

Warden Hill Primary School Curriculum Mapping 2017-18
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	<p>Stories: Focus on Characters Story Starts Horrid Henry</p> <p>Image Poems</p>	<p>Stories The Lit Shed The Thinking Shed: The Present Diary Extract</p> <p>Information Texts linked to Romans</p>	<p>Recounts: newspapers and magazines</p> <p>Poetry - Exploring form</p>	<p>Stories set in imaginary worlds Fantastic Mr Fox</p>	<p>Stories which raise issues/dilemmas The Tunnel</p> <p>Persuasive texts</p>	<p>Stories from other cultures The Catch</p>
SPaG	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 4 Revision of word classes eg nouns, verbs etc Noun phrases Adverbs and adverbial phrases Possessive pronouns Conjunctions</p>	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 4 Subordinate clauses Revision of paragraphing Verbs and different tenses Commas, exclamation marks and question marks</p>	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 4 Revision of inverted commas Apostrophes for contraction and possessions</p>	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 4 Singular and plural nouns Comparative adjectives and adverbs</p>	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 4 Using a dictionary Using a thesaurus Headings and sub-headings</p>	<p>CGP Key Stage 2 English, SPAG Rising Stars SPAG Progress Tests Year 4 Apostrophes for plural possession Its and it's Punctuating speech accurately</p>
Literacy & SPAG SMSC	<p>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.</p>					
Guided Reading	Daily Guided Reading Follow Reading Explorers Scheme	Daily Guided Reading Follow Reading Explorers Scheme	Daily Guided Reading Follow Reading Explorers Scheme	Daily Guided Reading Follow Reading Explorers Scheme	Daily Guided Reading Follow Reading Explorers Scheme	Daily Guided Reading Follow Reading Explorers Scheme
Guided Reading SMSC	<p>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...?)</p>					

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Numeracy (using teaching for mastery overview)	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division Measurement: Area	Fractions Time	Decimals Measurement: Money	Measures: Perimeter and Length Geometry: Angles Geometry: Shape and Symmetry Geometry: Position and Direction	Statistics Measurement: Area and Perimeter
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	Electricity	Animals including humans	Living things in their habitats	States of Matter	
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?					
Computing	'We are musicians' (Producing digital music) Creativity	'We are software developers' (Developing an educational game using Scratch)	'We are co- authors' (Producing a wiki) Communication/ Collaboration	'We are HTML editors' (Editing and writing HTML) Computer networks	We are meteorologists' (Presenting the weather) Productivity	'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	What is the 'Trinity' and why is it important to Christians?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of the Pentecost?	How and why do people mark the significant events of life?
RE SMSC	Investigating and learning about other people's beliefs and cultures. How these relate to modern day British values.					
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?					

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DT	Sewing: Christmas decorations Circuit game		Pop up mechanisms (Pop-up books)		Cooking: Fajitas	
Art	Roman shields Roman mosaics Roman emperor collages		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	Music Express: Sounds- Using beatbox sounds and performing Recycling- Making own junk instruments and playing jazz	Music Express: Poetry- using voices to speak expressively and rhythmically and adding ostinato accompaniments Environment- descriptive accompaniments and how the environment has inspired composers Christmas Carol Service Practice	Music Express: Building- songs which provide different textures Around the World- melodies and syncopated rhythms	Music Express: Communication- Creating a news programme complete with theme music and school news headlines Time- Using bells and clocks to understand rhythm and syncopation	Music Express: In the past- Using a variety of notation to build a performance from different periods and styles	Music Express: Food and drink- Celebrating food in a song performance
Music SMSC	Learning songs from different cultures & learning how these were shared within their respective societies.					
Games	Rugby/Netball	Rugby/Netball	Rugby/Football	Rugby/Football	Cricket	Tennis
PE	Gymnastics	Gymnastics Badminton & Handball	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	Brain lessons - linked to growth mindset and mistakes are important etc (following 6 lessons)	Myself and My Relationships: Emotions 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 <input type="checkbox"/> Take initiative and act responsibly with consideration for others 					