

FARRINGTONS JUNIOR SCHOOL



CURRICULUM OVERVIEW



2017-18

YEAR 4



FARRINGTONS JUNIOR SCHOOL – YEAR 4 - CURRICULUM OVERVIEW 2017-18



English

<p>FICTION: Stories set in imaginary worlds <u>Skills focus:</u> Prepositions/prepositional phrases 1st and third person Past and present tense Speech punctuation and layout ? for questions, ! for drama Adjective with every noun Sights, sounds, smells</p> <p>NON-FICTION: Newspapers <u>Skills focus:</u> Summarise opening sentence – 5ws (Fronted adverbials) Paragraphs Direct and indirect speech Determiners Past and present tense Formal writing style Use of adverbs Subordinate clauses</p> <p>POETRY: Settings descriptions <u>Skills focus:</u> Elaborate descriptive language Expanded noun phrases. Grammatical terminology. Similes Sights, sounds smells Metaphors</p>	<p>FICTION: Stories with dilemmas <u>Skills focus:</u> Ellipses Speech punctuation ? for questions, ! for drama Fronted adverbials Adjectives</p> <p>NON-FICTION: Information texts <u>Skills focus:</u> Rhetorical questions to draw reader in Exclamation marks for most interesting facts Present tense Subordinate clauses</p>	<p>FICTION: Book study <u>Skills focus:</u> Fronted adverbials Speech punctuation and layout Expanded noun phrases Apostrophes for contraction and possession Adverbials Subordinate clauses Position, type and quantity of description</p> <p>NON-FICTION: Explanation texts) <u>Skills focus:</u> Causal connectives Technical language Present tense Subordinate clauses Fronted adverbials for time Descriptive language Expanded noun phrases.</p>	<p>FICTION: Play-scripts <u>Skills focus:</u> Layout of play-script No speech marks Stage directions in brackets and adverbs to describe how words are spoken</p> <p>NON-FICTION: Letter writing <u>Skills focus:</u> ADDYN layout of a letter Letter split into paragraphs Fronted adverbials Persuasive language First and second person Present and future tenses</p> <p>POETRY: Exploring form <u>Skills focus:</u> Syllables Position of rhymes in poems Rhythm Sentence construction to allow for rhyme at end of sentence.</p>	<p>FICTION: Stories from other cultures <u>Skills focus:</u> Past tense, third person Speech punctuation ? for questions, ! for drama Adjectives Sights, sounds, smells Indian traditions, items and culture Apostrophes for possession and contraction Fronted adverbials subordinate clauses.</p> <p>NON-FICTION: Diary writing <u>Skills focus:</u> Tenses Informal, lively language Parenthesis Exclamation marks Reported speech Pronouns and nouns Adjectives Adverbs and adverbial phrases Time connectives</p>	<p>FICTION: Stories with Historical settings <u>Skills focus:</u> Children’s individual targets from Summer levelled writing</p>
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<p style="text-align: center;">Maths</p>	<p><u>Content</u> Place value Addition and subtraction Shape and data Multiplication and division</p>	<p><u>Content</u> Place value Addition and subtraction Time and data Multiplication and division Division and fractions</p>	<p><u>Content</u> Place value, fractions and decimals Addition, subtraction and money Addition and subtraction Measurement and data Fractions and decimals</p>	<p><u>Content</u> Place value, decimals and negative numbers Addition and subtraction Time, timetables and coordinates Multiplication and division</p>	<p><u>Content</u> Place value Subtraction Addition and subtraction Area, perimeter and coordinates Fractions and decimals</p>	<p><u>Content</u> Fractions, decimals and length Multiplication and division Shape, symmetry and angles Time and graphs Fractions, decimals and division Addition, subtraction, multiplication and division</p>
	<p style="text-align: center;">Science</p>	<p style="text-align: center;"><u>SOUND</u></p> <p><u>Content:</u> Sound sources. Vibrations. Media sound travels through. How size affects sound. How sound spreads out and decreases with distance. Pitch.</p> <p><u>Skills focus:</u> Predictions. Observations. Extrapolation. Measurement. Following instructions. Recalling learnt facts. Applying knowledge to new situations. Designing and carrying out fair testing.</p>	<p style="text-align: center;"><u>ELECTRICITY</u></p> <p><u>Content:</u> Battery and mains power. Construct a simple circuit. Circuit symbols. Altering circuits. Insulators and conductors. Creating an electrical toy. Testing materials in circuits.</p> <p><u>Skills focus:</u> Categorising. Labelling. Observing. Interpreting and creating graphs and diagrams. Predictions. Electrical safety. Technical language. Scientific write-up. Designing a circuit. Trial and error, resilience.</p>	<p style="text-align: center;"><u>CHANGING STATE</u></p> <p><u>Content:</u> Solids, liquids and gases. Water as a chemical that changes state. Melting points of chocolate and wax. Making ice cream. The water cycle. Evaporation. Slime.</p> <p><u>Skills focus:</u> Categorising. Observing. Listing. Measuring temperature. Safety with boiling water. Timing. Recording data. Interpreting and creating graphs. Drawing diagrams. Following a scientific procedure.</p>	<p style="text-align: center;"><u>TEETH AND EATING</u></p> <p><u>Content:</u> Classifying human teeth. Good oral health. The digestive system. Food chains and webs. Carnivores, omnivores and herbivores.</p> <p><u>Skills focus:</u> Observation. Classification. Understanding a diagram. Categorisation. Synthesis of knowledge. Drawing and labelling diagrams. Correct spelling of scientific words.</p>	<p style="text-align: center;"><u>LIVING THINGS AND CLASSIFICATION</u></p> <p><u>Content:</u> Classification through yes/no questions. Categorising using diagrams. Categorising using yes/no key. Respect for nature. Living vs non-living. Habitats. Kingdoms of life. Vertebrates and invertebrates. Flowering and non-flowering plants.</p> <p><u>Skills focus:</u> Looking, listening and categorising. Classifying. Following a scientific method. Creating a branching key. Creating a Carroll diagram. Observation. Water safety. Learning mnemonics. Making models. Recording data. Interpreting and creating graphs.</p>

