



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
IPC TOPIC	FASHION		ACTIVE PLANET		FOOTPRINTS TO THE PAST	
ENGLISH	<p><u>Texts:</u> Millions; The Borrowers <u>Spellings:</u> plural and possessive. <u>Guided Reading:</u> a variety of fiction and non-fiction texts supporting writing genres. <u>Handwriting:</u> cursive joins <u>Writing:</u> Diary account; Stories with Dilemmas; Letter of Apology; Description; Narrative. <u>Grammar & Punctuation:</u> expanded noun phrases; fronted adverbials; commas.</p>		<p><u>Text:</u> The Butterfly Lion; Visual Literacy – Moana <u>Spellings:</u> Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. <u>Guided Reading:</u> a variety of fiction and non-fiction texts supporting writing genres. <u>Handwriting:</u> cursive joins <u>Writing:</u> Description – setting; Journalistic writing; Non-Chronological Reports; Myths and Legends. <u>Grammar & Punctuation:</u> pronoun, possessive pronouns, adverbials; apostrophes; speech</p>		<p><u>Text:</u> How to Live Forever; Poetry <u>Spellings:</u> suffixes -ation, -ous. <u>Guided Reading:</u> a variety of fiction and non-fiction texts supporting writing genres. <u>Handwriting:</u> cursive joins <u>Writing:</u> Narrative – stories from the past; Poetry; Explanation. <u>Grammar & Punctuation:</u> Determiners; inverted commas and other punctuation used to indicate speech.</p>	



<p>MATHS</p>	<p>Place Value</p> <p>Recognise the place value of each digit in a three-digit number. Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Identify, represent and estimate numbers using different representations including measures. Recognise the place value of each digit in four-digit number. Order and compare numbers beyond 1000. Find 1000 more or less than a given number. Round any number to the nearest 10, 100 and 1000. Count backwards through zero include negative numbers. Solve number and practical problems.</p> <p>Addition and Subtraction</p> <p>Estimate the answer to addition and subtraction questions. Estimate and use inverse operations to check answers to a calculation.</p> <p>Mentally add and subtract to bridge 100 and 1000. Use mental strategies when appropriate. Identify the relationship between addition and subtraction. Add numbers with up to four digits using the formal method of columnar addition. Subtract numbers with up to four digits using the formal method of columnar subtraction. Estimate and use inverse operations to check answers to a calculation.</p>	<p>Multiplication and Division</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including; multiplying by 0 and 1; dividing by 1.</p> <p>Use place value and number facts to solve problems.</p> <p>Can write and calculate mathematical statements for the multiplication tables; can use facts that they know to derive answers. Recall multiplication and division facts up to 12x12. Recognise and use factor pairs and commutativity in mental calculations. Multiply three numbers.</p> <p>Measurement</p> <p>Convert between different units of measurement.</p> <p>Measure and calculate the perimeter of a rectilinear figure in centimetres and metres (use + and – strategies)</p>	<p>Multiplication and Division</p> <p>Relate multiplication to arrays. Multiply two-digit and three-digit numbers by a one digit number using formal written layout.</p> <p>Can divide using written method.</p> <p>Solve integer scaling problems in which n objects are connected to me objects.</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>Money</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Fractions</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to 1/4, 1/2, ¾.</p> <p>Round decimals with one decimal place 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 measure and money problems involving fractions and decimals to two decimal places.</p> <p>Time</p> <p>-Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>-Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p>Angles</p> <p>-Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>-Begin to recognise where angles are greater than two right angles and know the term straight angle referring to two right angles together.</p> <p>Shape and Symmetry</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>-Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>-Begin exploring line symmetry with two lines of symmetry.</p> <p>Position and Direction</p> <p>-Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>-Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>-Plot specified points and draw sides to complete a given polygon.</p>	<p>Review of all four formal methods of calculation</p> <p>Add numbers with up to four digits using the formal method of columnar addition.</p> <p>Subtract numbers with up to four digits using the formal method of columnar subtraction.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Can divide using written method.</p> <p>Statistics</p> <p>-Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>-Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
---------------------	---	--	--	--	---	---



