

Overview for Academic Year 2018-19

Year group: 4 L. Schofield-Usher, R. Green, L. Szutka

Topic Title	Mexico, Mountains and The Maya		Wonderful Water		City versus Countryside	
	Anglo Saxons & Vikings		Term 3 (6 weeks)	Term 4 (5 weeks)	Term 5 (6 weeks)	Term 6 (7 weeks)
	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (5 weeks)	Term 5 (6 weeks)	Term 6 (7 weeks)
<p>Literacy <i>CURRIC LINKS:</i> Most units will be linked to the termly topics. History/Science/Geography/DT</p>	<p>Mexico Information Texts - Interactive map (3 weeks)</p> <p>Travel guide - geographical and cultural information about Mexico (3 weeks)</p> <p>Instructions - How to make nachos and how to celebrate the day of the dead (2 weeks)</p>	<p>Autumn Poetry (1 week)</p> <p>The Maya and Aztecs Story writing - Traditional Mayan stories Link to Aesop's fables and Aztec Traditional stories Drama Plan and write own story (3 weeks)</p> <p>Rainmaker play-script – Read story (comp) section into story mountain sections Plan and write a scene for their group (2 weeks)</p> <p>Poetry - Christmas/ Winter Poetry (1 week)</p>	<p>Explanation Texts water cycle, change of state (Science)</p> <p>Diary entry – journey to Britain on the sea, Postcards home? (2 weeks)</p> <p>Information text – Viking boats (2 weeks)</p> <p>Poetry – water; rain, sea, etc (1 week)</p> <p>Narrative stimulus (Literacy Shed) The Present (dog & ball – PSHE links disability awareness) (1 week)</p>	<p>News reports – Lindisfarne attack (2week)</p> <p>Museum preparation and display – labels, posters, advertisements, fact files, etc (1 weeks)</p> <p>Big Write Triad stimulus TBC (1 week)</p> <p>Letter writing - Letter to another child's parents telling them about the Museum Day (1 week)</p>	<p>Fog Hounds Book ' The Fog Hounds' by Joan Aiken Comprehension-based Literacy project - Fog Hounds (2 weeks)</p> <p>Sheffield and the Peak District</p> <p>Descriptive writing – Beauty of the Peak District (grammar focus) (1 week)</p> <p>Poetry – Peak District – descriptive poetry (1 week)</p> <p>Persuasive texts - come to the Peak District (Posters)</p>	<p>Balanced argument – city vs. countryside - debate (2 weeks)</p> <p>Sheffield and the Peak District Recount – trip (pronoun focus) (1 week)</p> <p>Adventure Story – own creation (2 weeks)</p> <p>Review of year 4 (1 week)</p> <p>Transition week (1 week)</p>

					(2 weeks)	
SPAG	Y3 skills recap Suffixes Negative prefixes Paragraphing	Subordination and co-ordination Fronted adverbials Higher level punctuation focus Prefixes & suffixes Homophones	Expanded noun phrases Subordinate clause Determiners Fronted adverbials	Expanded noun phrases Subordinate clause Determiners Fronted adverbials	Expanded noun phrases Subordinate clause Determiners Fronted adverbials	Cohesion Higher level punctuation focus Subordination and co-ordination Fronted adverbials Gap filling and consolidation
Comprehension <i>CURRIC LINKS:</i> History/Geography/Art/DT	Poetry Class Reader – Roald Dahl Audiobook	Poetry Mayan folk tales The Rainmaker (see literacy) Class Reader – The Firework Maker’s Daughter	Poetry Class Reader – Beowulf	Poetry Class Reader – Fog Hounds	Poetry Class Reader – Meet Me By The Steelmen by Theresa Tomlinson	Poetry Class Reader – The Children of Green Knowe by Lucy Boston
Maths <i>CURRIC LINKS:</i> (History) Square Numbers / Arrays/ Area / Perimeter/ Measuring (Comp/ Geog/PE) Position and Direction/ Co-ordinates /Compass Points /Angles of turns /Clockwise / anti-clockwise	Y3 Skills recap (1 week) Ma4/2.1 Number & Place Value (4 weeks) Ma4/2.2 Number -Addition & Subtraction (3weeks)	Ma4/2.3 Number – Multiplication and Division (4 weeks) Ma4/3.1 Measurement: Length and Perimeter (1 week) Book ‘Actual size’ by Steve Jenkins Ma4/3.1 Measurement: Area	Ma4/2.3 Number – multiplication and division (3 weeks) Ma4/2.4 Fractions (3 weeks)	Ma4/2.4 Fractions (1.5 weeks) Ma4/2.4 Decimals (2.5 weeks) Consolidation/ Assessment week (1 week)	Ma4/2.4 Decimals (1 week) Ma4/3.1 Measurement – money (2 weeks) Ma4/4.1 Statistics (2 week) Ma4/3.1 Measurement - Time (2 weeks)	Ma4/4.1 Statistics (2 week) Ma4/3.2 Geometry: properties of shape (2 weeks) Ma4/3.3 Geometry: position and direction (1 week) Consolidation

