

Marine Academy Primary Year 4 Curriculum Map 2016-2017

Year 4	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Fairgrounds</p>  <p>We all know that fairground rides are designed to thrill our senses, through fear, excitement and the unexpected. How are these rides powered in a way which enables them to speed up and slow down at just the right moments, whilst staying on a track that twists upside down?</p> <p>These mysteries will be revealed as we learn more about the science behind energy, forces, sound and light.</p>	<p>Myths and Legends</p>  <p>People have been telling stories since prehistoric times, not just to entertain but as a means of passing on their history, beliefs and culture. Many of these stories we refer to as myths and legends, stories that are timeless and are as relevant today as when they were first told. By studying these myths and legends we can learn more about the people and the cultures who created them, and understand how we - today - can adapt and craft our own stories for future generations to enjoy.</p>	<p>Bake it!</p>  <p>We are going to find out about science by making bread. The processes involved in bread-making can teach us how molecules behave in different materials (solids, liquids and gases) and how these materials can be changed.</p>	<p>Climate Control</p>  <p>We all have a vital role to play in protecting and preserving our environment. As our population continues to grow, putting increased pressure on valuable resources, we – as global 'caretakers' – must act responsibly and with care to safeguard our planet for future generations.</p> <p>Explain to the children that, together, you are going to learn about climate change and the vital role that we play in looking after our environment.</p>	<p>Switched On</p>  <p>Control systems are all around us, from our mobile phones and MP3 players to computers, consoles and televisions. In fact there are so many control systems in the world, we may not even realise how much we take them for granted. However, as technology develops and control systems become more intelligent, we have to ask ourselves what our society will be like in 50 or 100 years' time. Will robots do everything for us?</p>	<p>Fit for Life</p>  <p>Your body is the most valuable thing you will ever own. It's your job to keep your body fit and healthy because it has to last you a lifetime! We are going to find out how best you can do that.</p>
English	<p>Fiction: Fables (3 weeks)</p> <p>Non-Fiction: Instructions and Explanations (2 weeks)</p> <p>Poetry: Creating Images (1 week)</p>	<p>Fiction: Myths and Legends (3 weeks)</p> <p>Non-Fiction: Information Texts (2 weeks)</p> <p>Poetry: Poetic Form – Syllabic Poems (1 week)</p>	<p>Fiction: Stories in Familiar Settings (3 weeks)</p> <p>Non-Fiction: Recounts (2 weeks)</p> <p>Poetry: List Poems and Kennings (1 week)</p>	<p>Fiction: Stories from Other Cultures (3 weeks)</p> <p>Non-Fiction: Persuasive Writing (2 weeks)</p> <p>Poetry: Poetry by Heart (1 week)</p>	<p>Fiction: Stories with Humour (3 weeks)</p> <p>Non-Fiction: Non-Chronological Reports (2 weeks)</p> <p>Poetry: Nonsense Poetry (1 week)</p>	<p>Fiction: Fairy Stories and Playscripts (3 weeks)</p> <p>Non-Fiction: Chronological Reports (2 weeks)</p> <p>Poetry: Poems to Perform (1 week)</p>
Maths	<p>Unit 1: Whole Numbers (1) Numbers to 100 000 Comparing numbers within 100 000</p>	<p>Unit 3: Whole Numbers (3) Multiplication by a 1-digit number Multiplication by a 2-digit</p>	<p>Unit 6: Angles Understanding angles Drawing angles to 180° Turns and right angles</p>	<p>Unit 8: Squares and Rectangles Squares and rectangles More on squares and</p>	<p>Unit 11: Time Seconds 24-hour clock</p>	<p>Unit 13: Symmetry Identifying symmetrical shapes Identifying lines of</p>

