Marine Academy Primary Year 4 Curriculum Map 2017-2018

Year 4	Autumn		Spring		Summer	
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Focus	**Saving the World** Rainforests once covered 14% of our world's surface. Now they cover less than 5%. Every second, an area of the rainforest the size of a football field is being destroyed. Some scientists believe that, if we lose our rainforests, we might put our whole planet at risk. What will we do to help save the rainforest?	**Paintings, Pictures and Photographs** We see visual images all around us every day and they are produced for a variety of purposes. Some help us by providing important information, some entertain us, some are a record of an event or person, and some are used to advertise and sell us things. We need to be able to interpret and use all different forms of visual representation in our daily lives.	**Explorers and Adventurers** Do you love discovering new places? Yes? Well you might just be an explorer. Explorers are people who travel to new places in the world and discover new things that they didn't know existed. So much of what we know today about our world is because we have been explorers in the past. Being an explorer is exciting but scary at the same time. Could you be an explorer? Let's find out.	**Bright Sparks** Electricity is an energy that flows along wires in our homes, schools, offices, towns and cities to power lights, televisions, computers, cars and trains, and hundreds of other things that we use every day. Let's find out what we can do with electricity.	**What's on the Menu?** Think about all the different meals that you have eaten over the last five days. This might include home meals, school meals and any restaurant meals you have eaten. Have you ever stopped to consider where your food comes from? Who made it? How were the ingredients grown? How many different people were responsible for the food that ends up on your plate? Food is essential. It gives us energy to do the things that we want to do – but how much do we really know about how food is produced and prepared?	**The Generation Game** No matter who we are, we all have one thing in common – we are growing older every day. Thanks to advances in health, science and medical care, most people can now expect to live longer than at any time before in history. However, with this comes a great responsibility. Not only must we take better care of ourselves, we must also take care of others, ensuring that our society respects and values everyone, regardless of their age.
English Writing	Fiction: **Stories with Humour** *Meerkat Mail by Emily Gravett* Non-Fiction: **Non-Chronological Report** *Rainforest Rough Guide by Paul Mason*	Fiction: **Stories from Other Cultures** *Paint Me a Poem by Grace Nichols* Non-Fiction: **Biographies** *Meet the Artist! Alexander Calder by Patricia Geis*	Fiction: **Myths and Legends** *Arthur and the Golden Rope by Joe Todd Stanton* Non-Fiction: **Information Texts** *A Walk in London by Salvatore Rubbino*	Fiction: **Stories in Familiar Settings** *The Paperbag Prince by Colin Thompson* Non-Fiction: **Recount** *Marvin and Milo* www.physics.org/marvinandmilo.asp	Fiction: **Fairy Stories** *Ratpunzel (Animal Fairy Tales) by Charlotte Guillain* Non-Fiction: **Explanations** *Until I Met Dudley by Roger McGough*	Fiction: **Fables** *The Whistling Monster by Jamila Gavin* Non-Fiction: **Persuasive Writing** *Charity letter (persuasion text)*
English Reading	Poetry: **Creating Images** (1 week)	Poetry: **Poetic Form – Syllabic Poems** (1 week)	Poetry: **List Poems and Kennings** (1 week)	Poetry: **Poetry by Heart** (1 week)	Poetry: **Nonsense Poetry** (1 week)	Poetry: **Poems to Perform** (1 week)