<p>SCIENCE</p>	<p>Fashion About the use of colour and reflective materials in safety clothing</p> <p>Electricity (Bright Sparks unit) Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Sound (Turn it Up unit) (Aut 2) Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Active Planet About solids, liquids and gases in volcanoes What happens when a volcano erupts? What happens when rock melts How volcanoes can give off poisonous gas.</p> <p>States of matter (Shake It unit) (Aut 1) Compare and group materials together, according to whether they are solids, liquids or gases 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) Identify the part played by evaporation and condensation in the <u>water cycle</u> and associate the rate of evaporation with temperature.</p>	<p>Saving the World About different rainforest animals and plants Where different animals and plants live in the rainforest About rocks and soils found on the forest floor About colour in the rainforest and how it is used by animals and plants Why plants have leaves and why they can be different About the best conditions to grow a plant About rainforest fruits and seeds How to grow our own rainforest plant from a seed</p> <p>Living things and their habitats (The Nature of Life unit) Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Animals including humans (The Nature of Life unit) Describe the simple functions of the basic parts of the digestive system in humans Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<p>COMPUTING</p>	<p>Using Computers (1 lesson) Keyboard Skills: (PM Touch Typing lessons 1-4) To introduce typing terminology. Coding: Logo 2Go (PM lessons 1-4) Online Safety (PM lessons 1-4)</p> <p>Online Safety: Safe passwords & communication methods; Is everything on the Internet true?</p>	<p>Coding: Tynker - Design, write and debug programs that accomplish specific goals. Animation (PM lessons 1-3) To discuss what makes a good animated film or cartoon and what their favourites are. To learn how animations are created by hand. Writing for Different Audiences - To use a simulated scenario to produce a news report. To use a simulated scenario to write for a community campaign (link to topic). Animation.</p>	<p>Coding – 2Code PM lessons 1-6 To use a sketch or storyboard to represent a program design and algorithm. Use the design to create a program. Effective Searching (PM lessons 1-3) To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable. Online Safety</p>



HISTORY	<p>Fashion A study of the changing fashion trends in the UK and the world over time</p> <p>Child led Historical Enquiry</p> <p><i>Significant Individuals: Mary Quant, Andy Warhol</i></p> <p><i>Key vocabulary: decade, century, millennium, change, continuity, diversity, international, enquiry</i></p>	<p>Active Planet Host Country: USA-Hawaii A local history study – Vernon Road church building.</p> <p>A depth study of Pompeii and the eruption of Mount Vesuvius in 79AD</p> <p>Historical Enquiry: What impact did the eruption of Mount Vesuvius have?</p> <p><i>Significant Individuals: Pliny the Younger</i></p> <p><i>Key vocabulary: AD, decade, century, millennium, change, continuity, diversity, international, enquiry</i></p>	<p>Saving the World No History Content Know about changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none">• Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae• Bronze Age religion, technology and travel, for example, Stonehenge• Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Historical Enquiry: How do we know about Britain in the Stone Age?</p> <p><i>Key vocabulary: Iron Age, Stone Age, Prehistory, Enquiry, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Hominids, Pelt, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticate</i></p>
----------------	--	---	--



GEOGRAPHY	Fashion	Active Planet	Saving the World
	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (India/cotton. China/silks) To add in European countries later as you come across them.</p> <p>Name and locate counties and cities of the United Kingdom (standalone lesson starting with main areas for fashion) using maps to focus on Europe (Russia)</p> <p>Economic activity including trade links - how we transport materials to India/China and across Europe.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Scotland wool industry for fashion)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (Day out trip to local area)</p> <p>Know about some of the similarities and differences between the different home countries and between them and the host country.</p> <p>Know where some of our popular brands of clothing and sporting equipment is made.</p>	<p>Host Country: USA - Hawaii Understand geographical similarities and differences through the study of human and physical geography of a A region in a European country (Italy) A region within North or South America (Hawaii)</p> <p>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Describe and understand key aspects of:</p> <p>physical geography, including climate Zones biomas and vegetation belts, volcanos and earthquakes.</p> <p>Know how particular localities have been affected by human activities. Be able to use secondary sources to obtain geographical information & geographical terms.</p> <p>Understand that the quality of the environment can be sustained and improved</p> <p>Be able to make simple maps and plans of familiar locations</p> <p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities Understand how particular localities have been affected by human activities, natural features and processes.</p>	<p>Locate the world’s countries concentrating on key physical and human characteristics (locate where the main rainforests are in the world)</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers (focus on the Borneo rainforest)</p> <p>Types of settlement and land use and the distribution of natural resources (the lives of rainforest people and how they compare with their own, how and why the rainforest is being destroyed)</p> <p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian.</p>