	<p>Unit 2: Whole Numbers (2) Rounding numbers to the nearest ten Rounding numbers to the nearest hundred Estimation Factors Multiples</p>	<p>number Division by a 1-digit number Word problems</p> <p>Unit 4: Tables and Line Graphs Presenting and interpreting data in a table More tables Line graphs</p> <p>Unit 5: Fractions Mixed numbers Improper fractions Conversion of fractions Adding and subtracting fractions Fractions of a set Word problems</p>	<p>8-point compass</p> <p>Unit 7: Perpendicular and Parallel Lines Drawing perpendicular lines Drawing parallel lines Horizontal and vertical lines</p>	<p>rectangles</p> <p>Unit 9: Decimals (1) Understanding tenths Understanding hundredths Understanding thousandths Comparing decimals Rounding decimals Fractions and decimals</p> <p>Unit 10: Decimals (2) Addition Subtraction Word problems Multiplication Division Estimation of decimals Word problems</p>	<p>Unit 12: Area and Perimeter Rectangles and squares Composite shapes Solving word problems</p>	<p>symmetry Making symmetrical shapes and patterns</p> <p>Unit 14: Tessellations Identifying tessellations More tessellations</p> <p>Unit 5: Fractions Mixed numbers Improper fractions Conversion of fractions Adding and subtracting fractions Fractions of a set Word problems</p>
SMSC	<p>It's Our World 1. Devising a class charter 2. Understanding rules and laws 3. Saving energy (1) 4. Saving energy (2) 5. Climate change (1) 6. Climate change (2)</p>	<p>Say No! 1. Risk taking 2. Legal and illegal drugs 3. Effects and risks of smoking 4. Effects and risks of drinking alcohol 5. Keeping safe in my local area: say no to gangs 6. Anti-bullying</p>	<p>Money Matters 1. Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting 5. Charity work 6. Fund-raising for charity</p>	<p>Who Likes Chocolate? 1. The real cost of chocolate 2. What is fair trade? 3. Consumer power 4. The media and information 5. Advertising 6. Recognising and challenging stereotypes</p>	<p>People Around Us 1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes 6. Contributing to society – jobs people do</p>	<p>Growing Up 1. Growing and changing 2. Body changes and reproduction 3. What is puberty? 4. Wishes, hopes and dreams 5. Positive change 6. Unwelcome change</p>
Foundation Subjects	Please see International Primary Curriculum (IPC) Topic Booklets for each Unit.					
	<p>ICT & Computing International Science Technology</p>	<p>Art History International Society</p>	<p>International Science Technology</p>	<p>Geography International Science Technology</p>	<p>ICT & Computing International Science Society Technology</p>	<p>Art International Physical Education Science</p>
Enriched Curriculum Activity	<p>Trip to Goose Fair, Tavistock</p>	<p>Trip to Castle Performing Arts Day with Andy Blackwell</p>	<p>Visit from Warburtons Bread Trip to Devonport Guildhall Bakery</p>	<p>Education through Expeditions Trip and Visit Trip to the National Marine Aquarium</p>	<p>Trip to Plymouth University Robotics</p>	<p>Trip to Brickfields Trip to Plymouth Raiders</p>
French	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing present ideas and information orally to a range of 	

				audiences		
Computing	Term 1: We are toy designers - Prototyping an interactive toy Term 2: We are musicians - Producing digital music <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		Term 3: We are HTML editors - Editing and writing HTML Term 4: We are meteorologists - Presenting the weather <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	Term 5: We are software developers - Developing a simple educational game Term 6: We are co-authors - Producing a wiki <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output 		
	RE	<u>What does it mean to belong to a religion/belief system?</u> Theme: Religion and the Individual/Community This enquiry explores aspects of religious festivals, celebrations, practices and community and the beliefs to which they relate. Children are encouraged to investigate a religion/belief system they have not yet encountered such as Buddhism, Sikhism, Baha'i and Humanism <ul style="list-style-type: none"> How do members of this faith/belief celebrate and live out their beliefs in: · the journey of life? · their main festivals and practices? · their faith/belief community? · the wider world? Within the different groups of this faith/belief what are the most important similarities and key differences? Why do they differ? How do they seek to work together? 		<u>How should we live and who can inspire us?</u> Theme: Inspirational People This enquiry explores how people's values and commitments might be demonstrated in the lives of [religious] leaders and believers. It can also include a study of a particular religious or belief community <ul style="list-style-type: none"> What positive examples have people given that show us how to live? What values and commitments have inspired or been taught by founders of faiths or community, leaders, believers and specific community? How have the actions and example of people of faith or belief changed our world? How might we change our lives in the light of the qualities demonstrated by other people? 	<u>Why do religious books and teachings matter? Theme: Teaching and Authority</u> This enquiry explores how religions and beliefs express values and commitments in a variety of written forms and how value is attached to those writings <ul style="list-style-type: none"> What different kinds of writing and story are important to religions and beliefs? Where do the most special kinds of writings and stories come from? How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs? How can I best express my beliefs and ideas? 	
PE		Term 1: Hockey Term 2: Football <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, basketball, football and hockey], and apply basic principles suitable for attacking and defending perform dances using a range of movement patterns 		Term 3: Gymnastics Term 4: Dance <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best take part in outdoor and adventurous activity challenges both individually and within a team 	Term 5: OAA/Athletics Term 6: Rounders <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, cricket, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics] 	
	Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations 		<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	
Role Play Area		Candy Floss and Popcorn Stall	Castle and Robin Hood	Bakery	Solar Panels	Giant Keyboard
	Coconut Shy	Olympia	Bakery	Solar Panels	Mobile Phone	Human Body and Skeleton