<h1>History</h1>	<u>ANGLO SAXONS</u>	<u>INDUS VALLEY CIVILISATION</u>		<u>ANCIENT EGYPT</u>	
	<p><u>Content:</u> Why did the Anglo Saxons come to Britain Towns and villages Anglo Saxon life Clothes Growing up in Anglo Saxon times Rune alphabet Beowulf Food Religious beliefs Anglo Saxon manuscript</p> <p><u>Skills focus:</u> Analyse historical evidence and artefacts to make claims about Anglo Saxon life Questioning Chronology Comparing past lives with today</p>	<p><u>Content:</u> Discovery of the Indus Valley Life for the people of the Indus Valley Historical and archaeological evidence Gaps in evidence Different economical models Jewellery Technology and jobs Food and Farming Games and toys The end of the Indus Valley</p> <p><u>Skills focus:</u> Examining artefacts Questioning Comparing past lives with today</p>		<p><u>Content:</u> Comparisons with modern life The Pyramids Hieroglyphics The Gods Tutankhamun Mummification End of Ancient Egyptian times</p> <p><u>Skills focus:</u> Questioning artefacts Chronology Informed responses Comparing past lives with today</p>	
<h1>Geography</h1>	<u>SETTLEMENTS</u>	<u>VOLCANOES</u>	<u>EARTHQUAKES</u>	<u>MAPPING</u>	<u>BRAZIL</u>
	<p><u>Content:</u> What is a settlement? Rural settlements Urban settlements Local development Comparing key features of settlements Classifying Chislehurst (Local area fieldwork)</p> <p><u>Skills focus:</u> Field work Writing a field report Using maps to gather information and describe features</p>	<p><u>Content:</u> What is a volcano? Layers of the Earth Locating volcanoes in atlases The inside of a volcano Volcano shape Volcanic eruption Living near a volcano</p> <p><u>Skills focus:</u> Using an atlas to collect geographical information and label maps</p>	<p><u>Content:</u> What is an earthquake? How to earthquakes happen? Using an atlas to locate famous earthquakes Plate tectonics Dangers of an earthquake How are earthquakes recorded?</p> <p><u>Skills focus:</u> Using an atlas to collect geographical information and label maps</p>	<p><u>Content:</u> The points of a compass Measuring direction using compass points Co-ordinates Scales Symbols</p> <p><u>Skills focus:</u> Map reading 8 points of the compass Interpreting photos and maps</p>	<p><u>Content:</u> Rainforest structure Animals adaptation Where is Brazil? Amazon River Pacific, North and Atlantic Oceans Cities in Brazil Rivers in Brazil Ecosystems Invasion and cultural mix Favelas Life in Rio Life in Manaus – The rubber trade Farming and economy Deforestation Brazilian music Carnival</p> <p><u>Skills focus:</u> Compare and contrast Physical/human geography Using a variety of sources to argue a viewpoint (roleplay)</p>

