everyone has a chance to act and speak. Taking part in school trip to the Corinium Museum to find out what Roman life was like, what hobbies/professions/social roles were there? How does this relate to our own lives now?					
DT	Sewing: Roman purses		Pop up mechanisms (Pop-up books)		Circuit game	
Art	Roman shields Roman mosaics Roman cuffs and bangles		Art inspired by a study of North America: Dream catchers Work based on Andy Warhol American city skyline		Comparing artists from different countries using a range of materials	
Art & DT SMSC	Learning about art & design respective to different cultures & societies (Q: How did they make it? What materials did they have? Why is this? Why did they need longboats? How can I make this better?). Learning to persevere and use constructive feedback to improve designs/creations. Learning to be creative & finding personal style.					
Music	Unit 4a: Dragon scales (Exploring pentatonic scales)	Unit 4a: Dragon scales (Exploring pentatonic scales)	Unit 4B Painting with sound (Exploring sound colours)	Unit 4B Painting with sound (Exploring sound colours)	Unit 4C Salt pepper, vinegar, mustard (Exploring singing games)	Unit 4C Salt pepper, vinegar, mustard (Exploring singing games)
Music SMSC	Learning songs from different cultures & learning how these were shared within their respective societies.					
Games	Hockey	Rugby	Netball	Football	Cricket	Tennis
PE	Dance	Gymnastics	Swimming		Rounders	Athletics
PE SMSC	Working as a team, taking different roles within a group and working together to achieve a shared goal. Learning about how to keep active/fit and be a healthy member of society (1 mile Cheltenham half marathon/Park runs/Sports clubs/Inter House competitions/Inter School/Regional competitions). How to compete respectfully and abide by a set of rules successfully. Pupils volunteer for clubs and show a willingness to participate in school events.					

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PSHE	Myself and My Relationships: My Emotions	Myself and My Relationships: Managing Risk and Change	Healthy and Safer Lifestyles: World of Drugs 1	Healthy and Safer Lifestyles: World of Drugs 2	Healthy and Safer Lifestyles: Keeping Safe 1	Healthy and Safer Lifestyles: Keeping Safe 2
PSHE SMSC	How to communicate, solve conflict, be respectful, solve problems as a group, building good relationships with peers and family. My emotions/development, how to stay safe these changes positively and sensitively, how can I be a healthy and productive member of my community - promote these values and home and with relatives.					
French	Family	Family	Animals	Animals	Sport	Sport
French SMSC	Communication effectively with children from other countries, learning another language that we can use late in life, learning about another country's beliefs and culture, looking at similarities and differences between ourselves and French people.					
General SMSC	<p>In all subjects and Assemblies: Pupils' spiritual development in this lesson will involve the growth of their sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. Sustain their self-esteem in the learning experience.</p> <p>Through School council and House Captain Elections we encourage children to promote their social development by encouraging an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will have opportunities to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Display a sense of belonging and an increasing willingness to participate <input type="checkbox"/> Make an active contribution to the democratic process in each of their communities <input type="checkbox"/> Begin to understand the place they have within society and the role they need to play <p>Through Inter-house and competitions with other schools we encourage children to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gain the confidence to cope with setbacks and learn from mistakes <p>Take initiative and act responsibly with consideration for others</p>					