

Year 4 Curriculum Plan – Spring 1 2020

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<u>Subject</u>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English (including composition, reading comprehension and spoken English.)	<p>Beowulf</p> <p>Introducing the story of Beowulf and acting out key parts of the story.</p> <p>Looking at the old English language and making links to modern day English. Exploring a wide variety of word origins in the English language.</p> <p>Writing a Kenning that would describe Beowulf.</p>	<p>Beowulf</p> <p>Looking at monsters, and how to describe monsters effectively, creating our own monster for Beowulf to challenge.</p> <p>Planning our own story based on Beowulf, using techniques such as shared writing and oral rehearsal to refine our ideas.</p> <p>Looking at the effect of word order on the reader.</p>	<p>Beowulf</p> <p>Writing our opening paragraph of our own story.</p> <p>Looking closely at how Grendel is introduced in Beowulf and using this as inspiration for introducing our own monster into our story.</p> <p>Writing the build-up of the story, focussing on developing atmosphere and suspense.</p>	<p>Beowulf</p> <p>Using our senses to describe a setting.</p> <p>Writing a battle scene and an ending to our story. Explore varying sentence lengths to control the pace of the story and action.</p> <p>Editing and redrafting our story to improve it (ongoing throughout the unit).</p>	<p>Exploring Form</p> <p>Reading a selection of poems and discussing the poet's choice of words and rhythm.</p> <p>Performing a range of poetry and discussing the impact on the audience.</p>	<p>Exploring Form & Poetry</p> <p>Exploring Kennings and rhyming couplets. (Which have their origins in Old English poetry)</p> <p>Writing our own Kenning about an animal – linked to our learning of Norse and Old English language.</p>
Spelling, Punctuation and Grammar	<p>Spellings: Adding the prefix anti-</p> <p>Grammar: Identifying and understanding contractions, apostrophes for admission and possession. Recognising compound words.</p>	<p>Spellings: Adding the prefix super-</p> <p>Grammar: Encouraging pupils to develop choosing words for effect. Re-write sentences to make them more powerful. Statements, questions, commands and exclamations.</p>	<p>Spellings: Adding the prefix sub-</p> <p>Grammar: Recognise similes and metaphors and use them within their writing.</p>	<p>Spellings: Adding the prefix mis- and revising un-, in- and dis-</p> <p>Grammar: Fronted adverbials. Children will need to edit their own work and include fronted adverbials (followed by a comma) as a means of adding more detail</p>	<p>Spellings: Words ending in -sure</p> <p>Grammar: Personification and alliteration. Children will explore these techniques and include them within their writing.</p>	<p>Spellings: Consolidation and revision of key patterns and homophones.</p> <p>Grammar: Similes and metaphors. Children will explore how effective their use of similes and metaphors are and make changes where necessary.</p>

Maths	<p>Number, Multiplication and Division</p> <p>Through a variety of fluency, reasoning and problem solving activities, children will explore the 11 and 12 times tables in greater depth.</p> <p>They will learn about factor pairs and gain confidence in recognising and using these.</p>	<p>Number, Multiplication and Division</p> <p>Children will learn about efficient methods of multiplication and then relate this to formal written multiplication methods.</p> <p>They will practice the grid method for multiplication through a variety of different mathematical problems, starting with 2 digit numbers multiplied by a 1 digit number, before moving to 3 digit numbers multiplied by 1 digit.</p>	<p>Number, Multiplication and Division</p> <p>Children will explore the concept of division and relate this to a formal written method.</p> <p>Children will learn to divide a 2 digit number by a 1 digit number and apply this knowledge to a variety of fluency, reasoning and problem solving based activities.</p> <p>Finally children will look at correspondence problems and apply what they have learned in the last few weeks to this.</p>	<p>Measurement – Area</p> <p>Children will learn about area and how to calculate it.</p> <p>They will explore making shapes with specific areas and will compare them with other shapes.</p>	<p>Fractions</p> <p>Children will discuss what a fraction is and try to understand that they are parts of a whole.</p> <p>Firstly, children will learn to recognise basic fractions and what they mean, before finding equivalent fractions. They will explore the concept of equivalent fractions through a variety of different problem solving activities and investigations.</p>	<p>Fractions</p> <p>Children will learn to count in fractions and recognise 'how many parts make a whole'.</p> <p>They will learn to add and subtract two or more fractions to one another.</p>
International Creative Curriculum	<p>Anglo-Saxons</p> <p>Who were the Anglo-Saxons? Where did they come from?</p> <p>What and where were the seven Anglo-Saxon Kingdoms? Identifying these ancient Kingdoms on a map.</p>	<p>Anglo-Saxons</p> <p>What did the Anglo-Saxons believe? Do any of these beliefs exist in modern culture?</p> <p>Looking at Paganism and the Gods that Anglo-Saxons worshipped.</p> <p>What is the mystery of Sutton Hoo?</p>	<p>Anglo-Saxons</p> <p>What is a hill fort and what was it used for?</p> <p>Looking at Anglo-Saxon armour and weapons.</p> <p>Designing armour based on what we know about the Anglo Saxons.</p>	<p>Anglo-Saxons</p> <p>Writing in role as an Anglo-Saxon living in West Stow.</p> <p>How did the Anglo-Saxons speak, read and write?</p>	<p>Anglo-Saxons</p> <p>Designing an Anglo Saxon booch incorporating symmetry.</p>	<p>Anglo-Saxons</p> <p>Designing an Anglo Saxon village and creating an annotated map based on what we have found out.</p> <p>Why did Anglo Saxons not use existing Roman settlements as their own?</p> <p>Find out about everyday life and how this influenced settlements. What materials would have been used?</p>

