

## Year Four Curriculum Plan

2017 – 2018

|                                 | Autumn Term  | Spring Term   | Summer Term  |
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| <b>Topic(s)</b>                 | <p><b>‘Our Place in the World’</b></p> <p>The UK and the EU: Local and Global Communities</p>  | <p><b>‘East vs West’</b></p> <p>Western and Eastern: comparing and contrasting cultures and customs.</p>  | <p><b>Groovy Greeks and Gangsta Grannies’</b></p> <p>Ancient and Modern cultures; comparing and contrasting</p>  |
| <b>Big Questions</b>            | <p><i>What is similar and different about the UK and other countries within the EU? Which cultures, customs and traditions do we share? Which celebrations do we celebrate together?</i></p> <p><b>SMSC:</b> How can language help us communicate? What can we learn from other cultures and personal experiences from around the world?</p> <p><b>British Values:</b> Tolerance; how can we celebrate difference? What makes us all unique? Democracy: How do we treat everyone equally? Why do all countries have laws? How does faith bring people of different religions together?</p> | <p><i>What are the social, cultural and geographical differences between Eastern and Western countries? Which customs and celebrations are shared across the world and which are unique to one particular country?</i></p> <p><b>SMSC:</b> How do people communicate in Eastern cultures, are they different from Western ways? How does expression differ in art and literature? How do different cultures prioritize different parts of life? How is respect shown in both Eastern and Western cultures? How has technology and travel brought us closer together?</p> <p><b>British Values:</b> What can we learn from both sides of the world? How can we learn from the experiences of people who grew up in a different culture? Why should we have an open and two way dialogue with our Eastern neighbours?</p> | <p><i>How was ancient Greek culture organized? What was life like for people living in ancient Greece?</i></p> <p><b>SMSC:</b> How has technology change our lives? Which traditions do we still have? How do we communicate; is it different to that of ancient cultures?</p> <p><b>British Values:</b> How was democracy upheld in ancient times? Is the world more democratic now? How did ancient cultures celebrate diversity? How does our understanding of mutual-respect differ from that of people living in ancient times?</p> |
| <b>Speaking &amp; Listening</b> | <p>Class Debate: Is it a good thing that the UK is leaving the EU?</p> <p><b>Bradford Literature Project:</b> A ‘Newsround’ style documentary performed on stage about the friendship between Luz Long and Jesse Owens.</p> <p>Class Presentation: ‘Bradford Research Project’: A presentation to our neighboring year four class about</p>  | <p>Class Debate: Is Western culture different from Eastern culture?</p> <p>Class Presentation: A presentation about both Eastern and Western cultures.</p> <p>Media Project: A documentary about Japan and its famous artwork.</p>  | <p>Class Debate: Were the ancient Greeks really that different to us?</p> <p>Class Presentation: A presentation about Zeus and Mount Olympus.</p> <p>Media Project: A documentary about the birth of The Olympic Games.</p>  |

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|                | the history of Bradford.   |  |  |
| <b>Reading</b> | <p>Class Reader: The BFG<br/> Topic Link: Friendship between Sophie and the BFG. Tolerance of other giants.<br/> SMSC: Diversity/courage/resilience.</p> <p>Key Reading Skills: <b>Finders Keepers!</b><br/> 10 weeks</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Finding descriptions and other information in both fiction and non-fiction texts. Locating evidence to support answers.</li> <li>• Locating evidence in a text to support an opinion.</li> <li>• Justifying opinions using evidence from the text.</li> </ul> <p>Resource Texts: Michael Morpurgo <b>'The Butterfly Lion'</b><br/> Berverley Naidoo <b>'Journey to Jo'burg'</b><br/> <b>'Grandpa Chattergi'</b> Jamila Gavin<br/> Paul Geraghty <b>'The Hunter'</b><br/> <b>'Mufaro's Beautiful Daughter's</b> John Steptol<br/> Caroline Binch <b>'Gregory Cool'</b></p> | <p>Class Reader: Michael Morpurgo 'The Butterfly Lion'<br/> Topic Link: Experiences of Eastern Cultures from a western perspective.<br/> SMSC: Tolerance of other cultures.</p> <p>Key Reading Skills: <b>Text Detectives!</b><br/> 10 Weeks</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Being text detectives and 'reading between the lines' to understand how a character feels.</li> <li>• Finding information about the setting, the characters and the narratives of a novel. Figuring out clues about a character using evidence from the books.</li> </ul> <p>Resource Texts: Walkabout James V Marshall<br/> The Jolly Mon Jimmy Buffett<br/> Fly Eagle, Fly Christopher Gregorowski<br/> Rickshaw Girl Matali Perkins<br/> The Colour of Home Amazing Grace Grace and Family Mary Hoffman</p> <p>Literacy Shed: <b>Birthday Boy, Zahra, Hugh,</b></p> | <p>Class Reader: The Trojan Horse by Al Lorenz</p> <p>Topic Link: Experiences of ancient Greek culture.<br/> SMSC: Cultural experiences of an ancient culture.</p> <p>Key Reading Skills: <b>Being an Author!</b><br/> 10 weeks</p> <p>Focus: Looking at reasons why authors choose to use particular parts of language. Looking at why authors use special techniques and creative devices. Exploring the ways in which authorial choices make us feel different emotions and visualize different images when we read.</p> <p>Resource Texts <b>It's All Greek to ME</b> (The Time Warp Trio) by Jon Scieszka (Author), Lane Smith (Illustrator)<br/> <b>The Trojan Horse</b> by Al Lorenz (Author), Joy Schleh (Illustrator)<br/> <b>Monster in the Maze: The Story of the Minotaur</b> by Stephanie Spinner (Author), Susan Elizabeth Swan (Illustrator)<br/> <b>A Touch of Wind</b> (Mad Myths) by Steve</p> |

