

Curriculum Map Year 4 2018-2019

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
R.E.	People Called Gift Community		Giving & Receiving Judaism Self-Discipline		New Life Building Bridges God's People	
English	<p>I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p> <p>I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left un-joined.</p> <p>I can write so that my letters are easy to read, all the same way up and the same size; writing is spaced properly so that my letters don't overlap.</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</p>	<p>I can edit my work by changing the grammar to improve the way my work reads.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</p> <p>I can explain the difference between the plural and possessive -s.</p> <p>I can make my writing interesting by using adjectives and other descriptive methods.</p> <p>I can use paragraphs to organise ideas around a theme.</p> <p>I can use inverted commas and other punctuation to indicate direct speech.</p>	<p>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</p> <p>I can assess my work and that of others and suggest improvements.</p> <p>I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</p>	<p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.</p> <p>I can use the correct form of the verb inflection e.g. we were instead of we was.</p>	<p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</p> <p>I can organise my non narrative writing so that it has headings and sub headings.</p> <p>I can use an adverb phrase at the start of a sentence.</p>	<p>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.</p> <p>I can proof read my writing for spelling and use of punctuation.</p> <p>I can use commas after adverbials</p> <p>I can understand and use the following terms: Determiner. Pronoun, possessive pronoun. Adverbial.</p>
Spelling	Homophones e.g. accept/except, affect/effect Apostrophes for possession		prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- suffixes -ation, -ous.		'g' sound spelt 'gue' and the 'k' sound spelt -que 's' sounds spelt 'sc' e.g. science, scene	

		'shun' spelt -tion, -sion, -ssion, -cian I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.	
Maths	<p>Multiples of 6, 7, 9, 25 and 1000.</p> <p>Recognise the place value of each digit of a 4 digit number.</p> <p>Number work to 1000.</p> <p>Identify, represent and estimate numbers using different representations including measures.</p> <p>Read Roman numerals to 100 and know that the number system has changed to include 0 and place value.</p> <p>Inverse operations to check answers.</p> <p>Solve two step addition and subtraction problems using different methods and explain why I used them.</p> <p>Multiplication facts to 12 x 12.</p>	<p>Use factor pairs in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using a formal written method.</p> <p>Solve problems involving multiplication and addition, including the distributive law.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths and know that dividing an object by 100 creates hundredths and by 10 creates tenths.</p> <p>Solve problems involving fractions to calculate quantities and fractions to divide quantities.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Find and write decimal equivalents using tenths and hundredths.</p> <p>Find and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</p> <p>Divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value.</p> <p>Round decimals using tenths to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Solve simple money and measure problems involving fractions and decimals to two decimal places.</p> <p>Convert different units of measurement.</p> <p>Measure and calculate the perimeter of a rectilinear figure.</p> <p>Find the area of rectilinear shapes by counting squares.</p>	<p>Read, write and compare time between analogue and digital 12-hour and 24-hour clocks.</p> <p>Solve problems where I need to convert units of time.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles. Compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Recognise where angles are greater than two right angles.</p> <p>Use line symmetry with two lines of symmetry.</p> <p>Plot positions on a 2-D grid as positive number coordinates</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot points given and draw sides to complete a given polygon.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time charts.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>

		Estimate, compare and calculate different measures, including money.	
Science: topics	Changing States Liquids and Solids	Electrical Circuits Living Things	Habitats
Working Scientifically	Working scientifically: asking relevant questions using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Working scientifically: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Working scientifically: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings
History: topics	Roman Britain (Invaders & Settlers)	The Shang Dynasty	Topic Geography focus
History: key skills	Can describe the important features of past societies and times (of both Britain and the wider world), including facts about what things were like in those days. Can use my factual knowledge and their understanding to compare different times in history (identifying changes that occurred during the period of history they are studying and changes between one period and another).	Can describe some of the main events, people and changes in a historical period. Can give some good reasons why some important events and changes happened and some of the important results of these events and changes.	When they examine sources of evidence in history (e.g. texts, pictures and artefacts), they can sometimes point out parts which show someone's viewpoint (interpretation) about what happened and what things were like. Can sometimes pick out different viewpoints about something in the past in the different sources of information they examine.
Geography: topics	Life in Roman Britain	Life in India and China (world focus)	Habitats and environments
Geography: key skills	Can suggest some ways in which these processes can change a place and how they can affect people's lives. Can spot and describe some geographical patterns.	Can give some examples of ways in which people can damage their environment and ways in which people try to improve it.	Can suggest some questions that could be answered by a geography investigation. Can use maps, text, photographs and their own observations to help them answer questions in geography.

			Can give reasons for their views about an environmental change and know that other people may have different opinions.	Use a good range of geographical vocabulary in their answers to questions.
Computing	Internet safety	Cyberbullying, social media and keeping safe	Applications (word, Excel, ppt, maps)	Internet research Scratch
Art & D.T.: topics	Celtic vs. Roman patterns (mosaics)		‘Giraffe Carriers’ - The Willow Pattern	Gardens, tools, building environments
D.T.: skills	<p>Generate ideas by collecting and using information from their research.</p> <p>Take users’ views into account in their designs.</p> <p>Can show how their ideas have developed by drawing labelled sketches and by talking or writing about them.</p> <p>Show my designs using detailed sketches with detailed labels and notes (including information about dimensions, etc.) and with models (prototypes).</p> <p>Their designs show: alternative ideas, that they understand the design constraints, my knowledge of structures, materials and/or mechanisms.</p> <p>When asked, can explain why they have chosen certain materials and processes.</p>		<p>Produce detailed step-by-step plans that include all the main stages in making their product. (The steps are in the correct order.)</p> <p>Choose appropriate tools, equipment, materials, components and techniques – thinking about function of their product and quality of finish when making choices.</p> <p>Work quite accurately with a variety of materials, components, tools and equipment</p> <p>Final product matches their design quite well and they make sure it “works” well (functions properly).</p> <p>Final product is accurately made and give attention to the quality of finish to make sure this is good.</p>	<p>Can identify what works well and what could be improved in their product.</p> <p>Can think carefully about how their design will be used while they am making it and modify the design, if necessary.</p> <p>Can evaluate their product in relation to: its purposes (what it has to do); the users’ needs and wants; the accuracy with which it has been made and the quality of its finish.</p> <p>Can suggest alternative ways of making their product.</p>
Art: Skills	<p>They have investigated visual and tactile qualities in materials and processes.</p> <p>Can record this information in their sketchbook and explain how they collected it.</p>		<p>Can produce well constructed work in art.</p> <p>Can think about many features of what they am representing in their artwork and make good choices of materials and techniques to show their ideas in their artwork.</p>	<p>Can describe how their work developed.</p> <p>Can compare and comment on different ideas, art techniques and ways of working used in their own and others' work.</p>

	<p>Can use this information to help them develop ideas for their artwork and choose materials and art techniques which are suitable for what they want to do.</p>		<p>Can explain how they have combined materials and art techniques in their work.</p> <p>Can explain how they have combined and organised shape, form, and space, and applied colour, tone, pattern and texture in their artwork.</p>	<p>Can relate these to the context in which the work was made and the purpose of the work.</p> <p>Can make links between the ideas behind their own work and those of others, including artists they have studied.</p> <p>Can modify and improve their work as it progresses so that it turns out how they wanted it to.</p> <p>Can describe how they have done this.</p> <p>Can think about the overall effect of their work.</p>	
Music	Ukulele	Choral Performance	Zambezi Tales		
P.E.	Gymnastics	Striking and Fielding	Invasion Games (Tag Rugby)	Athletics	
	Swimming to Stage 4				