Maths	**Unit 1: Whole Numbers (1)** Numbers to 100 000 Comparing numbers within 100 000 **Unit 2: Whole Numbers (2)** Rounding numbers to the nearest ten Rounding numbers to the nearest hundred Estimation Factors Multiples	**Unit 3: Whole Numbers (3)** Multiplication by a 1-digit number Multiplication by a 2-digit number Division by a 1-digit number Word problems **Unit 4: Tables and Line Graphs** Presenting and interpreting data in a table More tables Line graphs **Unit 5: Fractions** Mixed numbers Improper fractions Conversion of fractions Adding and subtracting fractions Fractions of a set Word problems	**Unit 6: Angles** Understanding angles Drawing angles to 180° Turns and right angles 8-point compass **Unit 7: Perpendicular and Parallel Lines** Drawing perpendicular lines Drawing parallel lines Horizontal and vertical lines	**Unit 8: Squares and Rectangles** Squares and rectangles More on squares and rectangles **Unit 9: Decimals (1)** Understanding tenths Understanding hundredths Understanding thousandths Comparing decimals Rounding decimals Fractions and decimals **Unit 10: Decimals (2)** Addition Subtraction Word problems Multiplication Division Estimation of decimals Word problems	**Unit 11: Time** Seconds 24-hour clock **Unit 12: Area and Perimeter** Rectangles and squares Composite shapes Solving word problems	**Unit 13: Symmetry** Identifying symmetrical shapes Identifying lines of symmetry Making symmetrical shapes and patterns **Unit 14: Tessellations** Identifying tessellations More tessellations **Unit 5: Fractions** Mixed numbers Improper fractions Conversion of fractions Adding and subtracting fractions Fractions of a set Word problems
Science	**Living Things** This topic teaches the children to recognise that living things can be grouped in a variety of ways. They explore and use keys to identify and name a variety of living things. Finally, they look at how changes to habitats can pose dangers to living things.	**What's that Sound?** Children will already know many things about sound, even without any formal teaching of it. They will encounter how sounds are made on a variety of instruments and how they can be changed in volume, pitch and over distance. They will explore making sounds on a range of objects that aren't instruments, in order to investigate how sounds are created to make music.	**Mirror, Mirror** In this topic children work scientifically on a variety of quick challenges and longer tasks to learn about the wonders of light, including reflections and shadows.	**Power it up!** This half term, children learn about electricity. They revisit some uses of electricity and the importance of safety before constructing simple circuits. Understanding how to change a circuit by changing its components makes up the third part of this topic, leading in a final application of knowledge and skills when the children design and make an alarm using their knowledge of circuits.	**Brilliant Bubbles** We all enjoying blowing bubbles, but are they always spherical? Can we make square bubbles? What about different coloured bubbles or very tiny ones or ones that last for ages? This topic also looks at places we see bubbles other than when blowing them through soap mixtures, such as in food stuffs to produce lighter (less dense) products.	**Teeth and Eating** This half term children learn about digestion and different types of teeth, before moving on to explore deadly predators and their prey, in their exploration of food chains. They work scientifically throughout the topic, using enquiry, practical experiments and hands-on research to answer questions and investigate how we eat, why we eat and what we eat.
SMSC	**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)	**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	**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	**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	**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	**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

Foundation Subjects	Please see International Primary Curriculum (IPC) Topic Booklets for each Unit.					
	Geography Art Science Technology International	Art Geography History Science International Society	Geography History Art Society Science International	Geography International Science Technology	Geography Science History Technology Society International	Art History Science Society Technology International
Enriched Curriculum Activity	Trip to the Eden Project	Trip to Plymouth Art Gallery	Orienteering at King's Tamerton Woods Dressed as Explorers	Langage Electrical Park	Warburton's Visit to School Trip to the Exeter Food Festival	Reading at a Residential Home Afternoon Tea for Grandparents at School
French	• 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		• 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		• 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** • 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** •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** • 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	**Why are some journeys special?** **Theme: Pilgrimage** This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways • Why do people go on pilgrimage and special journeys? • What practices and events are associated with pilgrimage and special journeys? • What artistic, symbolic and other expressive work is associated with special journeys and places? • How might we make a record of the impact on ourselves of the journeys we make and the places we visit?		**How do we make moral choices?** **Theme: Beliefs in Action in the World** This enquiry explores how religious and other beliefs affect approaches to moral issues • What are moral questions? • What are the consequences of the moral choices we make? • What people and organisations help in making moral choices? • What are the most important moral values and teachings? • How do we decide what is right and wrong?		**What is important to me?** **Theme: Beliefs and Questions** This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs: • Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) • Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community enquiry, the UK, the global community) • What am I worth? (Beliefs about the value of human beings) • How might stories, hymns and prayers help people understand more about themselves and their relationships?	
PE	**Term 1: Hockey** **Term 2: Football**		**Term 3: Gymnastics** **Term 4: Dance**		**Term 5: OAA/Athletics** **Term 6: Rounders**	

	• 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		• 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		• 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	• 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		• 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.		• 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	Rainforest	**Art Gallery**	Adventure Area with Maps	Science Inventing Area	**Bakery**	Information Area about Growing Up
		Creative Station			**Food Shop**	