

Class: 4

Spring 2017 First Half Term Curriculum Map

Topic: Food

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<b>Story Settings (3 weeks) :</b>  <i>Place the possessive apostrophe accurately in words with regular plurals: eg girls', boys' and in words with irregular plurals: eg children's</i> <i>Increase the legibility, consistency and quality of their handwriting</i> <i>organising paragraphs around a theme</i> <i>in narratives, creating settings, characters and plot</i> <i>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> <i>Uses fronted adverbials</i> <i>Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause</i> <i>Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials</i>			<b>Writing and performing a play:</b> (2 weeks)  <i>Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense</i> <i>Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials</i> <i>Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i> <i>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</i> <i>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i> <i>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar</i>		<b>Take One Book: (1 week)</b>  <i>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar</i> <i>Improve the legibility, consistency and quality of their handwriting: eg by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</i> <i>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>

<b>Spelling</b>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>-ous root word is obvious, usual rules for adding suffixes beginning with vowel letters</p> <p>Revisit spellings from previous year groups</p>	<p>tremendous, enormous, jealous</p> <p>-ous no obvious root word</p> <p>Revisit spellings from previous year groups</p>	<p>humorous, glamorous, vigorous</p> <p>-our changed to –or before –ous is added</p> <p>Revisit spellings from previous year groups</p>	<p>courageous, outrageous</p> <p>-ous final e is kept if the g sound is kept</p> <p>Revisit spellings from previous year groups</p>	<p>special, straight, strange, strength, suppose, CEW</p> <p>Revisit spellings from previous year groups</p>	<p>surprise, therefore, though/although</p> <p>Revisit spellings from previous year groups</p> <p>CEW</p>
<b>Reading</b>	<p><b>Ask questions to improve the understanding of a text</b></p>	<p><b>Retrieve and record information from non-fiction</b></p>	<p><b>Predict what might happen from details stated and implied</b></p>	<p><b>Identify main ideas drawn from more than one paragraph and summarise these</b></p>	<p><b>Identify themes and conventions</b></p>	<p><b>Identify how language, structure and presentation contribute to meaning</b></p>
<b>Big write</b>	<p><b>N/A</b></p>	<p><b><u>Descriptive Writing:</u></b> based on literacy unit of imaginary worlds</p>	<p><b><u>Explanation-</u></b>the journey of a banana</p>	<p><b><u>Play script writing:</u></b> change a fairy tale into a play script.</p>	<p><b><u>Instructions-</u></b> how to make a Cornish Pasty</p>	<p><b><u>Character description-</u></b> Charlie and the Chocolate Factory</p>

<b>Maths</b>	<b><u>Geometry</u></b>  <i>I can compare and classify a range of geometric shapes</i> <i>I can identify acute and obtuse angles</i> <i>I can compare and order angles up to 2 right angles by size</i> <i>I can identify lines of symmetry in 2-D shapes in different orientations</i> <i>I can complete a simple symmetrical figure along a specific line of symmetry</i>				<b><u>Statistics</u></b>  <i>I can interpret and present data using bar charts</i> <i>I can interpret and present data using time graphs</i>  <i>I can solve comparison problems using information presented in bar charts, pictograms, tables and other graphs</i>  <i>I can solve difference problems using information presented in bar charts, pictograms, tables and other graphs</i>				<b><u>Multiplication and Division</u></b>  <i>I can multiply together three numbers</i>  <i>I can recognise and use factor pairs in mental calculations</i>  <i>I can multiply two-digit numbers by one digit numbers</i>  <i>I can multiply three digit numbers by one digit numbers</i>  <i>I can solve multiplication and division problems</i>				<b><u>Number and Place Value</u></b>  <i>I can count backwards through zero to include negative numbers</i>  <i>I can identify, represent and estimate numbers</i>  <i>I can solve practical problems that involve place value</i>			
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<b>Big maths</b>	C	Counting in multiples of 9	C	Counting in multiples of 9	C	Reading 4d numbers	C	Counting in multiples of 25	C	Counting in multiples of 250	C	Counting in multiples of 2500	C	Counting in multiples of 1000
	L	9 x table	L	9 x table	L	9 x table	L	9 x table	L	11 x table	L	11 x table	L	11 x table
	I	Coin card	I	Doubling	I	Halving	I	÷ 10	I	÷ 10	I	X 10	I	X 10
	C	Addition	C	Subraction	C	Subraction	C	Division	C	Division	C	Multiplicatio n	C	Multiplication