		(1 week) Consolidation/ assessment week (1 week)				/assessment Week (1 week) Transition week (1 week)
Calculation KIRF grid - led	<p>formal method addition, subtraction and multiplication Number sequences and patterns</p> <p>Practice multiplication facts for times tables 1-5</p> <p>Know multiplication and division facts for the 6x table. *up to 12 x 6</p> <p style="text-align: right;"><i>Ma4/2.1a</i></p>	<p>formal method addition, subtraction and multiplication Number sequences and patterns</p> <p>Know multiplication and division facts for the 7x and 9x tables. *up to 12 x 7 & 12 x 9</p> <p style="text-align: right;"><i>Ma4/2.1a</i></p>	<p>formal method addition, subtraction and multiplication Number sequences and patterns</p> <p>Know multiplication and division facts for the 11x table.</p> <p style="text-align: right;"><i>Ma4/2.3a</i></p> <p>Know all 2-digit pairs that total 100.</p> <p style="text-align: right;"><i>Ma2/2.2b related</i></p>	<p>formal method addition, subtraction and multiplication Number sequences and patterns</p> <p>Know all multiplication and division facts for all tables up to 12 x 12.</p> <p style="text-align: right;"><i>Ma4/2.3a</i></p>	<p>formal method addition, subtraction and multiplication Number sequences and patterns</p> <p>Know doubles of:</p> <ul style="list-style-type: none"> all whole numbers to 50 all multiples of 50 to 500 <p>Know halves of:</p> <ul style="list-style-type: none"> all whole numbers to 100 all multiples of 50 to 1,000 <p style="text-align: right;"><i>Ma4/2.3b</i></p>	<p>formal method addition, subtraction and multiplication Number sequences and patterns</p> <p>Know all pairs of multiples of 50 with a total of 1,000</p> <p style="text-align: right;"><i>Ma2/2.2b related</i></p>
Science CURRIC LINKS: History/ Geography/ Maths/Literacy/DT	<p>Sc4/4.2 Electricity Sc4/4.2a identify common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires,</p>	<p>Sc4/4.1 Sound Sc4/4.1a identify how sounds are made, associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p>	<p>Sc4/3.1 States of Matter Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b 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)</p>	<p>Sc4/2.1 All Living Things Sc4/2.1a recognise that living things can be grouped in a variety of ways</p> <p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Sc4/2.1c recognise that environments</p>		

	<p>bulbs, switches and buzzers</p> <p>Sc4/4.2c identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Explanation Texts - water cycle, change of state</p>	<p>can change and that this can sometimes pose dangers to living things.</p> <p>Sc4/2.2 Animals including humans</p> <p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	
<p>Art and Design CURRIC LINKS: History/Geography/Literacy/PSHE</p>	<p>Pencil or paint on canvas Mexican landscapes</p> <p>Study of great artists, architects and designers in history. (Xavier Castellanos, Frida Kahlo- PSHE link)</p> <p>Computer imagery – Day of Dead skulls</p>	<p>Winter themed art</p> <p>Christmas cards and decorations</p> <p>Picture frames to showcase Winter poetry.</p>	<p>No Art – D.T. focus</p>	<p>Fog Hounds inspired paintings.</p> <p>Painting posters for museum day/personalised invites for Y3/parents</p>	<p>Drawing/ Textiles / Collage Way in: Homework – Sketch the view out of your window...</p> <p>(Window book inspiration) City /country landscape Book ‘Window’ by Jeanine Baker Ar2/1.1 - To create sketch books to record their observations and use them to review and revisit ideas watercolour landscape</p> <p>Ar2/1.2 - To improve their mastery of art and design techniques with a range of materials. (mixing and</p>