Science	<u>Electricity</u> Understanding that electricity can be dangerous, and discussing how to identify electrical dangers. Creating a poster about using electricity safely.	<u>Electricity</u> Investigating how to change the brightness of a bulb in a series circuit. Introducing the idea of a parallel circuit.	<u>Electricity</u> Introducing the terms conductor and insulator. Understanding that all metals are conductors of electricity. Carrying out a simple experiment to test conductors.	<u>Electricity</u> Understanding how a switch works. Creating a switch in a circuit by using a range of different materials.	<u>Electricity</u> Creating a device for a specific purpose. Children will create their own light-up ‘quiz boards’, applying their knowledge about circuits to a real life example.	<u>Electricity</u> Creating a device for a specific purpose. Children will create their own light-up ‘quiz boards’, applying their knowledge about circuits to a real life example. Drawing accurate circuit diagrams of circuits they have created.
Computing	<u>History of animation</u> Describing early forms of animation before computers and how computers have made a difference. Creating a flip book to show how still images can be used to produce ‘moving’ pictures.	<u>Stick figure animation</u> Creating a short computer animation using one or more moving images using Pivot.	<u>Creating a Beowulf animation</u> Planning our own stop motion Beowulf animation.	<u>Creating a Beowulf animation</u> Creating models and props for our short animation.	<u>Creating a Beowulf animation</u> Filming our stop motion film of Beowulf. Editing our clips into a short film.	<u>Creating a Beowulf animation</u> Editing our clips into a short film.
Music	<u>Dragon Scales</u> Pupils work out melodic intervals by ear. They compose melodies from a set of given intervals. They perform their compositions to an audience.	<u>Dragon Scales</u> Pupils learn and perform ‘Skye Boat Song’. They identify structure and phrases. Pupils perform melody by ear on keyboards.	<u>Dragon Scales</u> Pupils learn to recognise the use of scales in music. Pupils use Do-re-mi and Kodaly hand signals to describe the shape of a melody.	<u>Dragon Scales</u> Pupils identify the structure of a song. They learn a melodic ostinato to use as an accompaniment to the song. They perform both parts together.	<u>Dragon Scales</u> Children continue to explore ostinato as an accompaniment to other melodies.	<u>Dragon Scales</u> Pupils learn the song ‘Jibber Jabber’. They use keyboards and tuned percussion to accompany a performance of the song.

Religious Education	Islam What are the 5 pillars of Islam?	Islam What is the Qur'an? How do you read and write in Arabic?	Islam Why is the Qur'an important to Muslims?	Islam What is Shahadah?	Islam Why are there no pictures or statues in Islam?	Islam Make comparisons between Islamic beliefs and those held by people of different faiths.
PATHS	Linked to English - Explore the diverse mix of cultures, traditions, language etc. that makes someone British. Use Benjamin Zephania poem that explores diversity as well as the language. Links to ICC with topics on invasion, settlement and migration in the UK.	Making Good Decisions Consider different stories where choices need to be made.	Making Good Decisions How would children react and what plan would they put into action in response to set stories/scenarios?	Being Responsible and Caring for Others Consider what it means to be responsible and to create change.	Being Responsible and Caring for Others Explore the meaning of responsibility and discuss scenarios when being responsible is important.	Team Work Explore the concept of teamwork and how we can best maximise everyone's strengths.
French	My Town (<i>Ma ville</i>) How much does it cost? Ça coûte combien? Key words/phrases <i>un euro, un euro vingt, deux euros, deux euros cinquante, cinquante centimes, trop cher, très bien</i> Ça coûte combien? Ça coûte...	My Town (<i>Ma ville</i>) In your town <i>Dans ta ville</i> Key words/phrases <i>des magasins, une église, un supermarché, un centre de loisirs, un théâtre , une gare, une rivière, un jardin public, un musée</i> <i>Qu'est-ce qu'il y a dans ta ville?</i> <i>Il y a...</i>	My Town (<i>Ma ville</i>) Where is...? <i>Où est...?</i> Key words/phrases <i>la gare, la piscine, continuez tout droit, tournez à gauche, tournez à droite, prenez la première rue à gauche, prenez la deuxième rue à droite, voilà</i> <i>Où est...?</i>	My Town (<i>Ma ville</i>) Shops <i>Les magasins</i> Key words/phrases <i>la boucherie, la boulangerie, la patisserie, la confiserie, le marché, la banque, la pharmacie, la poissonnerie</i> <i>Qu'est-ce que c'est ?</i> <i>C'est...</i>	My Town (<i>Ma ville</i>) Éric goes shopping <i>Éric fait du shopping</i> Key words/phrases <i>une animalerie, le marchand, il trouve , il vend, il saute, se cacher, Arrête! Fâché, Ça coûte combien?</i>	My Town (<i>Ma ville</i>) Recap the key words and phrases learnt in this unit and try to hold simple conversations between 2 or more people