<p><b>Science</b></p>	<p><b>Digestion.</b> Explain that digestion is the act of softening &amp; changing food so that the body can absorb &amp; use it for energy &amp; growth. Chn find out which human organs are involved &amp; begin a class model of the human digestive system.</p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Record findings using simple scientific language, drawings and labelled diagrams</li> <li>Report on findings including displays and presentations</li> </ul>	<p><b>Digestive system.</b> Discuss further details of the digestive system including functions of the various organs involved. Find out what happens when we eat poisonous or bad food &amp; how illnesses can be caused by poor diets. Chn finish model &amp; present facts about organs.</p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Record findings using simple scientific language, drawings and labelled diagrams</li> <li>Report on findings from enquiries</li> </ul>	<p><b>Animal diets.</b> Compare human digestive system to other animals' particularly ruminants. Chn define carnivores, herbivores &amp; omnivores &amp; investigate examples of each type of animal. They then become Zoo Keepers for the day &amp; order food for their charges.</p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Record findings using simple scientific language, drawings and labelled diagrams</li> <li>Report on findings from enquiries</li> </ul>	<p><b>Teeth.</b> Look at models of teeth or sets of teeth. Use mirrors to look at &amp; count own teeth. Compare teeth of different animals. Learn about incisors, canines, (premolars) &amp; molars. Find out what they are used for. Make a model of a human jaw with plasticine.</p> <ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Record findings using simple scientific language, labelled diagrams and bar charts</li> <li>Report on findings</li> </ul>	<p><b>Tooth decay.</b> Learn about the importance of keeping your teeth healthy &amp; watch an animation. Study tooth decay &amp; draw a careful diagram of a tooth. Start an enquiry to see which liquid does least damage to an eggshell. Start a poster about tooth care.</p> <ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions</li> </ul> <p><b>Working scientifically:</b> Set up simple practical enquiries, comparative and fair tests</p>
<p><b>Art and Design</b></p>	<p><b>Andy Warhol Art</b> Learn about great artists, designers and architects in history. Experiment with different effects and textures inc -blocking in colour, -creating washes, - layering colour, -adding texture by mixing paint with other materials and scratching paint.</p>				

<b>Computing</b>	<b>Planning topic</b> Research weather forecasting and climates across the world. How does ICT help us? <ul style="list-style-type: none"> <li>• features would a multimedia book have?</li> <li>• Appreciate how [search] results are selected and ranked</li> <li>• Use search technologies effectively</li> <li>• Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>		<b>Graphing</b> <ul style="list-style-type: none"> <li>• Have regular opportunities to enter data into a graphing package and use it to create a range of graphs, and to interpret data across all subjects</li> <li>• To compare how different graphs can be used for different purposes</li> </ul> <b>Branching Databases</b> <ul style="list-style-type: none"> <li>• search a branching database</li> <li>• create and use a branching database to organise, reorganise and analyse information</li> <li>• compare the use of graphing software, branching database and card-based database for organising and interpreting data</li> <li>• explore some real-life examples of branching databases, such as keys for animal identification</li> </ul>			
<b>Design Technology</b>	<b><u>Cooking</u></b> <i>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</i>  <i>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</i>					
<b>Geography</b>	<b>Where does food come from? (farming)</b> Human geography: including: types of settlement and land use, economic activity including trade links.	<b>Where does food come from?(bananas)</b> Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<b>Where does food come from? (chocolate)</b> Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<b>Sustainability</b> Human geography: including: types of settlement and land use, economic activity including trade links.	<b>Fairtrade</b> Human geography: including: types of settlement and land use, economic activity including trade links.	<b>Local food</b> Human geography: including: types of settlement and land use, economic activity including trade links.
<b>History</b>	n/a					
<b>Languages</b>	<b><u>Weather</u></b> recognise and respond to sound patterns and words  speak in sentences, using familiar vocabulary, phrases and basic language structures	<b><u>Days of the week and months of the year</u></b> present ideas and information orally to a range of audiences  read carefully and show understanding of words, phrases and simple writing		<b><u>French Songs</u></b> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		