<p>ART/DT</p>	<p>Children will learn that art is concerned with visual and tactile expression and communication. They will learn how artists, craftspeople and designers from a variety of traditions - including those of their home country and the host country - use materials, forms and techniques to express their emotions, observations and experiences. Children will use a wide variety of materials, forms and techniques; they will make judgements about works of art, showing understanding, appreciation, respect and enjoyment. They will consider works of art in terms of meaning, design, materials, technique, place and time.</p>			
<p>PE</p>	<p>Sport: Football Children will master basic movements including running with the ball, tackling, passing. Children will participate in team games.</p> <p>Sport: Rugby Children will master basic movements including running with the ball, tackling, passing. Children will participate in team games.</p>	<p>Sport: Swimming Children will master basic swimming strokes – front crawl, back stroke and breaststroke.</p> <p>Sport: Gymnastics Children will master some basic techniques in balance, agility, core strength and movement. Safe use of equipment. Children will also review performance, how to improve performance</p>	<p>Sport: Athletics Children will master basic techniques in field and track events as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Sport: Cricket / Rounders Children will master basic techniques in striking the ball, running, catching and throwing.</p>	
<p>Music</p>	<p>The Rhythm of Time + Harvest Assembly</p> <p>Revising duration and note values; Developing an internal pulse; Identifying metre in a piece of music; Identifying and performing ostinato accompaniments; Developing choral speaking; Improvising and composing rhythms; Reading rhythms in staff notation.</p> <p>Ukuleles: Learn about the origin of the ukulele; the body part names; how to hold it; Chords: C, F and G; Compose group songs or pieces of music with these chords. Learn about the difference between major/ minor and tones/semitones.</p> <p>In the Past + Carol concert</p> <ul style="list-style-type: none"> - Learning to dance to and play a renaissance dance. - Read graphic and staff notation using tuned and untuned percussion. - Understand the simple musical structure: ternary form. - Compose a fanfare. - Play music for celebrations. - Learn a 1960s pop song and create a performance for it. 	<p>Environment - The four seasons and different environments provide the stimuli for compositions. Discover how the environment has inspired composers throughout history. Exploring different timbres to accompany a poem. Singing Spanish songs.</p> <p>African drumming: Learn how to sit with the djembe drum. Learn 3 different ways to strike the drum. Develop ability to copy increasingly challenging rhythms. Recall sounds with increasing aural memory. Develop effective improvising within a pulse.</p>	<p>Around the World +Spring Concert. Explore pentatonic melodies with leaps and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world. Listen to music from Ireland, Mali and Hungary. Develop confidence and accuracy of performance in preparation for their Spring Concert.</p>	<p>Global Warming</p> <ul style="list-style-type: none"> - Develop class ensemble playing and singing in multiple parts with a song based on Global warming. - Exploring combinations of different timbres to accompany a song. - Learn how to accompany a song with drone and ostinato on a variety of tuned instruments for a class performance. - Compose an introduction of a song. <p>Music appreciation + Summer concert</p> <ul style="list-style-type: none"> - Developing appreciation of different musical styles. - Understanding how to use musical language in aural and written appraisal tasks of a varied selection of music from different genres. <p>- Practise, rehearse and perform more challenging music to an audience with increasing accuracy and confidence.</p>
<p>Well-Being Programme/ PSHE / Philosophy</p>	<p>Teamwork - class contract; strengths of the community x 1 Kindness Network Rail – safety talk; Road safety talk; Harvest Festival; Gratitude; Big Draw – teamwork Families and People Who Care for Me.x 3 Caring friendships x 3 Diwali; Hanukah; Bonfire Night; Halloween; Eid; Christmas; Anti-Bullying Week x 1</p>	<p>New year, new start – goals x 1 Curiosity St David's Day; British Values; Mother's Day; Easter; St David's Day & St Patrick's Day; World Book Day Safer Internet Day x 1 Drugs and Alcohol x 3 Sex & Relationships Education x 3 (Positive Mental Health x 1 Sustainability x 1</p>	<p>Persistence - working towards SATs Courage St George's Day; Healthy Eating - Food Revolution; Sports Day – Teamwork; Ramadan Health & prevention of illness x 1 Being Safe x 3 Transition x 4 Positive Mental Health x 1 Sustainability x 1</p>	



THOMSON HOUSE SCHOOL CURRICULUM – YEAR 4

	Positive Mental Health x 1 Sustainability x 1		
MFL Spanish	Clothes. Verb to wear. Possessive pronouns. To describe a person using verbs to wear, to have and to be. Adjectives.	Leisure time vocabulary. To propose a plan to a friend and express opinions about other people's plans. Would you like to...? Why don't we...? What if we... To give and ask for directions. Transport vocabulary.	Ordinal numbers. 6W (Where, when, why, what, how and who). Regular verbs in first person. Reflexive verbs in 1st, 2nd and 3rd person (singular). The time. Adverbs (sometimes, normally and every day).