<p>Religious Studies</p>	<p><u>BUDDHISM</u> Siddhartha Gautama Journey to Nirvana Festivals The Buddhist Temple Wesak Tipitaka Symbols and their meanings</p>	<p><u>PEOPLE OF FAITH</u> What is a challenge? How can challenges be overcome? Understanding meaning behind quotes</p>	<p><u>CHRISTIANITY</u> Images of Jesus The Ten Commandments Special places for Christians The Bible festivals Symbols</p>	<p><u>FOOD AND FASTING</u></p>	<p><u>HUMANISM</u></p>	<p><u>PILGRIMAGES</u> What is a pilgrimage? The role of pilgrimage in the six main world religions Special places How people feel during pilgrimage</p>
<p>Computing</p>	<p><u>SCRATCH</u> Simple coding Creating a question and answer game Using broadcast functions to create a remote control toy.</p>		<p><u>MAKING MUSIC WITH AUDACITY</u></p>	<p><u>CREATING WEB PAGES WITH HTML</u></p>	<p><u>POWERPOINT</u></p>	<p><u>INTRODUCTION TO SKETCHUP</u></p>
<p>Modern Foreign Language (SPANISH)</p>	<p>Revision of all greetings learnt last year. Asking how others are and replying. Introducing yourself and asking and giving our name. Classroom instructions. Naming various colours. Giving opinions on different colours. Numbers: 1-40. Asking people's age and giving our age. Months of the year and days of the week. Role-plays in pairs/small groups. Asking when other people's birthday is and giving our birthday date. Revision of-name, age, birthday date and counting to 50. Classroom instructions. Cultural lesson on where Spanish is spoken in the world and on Spain. Project work on one aspect of Spanish culture. Famous person role-plays. Xmas traditions in Spain and Xmas vocab.</p>		<p>Revision of-name, age, birthday date and counting to 70. Saying today's date. Naming various pets and saying what pets we have. Giving opinions on different pets. Vocab on family and saying how many brothers/sisters we have. Classroom language and classroom instructions. Where do you live? Naming places in town. Opinions on places on town. Easter traditions in Spain and Easter vocab.</p>		<p>Ordering food and drinks in a café. Opinions with food and extension of food and drinks. Ordering an ice-cream. Basic cutlery and place mat vocab. Simple directions and asking where places in town are. Asking for and giving directions. Spanish alphabet and spelling places. Numbers: 0-200.Simple Maths with numbers. Spanish in the world. Spanish Top Ten work. End of year role plays in pairs/ small groups for assessment. End of year quiz and games.</p>	
<p>Art/Design Technology</p>	<p><u>STORY BOOKS WITH MOVING PARTS</u></p>		<p><u>SEASONAL TREES</u></p>		<p><u>PATTERN MAKING AND SEWING PURSES</u></p>	