					incorporating materials and paint)	
					Ar2/1.3 - To learn about great artists, architects and designers in history – Martin Decent End piece – panoramic peak district watercolour	
Computing CURRIC LINKS: History/Geography/Literacy/Art/Maths/PSHE	E-safety Research - Mexico Communicating: text and images 1.4 – How do I use a computer as an artist? Creating Art Day of the Dead skull designs using Paint or Dazzle	Communicating: multimedia 2.4 – What makes an excellent multimedia story? ABCYA animation – Mayan traditional story	Communicating: Data and information 3.4 – How is data shared online? Databases – river information	Computational thinking: 4.3 OR 4.4 - Programming Debugging and improving programs Studio code	Computational thinking: 5.3 OR 5.4 - Programming Scratch – design a screensaver Communicating: Data and information 3.4 – How is data shared online?	Communicating: text and images 1.4 – How do I use a computer as an artist? Power Point presentation – Peak District
Design and Technology CURRIC LINKS: History/ Literacy/ Geography/Maths/Science	Weekly– rota of groups, each child to prepare and taste 1 dish. DT2/2.1a Food theory T2/2.1b Cooking DT2/2.1c Cooking DT2/2.1c Origins of food e.g. Salsa / Tortillas Mexican snack	3D Form – Mayan Temple (clay) Mayan artefacts	(Viking homes / villages/ ships / weapons/ jewellery) <u>Buildings and strength</u> DT2/1.1a Research and development DT2/1.1b Design DT2/1.2a Using tools DT2/1.4a Structural engineering DT2/1.2b Using materials DT2/1.3a Review and evaluate existing ideas DT2/1.3b	<u>Sheffield city scape frieze/ individual models</u> DT2/1.3c Designers of city buildings DT2/1.4b Mechanical engineering DT2/1.4d Computer control DT2/1.2b Using materials Making frame corners		

	tasting		Self evaluation			
Geography CURRIC LINKS: Literacy/ DT/Art/ Math/ History/ Computing	Understand geographical similarities and differences through the study of human and physical geography of a region of North America – Mexico Study of Mexican culture in present times and during the Mayan era.		Key topographical features (coasts and rivers) – <i>Viking homelands link</i> Identify the position and significance of the Arctic and Antarctic Circle Describe and understand key aspects of physical geography: rivers and the water cycle	Book 'Window' by Jeanine Baker Describe and understand key aspects of human geography, including: types of settlement and land use		
History CURRIC LINKS: Literacy/Maths/Geography/DT/ Computing/ Art/Science	No history this half term	(Non-European Study) Travel back in time from present day--- To the Mayan civilization c. AD 900 Book 'The Rainmaker' Mayan Fables collection Culture/religion, way of life, beliefs, food, homes, location	Anglo-Saxons & Vikings Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Invasions, ways of life, key events, impact Viking invasion-first person comparisons. Story	No history this term		
MFL Y4 will pick up from where Y3 ended using the Y3 scheme of work. We will begin Y4 content in HT4.	Y3 recap Y3 Lesson 20 – Age Y3 Lesson 21 – Definite and Indefinite Articles Y3 Lesson 22 – Je	Y3 Lesson 24 – C'est Y3 Lesson 25 – C'est, Qui and Aussi Y3 Lesson 26 – Numbers 1-15	Y3 Lesson 28 – Revision and Raps Y3 Lesson 29 – Assessment and Rap Performance Y3 Lesson 30 –	Y4 Lesson 1 - Animals and classroom instructions Y4 Lesson 2 - Animals and a poem	Y4 Lesson 5 – Parts of the body Y4 Lesson 6 – Colours Y4 Lesson 7 – Monsters!	Y4 Lesson 9 – The hungry monster Y4 Lesson 10 – Food Y4 Lesson 11 – Opinions about