<b>Music</b>	<p><b><u>Weather Sounds</u></b></p> <p>Discuss how music creates mental images and how the sounds of weather make you feel.          Play 'Tambourine talk' to express moods using instruments and vocal sounds.          To listen with increasing concentration and attention to musical details.          To recall sounds and melodies using aural memory.          To play musical instruments in solo and ensemble contexts with some control and accuracy.          To perform in solo and ensemble contexts, using their voices with some control and expression.          To listen to and appreciate a range of live and recorded music drawn from different traditions and composers.</p>		<p><b><u>In the Mood</u></b></p> <p>Discuss the mood behind each scene in the composition          Compose scenes for the class composition          Share the work so far</p> <p>To listen with increasing concentration and attention to musical details.          To improvise and compose music for a range of purposes – jingles, soundtracks etc.          To improvise and compose with increasing attention to the effects of tempo, timbre, rhythm, pitch and dynamics.          To play musical instruments in solo and ensemble contexts with some control and accuracy.</p>
<b>Physical Education</b>	<p style="text-align: center;"><b><u>Racket Sports</u></b></p> <p style="text-align: center;">develop the range of actions, body shapes and balances they include in a performance          perform skills and actions more accurately and consistently          create gymnastic sequences that meet a theme or set of conditions          use compositional devices when creating their sequences, such as changes in speed, level and direction          describe how the body reacts during different types of activity and how this affects the way they perform          describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p>		
<b>Religious Education</b>	<p><b>To explore how the Bible can be used in a variety of different ways by Christians.          To be aware that the Bible is the most widely read book in the world.</b></p> <p>Discuss which books people are reading at the moment for pleasure, and see if you can remember which your favourite books were at an earlier age, and whether you still like them. Guess what the most popular book in the entire world might be.</p>	<p><b>To explore how the Bible can be used in a variety of different ways by Christians.          To be aware that the Bible is the most widely read book in the world.</b></p> <p>Together read and discuss whichever story (stories) has emerged at the top of your story poll. Why might this be a favourite story for Christians? What example might the characters in the story be giving to Christians to follow? Or what Christian belief might be highlighted?</p>	<p><b>To explore how the Bible can be used in a variety of different ways by Christians.          To be aware that the Bible is the most widely read book in the world.</b></p> <p>Look at a globe or world map. Understand that the Bible Society aims to translate the Bible into every language of the world. Select some translations of the Lord's Prayer from the Christus Rex website and identify which countries these languages are spoken in.</p>

<b>PSHE</b>	<b>Teamwork</b> <i>To understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</i>	<b>Independence</b> <i>To take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a friendship finder, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]</i>	<b>Excellence</b> <i>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</i>  <i>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</i>	<b>Resilience</b> <i>To know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</i>  <i>To look after their money and realise that future wants and needs may be met through saving.</i>	<b>Equality</b> <i>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</i>  <i>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</i>  <i>To recognise and challenge stereotypes</i>  <i>To understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</i>	<b>Respect</b> <i>To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</i>
<b>Debating</b>	<b>Espresso news and quiz</b> <i>Use a current issue to give opinions on, discuss solutions, agree with or disagree</i>	<b>Link to literacy and newspapers-</b> debating on issues raised. <i>Use a current issue to give opinions on, discuss solutions, agree with or disagree</i>		<b>Espresso news and quiz</b> <i>Use a current issue to give opinions on, discuss solutions, agree with or disagree</i>	<b>Topic taken from national/local news, or child generated.</b> <i>To research, discuss and debate topical issues, problems and events</i>	
<b>Educational visits</b>	<b>Trip to Trevaskas farm and Fifteen</b>					