

Curriculum Long Term Overview Map

Spring Term 2016

Year Group - 4

Overall Theme: India

(Each of the aspects below will have a comprehensive medium term plan)

| SUBJECT | SUMMARY THEME | PROGRAMME OF STUDY |
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| English | <p>Author Study/Link:</p> <p><u>Spring 1</u></p> <p>Winter poetry</p> <p>Non-fiction texts on Indian and British villages, towns and cities</p> <p>Persuasive travel texts</p> | <p>Genre Coverage: Poetry with a winter theme, British tales/Indian tales, persuasion, geographical non-fiction (British villages, towns and cities, Indian villages, towns and cities)</p> <p>In this term, pupils in Year 4 will revise, consolidate and develop skills learned in previous years. In addition, they will be encouraged to develop pleasure in reading and encouraged to extend their knowledge and understanding of new vocabulary.</p> <p>Children will listen to, read, discuss and analyse a range of fiction and non-fiction in different forms e.g. poems with a similar theme, traditional British and Indian tales, persuasive advertisements, leaflets, electronic texts and a variety of geographical non-fiction books. They will respond in a variety of ways.</p> <p>In their reading, children will be encouraged to use punctuation to determine intonation and expression when reading aloud to a range of audiences. They will retell a range of stories including less familiar fairy stories and identify and discuss the themes. From poems and stories, they will identify and collect effective words and phrases e.g. metaphors, similes.</p> <p>Children will learn a range of poems by heart and rehearse for performance .</p> |

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| | <p>Spring 2</p> <p>Traditional British and Indian Tales</p> <p>Dick Whittington</p> <p>Jack and the Beanstalk</p> <p>Rumpelstiltskin</p> <p>The Selfish Giant</p> <p>The Drummer Boy</p> <p>Bopuluchi</p> <p>The Peepal Tree</p> | <p>They will be taught to retrieve and record information from a range of non-fiction texts.</p> <p><u>Writing (including grammar, punctuation and spelling)</u></p> <p>In writing, as in reading, children will revise, consolidate and develop skills learned in previous years. In addition, they will use their reading and analysis of narrative and non-fiction to discuss, plan and record their own ideas, developing their understanding of organising their writing into paragraphs. They will use a range of punctuation in their writing, including punctuation to indicate direct speech and commas to indicate grammatical boundaries within sentences. Children will also revise and consolidate the use of an apostrophe to show singular and plural possession.</p> <p>Children will learn to create complex sentences with adverb starters and fronted adverbials for when, (when the clock struck twelve) and where, (in the distance). They will learn to identify the main and subordinate clause.</p> <p>Children will continue to learn about different groups of words and their functions (nouns, noun phrases, verbs, adjectives, adverbs and pronouns) and know what the article is in a sentence. They will learn to identify the tense of a sentence, rewrite sentences in past, present and future tenses and investigate how different tenses are formed.</p> <p>Children will be encouraged to plan their writing by discussing and recording ideas for planning e.g. story mountain, story map, boxing-up text etc.</p> <p>In writing activities, children will be encouraged to spell words as accurately as possible using their knowledge of phonics, spelling rules and dictionaries to check spellings. They will continue to work on prefixes, suffixes and homophones.</p> <p>Highlighted above are the speaking and listening opportunities</p> |
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| Mathematics | Spring 1 | |
| | Place value, | <ul style="list-style-type: none"> - To learn about an alternative number system (Roman numerals) and relate this back to our Base 10 system - To understand (the number system, extending to) negative numbers.. |
| | Written addition and subtraction in contexts of money and measures | <ul style="list-style-type: none"> - To develop written calculations for addition and subtraction of numbers with up to 4 digits and two decimal places, in accordance with the school's calculation policy. - To introduce area as a measure of surface within a given boundary |
| | Multiplication (Area counting in equal steps) | <ul style="list-style-type: none"> - To relate area to arrays (ordered sets of numbers) and multiplication. |
| | Fractions and written and mental division | <ul style="list-style-type: none"> - To understand that a fraction is one whole number divided by another. - To compare and order fractions. - To find and write fractions of shapes and objects. - To calculate non-unit fractions set in real life contexts such as length, money and time. - To understand that grouping is a more efficient method of performing written division, |
| | Fractions and decimals | <ul style="list-style-type: none"> - To recognise and write decimal equivalents to $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ |
| | Position and direction | <ul style="list-style-type: none"> - To describe positions on a 2-D grid as coordinates in the first quadrant. - To use coordinate grids and apply their knowledge of 2-D shapes to complete partly drawn polygons. - To identify lines of symmetry to complete symmetrical figures and translate the position of a shape, left and right and up and down. |