	Voudrais Y3 Lesson 23 – The Conjunction ‘Mais’	Y3 Lesson 27 – Days of the Week	Paris	Y4 Lesson 3 - Monsieur Gentil’s day out Y4 Lesson 4 - Talk4Writing: learning a story	Y4 Lesson 8 - Adjective agreements	food Y4 Lesson 12 – Goldilocks story
Music Mrs Bennett CURRIC LINKS: History	Use rhythm patterns and follow notation	Explore arrangements and identify pitch CURRIC LINKS: (History) Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Explore melodies and scales using tonic sol fa and notation	Create compositions to picture stimuli	Explore sound signals	Using descriptive sounds create a composition for an animal
PSHE/SEAL/SMSC (Spiritual/moral/social and cultural) CURRIC LINKS: Science/PE/Computing/Maths Book ‘My Fantastic Elastic Brain’ by JoAnn Deak	New Beginnings Citizenship E Safety Growth Mindset	Getting on and falling out E Safety	Going for goals Keeping Healthy E Safety Road Safety	Good to be me Drugs E Safety	Relationships Financial capability E Safety	Changes SRE E Safety
British values Mutual respect Identify and combat discrimination Tolerance of faith and cultures Personal responsibility Democracy Rule of Law	Growth Mindset established as classroom ethos Getting along Respect for all Classroom/ school rules/ monitor jobs allocated.	Anti Bullying week Children in Need activities Hanukah, Christmas activities. Armistice day awareness St Andrew’s Day	Chinese New year Religious displays Swim safety Learning buddies changed every 2 weeks – friendship and	Pancake day Lent Easter World book day Commonwealth day Learning buddies changed every 2	Swim safety Learning buddies changed every 2 weeks – friendship and support School debate	Ramadan – fasting – Eid Swim safety Sports day Learning buddies changed every 2 weeks –

<p>https://schoolleaders.thekeysupport.com/sample-articles/promoting-british-values-in-the-curriculum#section-1</p> <p>CURRIC LINKS: Links throughout the curriculum</p>	<p>School councillor elections Class diplomat appointed Class charity chosen School debate Learning buddies changed every 2 weeks – friendship and support Swim safety Weekly KS2 assembly House points system</p>	<p>Learning buddies changed every 2 weeks – friendship and support Swim safety Circle time activities Personal target reviews. Reflection times Weekly KS2 assembly House points system</p>	<p>support Rules of society – plus display in foyer School debate Reflection times Circle time activities Weekly KS2 assembly House points system</p>	<p>weeks – friendship and support St Patrick’s Day St David’s day Swim safety Reflection times Circle time activities Weekly KS2 assembly House points system</p>	<p>Reflection times Circle time activities Weekly KS2 assembly House points system</p>	<p>friendship and support Reflection times Circle time activities Weekly KS2 assembly House points system</p>
<p>PE CURRIC LINKS: History/ PSHE/Science/ Literacy/Geography/Maths</p>	<p>Swimming Hockey</p>	<p>Swimming Mayan Dance</p>	<p>Swimming Gymnastics</p>	<p>Swimming Team Building</p>	<p>Swimming Outdoor and Adventure- Easy Orienteering / Challenge cards</p>	<p>Swimming Athletics</p>
<p>RE CURRIC LINKS: Comp, Literacy</p>	<p>Inspirational people from long ago: What can we learn from inspiring leaders who started religions? Moses, Jesus and Muhammad.</p>		<p>Symbols and religious expression: How do people express their religious and spiritual ideas? Muslims and Christians</p>		<p>Inspirational people in today’s world What can we learn from great leaders and inspiring examples in today’s world?</p>	
<p>Trips/Experiential Learning</p>	<p>Day of the dead video and activities Cooking - nachos</p>	<p>Mayan experience – History Van</p>	<p>Water treatment station trip Road Safety course</p>	<p>Museum Day</p>	<p>Habitat Study – Local Park</p>	<p>Graves park – map reading skills</p>