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| Mathematics | Spring 2 Place value Addition and subtraction calculations in the contexts of statistics Multiplication facts, mental multiplication and written division Written multiplication Written division Fractions Decimals | <ul style="list-style-type: none"> - To recognise the place value of each digit in a four digit number and identify the value of each digit to 2 decimal places - To develop an understanding of the size of numbers to compare, order, round and estimate - To develop further written calculations for addition and subtraction of numbers with up to 4 digits and two decimal places - To solve comparison, sum and difference data problems using information shown in a variety of graphs (pictograms, tables, bar charts and time graphs). - To understand that in data handling one axis on a bar graph is a number line. - To apply learning of multiplication and division facts for the 7 and 11 times tables when calculating mentally - To be able to multiply together three numbers. - To use partitioning to double or halve any number, including decimals to one decimal place. - To choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). - To multiply two-digit and three-digit numbers by one digit using formal written layout in accordance with the calculations policy. - To solve multiplication problems by partitioning the larger number (Ex. $27 \times 3 = 20 \times 3 + 7 \times 3$) - To continue to understand division as equal sharing, finding answers with and without remainders. - To set out formal written divisions presented in different contexts - To recognise and show, using diagrams, families of common equivalent fractions. - To learn about equivalent fractions, using factors and multiples to recognise equivalent fractions. |
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| | Shape and position | <ul style="list-style-type: none"> - To recognise and write decimal equivalents of any number of tenths or hundredths. - To develop the processes involved in written addition and subtraction (including decimals). - To apply a developing understanding of the properties of shapes, to classify and name them. - To use the terms regular and irregular when describing shapes that have equal sides and angles and those that do not. - To identify lines of symmetry in 2-D shapes presented in different orientations. - To identify acute and obtuse angles and compare and order angles of up to two right angles by size. |
| Science | <p>Spring States of Matter</p> <p>Material changes</p> <p>States of Matter</p> <p>Water Cycle</p> | <p>During this Science topic the pupils will be taught:</p> <ul style="list-style-type: none"> - To measure temperature by reading the scale on a thermometer. - To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. - To observe water as a solid, a liquid and a gas, noting the changes to water when it is heated or cooled. - To compare and group materials together, according to whether they are solids, liquids or gases - To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - To draw and label a diagram of the water cycle. |
| Geography | <p>Where in the world is India?</p> <p>What are the similarities and</p> | <p><u>Key Questions</u></p> <p>Why do people go to India for holidays?</p> <p>What is the climate like compared to ours?</p> <p>What direction is India in from the UK?</p> <p>How is life different in cities and villages in India compared to the UK?</p> <p>During this Geography topic the pupils will be taught:</p> |

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| | <p>differences between Indian and British villages, towns and cities?</p> | <ul style="list-style-type: none"> • To be able to describe a locality and the things that happen there, using the correct geographical language. • To be able to use maps and atlases appropriately by using contents and indexes. • To be able to carry out a survey to discover features of cities and villages. • To be able to label the same features on an aerial photograph as on a map. • To be able to use appropriate symbols to represent different physical features on a map. • To be able to use different resources such as books, atlases, maps and the internet correctly by using contents and indexes. • To be able to explain how people are trying to manage their environment. |
| <p>Art</p> | <p>Indian Art</p> | <p>During this Art topic the pupils will be taught:</p> <ul style="list-style-type: none"> • about a range of traditional Indian art genres, their histories and the processes involved in creating them (eg. Rangoli folk pattern, traditional Indian block printing, Mehndi designs,) • to study and collect designs and motifs from these genres in sketchbooks, and use them to create their own original pieces in a range of media (printing, drawing, low relief, painting, sculpture) and resources. • to create an Indian wall hanging that displays skills |

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| D and T | Focus - Skills | <p>In this term children will learn to:</p> <ul style="list-style-type: none"> • Develop vocabulary for tools materials and their properties. • Understand seam allowance. • Join fabrics using running stitch, over sewing, blanket stitch. • Explore strengthening and stiffening of fabrics. • Explore fastenings (inventors?) and recreate some. • Sew on buttons and make loops. |
| PE | Spring 1 | <p>Invasion Games:</p> <ul style="list-style-type: none"> • Pass (receive and release with increased accuracy) and shoot with control in games. • Identify and use tactics to help their team keep the ball and take it towards the opposition goal • Mark opponents and help each other in defense (understand they have to defend and attack as a team). • Pick out things that could be improved in performances and suggest ideas and practices to make them better (creating space - forward and wide). • Know and carry out warm-up activities that use exercises helpful for invasion games. <p>Gymnastics:</p> <ul style="list-style-type: none"> • To move into balances from different starting positions. • To select and link different balances and ways of travelling, creating variations in their gymnastics sequence. • To explore ways of turning (half and full) on the spot and travelling on different pathways including travelling across large apparatus. <p>Dance:</p> <ul style="list-style-type: none"> • Indian Theme - Children will explore dance through another culture by; |

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| | | <ul style="list-style-type: none"> • Exploring different levels for starting positions (high, medium and low), from different parts of the body. Linking different ways of moving out of the same starting position, including a response to a variety of musical stimulus. • To refine gestures, dynamics and movements to reflect the cultural theme. • To incorporate individual, small group and whole class dance. • Incorporating a range of turns, balances, heights and speeds. <p>Net Games</p> <ul style="list-style-type: none"> • To introduce the terms 'ready position' and 'rally'. • To play games with increasing continuity, incorporating throwing, catching and striking. • To exploit space to the right and left, and in front and behind opponents. • To vary the speed, height and direction of the send. |
| RE | <p>Spring Jesus the Son of God</p> <p>Exploring Easter as a story of Betrayal and Trust</p> | <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> • Deepen the children's understanding of Jesus, who he was, his teaching and behaviour. • Explore the stories of Jesus meeting and healing people and use these stories to emphasise that we believe Jesus was a man but he was also God. • Children will explore cultural diversity as they study the Jewish faith focusing on the Jewish festival of Shabbat (Sabbath) and draw comparisons between different faiths. <p>During this unit pupils will:</p> <ul style="list-style-type: none"> • Have the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. • Be able to identify and explain the significance of the incidents of betrayal and trust in the Easter story. • Know the finer details of the Easter Story. • Be using a developing religious vocabulary. • Be able to talk about the importance of forgiveness in Christianity. • Be able to describe what they think is the deeper meaning of the value of trust. |

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| | | <ul style="list-style-type: none"> • Be able to ask thoughtful questions about values and commitments. • Be able to tell /describe/explain what they could learn from the behaviour of Peter, Judas and the women. |
| Music | First Access music tuition - Steel Pans | <p>During Year 4 pupils will learn to play steel pans and develop their singing ability over the course of the year. Under the tuition of a specialist music teacher from Blackburn with Darwen Music Service, they will learn together and perform regularly as a class ensemble. They will broaden their musical knowledge and stimulate their interest in continuing to learn a musical instrument. Towards the end of each term they will celebrate their musical achievements by performing a concert to an audience (parents and other children)</p> <p>This year the focus will be World music.</p> |
| PHSE | <p>Spring 1 Keeping Safe - with a focus on feelings.</p> <p>Spring 2 Dental Hygiene</p> | <p>During this PSHEE unit the pupils will be taught:</p> <ul style="list-style-type: none"> • To listen to others. • To understand how to keep safe. • To describe and express emotions. • To recognise abuse • To create pupils personal support network • To be aware of national helplines and how to access them <p>During this PSHEE unit the pupils will be taught:</p> <ul style="list-style-type: none"> • To increase children's awareness of dental hygiene and their responsibilities in maintaining oral hygiene. • To demonstrate the correct method of brushing teeth • To list factors which prevent dental decay. |
| Computing | Spring Graphics | <p>During this unit pupils will learn:</p> <ul style="list-style-type: none"> • To learn how to use timings effectively. <p>To learn how to manipulate graphics and audio.</p> |

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| | Programming | <ul style="list-style-type: none"> • To learn to use the graphics program Kar2ouche to create a story animation. • Use graphics, audio, timings and layers. • Change the transparency of images to give the effect of appearing/disappearing <p>During this unit pupils will learn:</p> <ul style="list-style-type: none"> • Understand how to control real-world simulations using Flowol software. • To understand the role of sensors as inputs in controlling real-world simulations (links to sensors with Probots). • To create algorithms that can make a decision and offer different options depending upon the result of the decision. • To understand how to use loops in programming. • To independently or with their peers debug their own programs. • To evaluate the success or otherwise of their own programs and improve them as a result. |
| MFL French | Spring Term | <p>During the Spring Term, the children will have the opportunity to revisit, consolidate and build on what they have learnt in the Autumn Term. They will also:</p> <ul style="list-style-type: none"> • Listen attentively to stories, songs and rhymes and show their understanding by joining in and responding to them. • Build on their knowledge of how specific sounds are made in French and compare these with English. E.g how 'an' is pronounced in French • Learn to speak using short sentences, using vocabulary they have learnt and a given structure. e.g. Aujourd'hui c'est; Hier c'était; demain ce sera. • Engage in simple conversations and ask and answer questions about themselves e.g. Quel âge as-tu? Tu as des frères et des soeurs? • Continue to build on their knowledge of French grammar and compare with English. E.g how a simple plural is formed; how speech marks are used in a text • Continue to develop accurate pronunciation and intonation when learning rhymes and new vocabulary • Learn about festivals and celebrations in different cultures eg how Easter is celebrated in France • Continue to write short sentences, using familiar vocabulary and a simple structure. |