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|  | <p>Literacy Shed: <b>Birthday Boy, Zahra, Hugh,</b></p>   |   | <p>Barlow (Author), Steve Skidmore (Author), Tony Ross (Illustrator)<br/> <b>Mad Myths: Stone Me!</b> by Steve Barlow (Author), Steve Skidmore (Author), T. Ross (Illustrator)<br/> <b>Don't Look Back</b> (Mad Myths) by Steve Barlow (Author), Steve Skidmore (Author), Tony Ross (Illustrator)<br/> <b>Mind the Door</b> (Mad Myths) by Steve Skidmore (Author), Steve Barlow (Author)<br/> <b>Mad Myths: Must Fly!</b> (Surfers) by Steve Barlow (Author), Steve Skidmore (Author), Tony Ross (Illustrator)</p>   |
| <p><b>Writing</b></p> <p><b>L/L Fiction: 2 weeks</b></p> <p><b>Non-fiction: 1 week</b></p> | <p><b>Unit 6: Fiction; Descriptive Writing within Stories From Another Culture</b></p> <p>Fiction: Sugarcane Juice: stories from another culture.<br/> <i>Comprehension:</i> Descriptions of a setting using contrasting moods.<br/> <i>Grammar Focus:</i> Pronouns, adverbs of manner, frequency and time, expanded non phrases, adjectives, expanded noun phrases.</p> <p><u>Non-fiction:</u> Writing To persuade</p> <p>'VIPER! – Critic's Review' 'VIPER! – A Film Trailer' (Persuasive writing)</p> <p>Speaking and Listening: Big Questions.</p> <p><b>Unit 4: Writing a playscript scene based on the characters from Rumpelstiltskin.</b></p> <p><u>Comprehension:</u> Conveying mood, character development and describing</p> | <p><b>Unit 2: Poetry; Writing a poem in free verse about a small, unexpected event.</b></p> <p>Fiction: 'The Balloons' by Oscar Wilde 'My Sari' by Debjani Chatterjee 'At the End of a School Day' by Wes Magee (Poetry)</p> <p><u>Comprehension:</u> How do poetic devices capture the reader's attention and convey themes? How do they elicit emotions?</p> <p><u>Grammar:</u> enjambment</p> <p><u>Techniques:</u> alliteration, similes and personification.</p> <p><i>Non-fiction:</i> Writing an article in the style of a recount, using language and features that are typical of a newspaper.</p> <p>Your Alien Experiences' 'The Daily Blab'<br/> <u>Comprehension:</u> Develop understanding of both personal and newspaper recounts. Understand that recounts happen in chronological order.<br/> <u>Grammar:</u> third person pronouns 'he/she'</p> | <p><b>Unit 1: Dilemma Stories</b></p> <p><b>Non-Fiction: Journalistic Recounts</b></p> <p>Fiction: Lost or Stolen? By Narinder Lost or Stolen? by Narinder Dhama (Dilemma story)<br/> <u>Comprehension:</u> themes of dilemmas, resolving conflicts, relationships, suspicions, and trust.<br/> <u>Grammar:</u> direct speech, inverted commas</p> <p>'Gadget Magic' 'The Greatest Gadget of Them All?' (Information texts)<br/> Speaking and Listening: Big Questions</p> <p><b>U5: Runaways! by Jim Eldridge (Story with a historical setting)</b></p> <p><u>Comprehension:</u> To use the historical setting and characters from Runaways! to write a new part of the story from one character's point of view.</p> <p><u>Grammar:</u></p> |

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|  | <p>setting through features of a play script.</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• uses playscript conventions, e.g. <i>names before speech, stage directions and scene descriptions</i></li> <li>• uses dialogue and stage directions to show how the characters think, move and speak</li> <li>• includes a final speech, where the character argues that the Judge should let him go.</li> </ul> <p>Non-Fiction: 'Junior Detective!' (Evaluating evidence)</p> <p><u>Speaking and Listening:</u> Big Questions.</p> | <p>Past tense verbs. Narrative written in the past tense consistently from beginning to end.</p> <p><u>Speaking and Listening:</u> Big Questions</p> <p><b>U3: The Bogey Men and the Trolls Next Door by Kaye Umansky (Story in narrative verse)</b></p> <p><u>Comprehension:</u> To write a new story using some of the characters from The Bogey Men and the Trolls Next Door.</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• is written from the point of view of one of the band members</li> <li>• gives extra information by including powerful adverbs and adjectives</li> <li>• uses at least one of the features of Kaye Umansky's style, e.g. <i>comical images, extra information in brackets, made-up adjectives such as 'trollish'</i></li> </ul> <p>Non-fiction: 'The Stellar Stage School' 'How the Voice Works' (Explanation texts)</p> <p><u>Speaking and Listening:</u> Big Questions</p> | <ul style="list-style-type: none"> <li>• uses the first person and past tense, because I am writing in role as a character</li> <li>• may include standard and non-standard English for dialogue, depending on which character is speaking.</li> </ul> <p>Non-Fiction: London Herald' (Newspapers)</p> <p><u>Speaking and Listening:</u> Big Questions</p> |
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| <p><b>Big Maths (mental maths)</b></p>  | <p><b>Counting</b> – Counting in multiples from varied starting points, up and down, including up to 2 place decimals and 4+ digit numbers.<br/>Read, write, order and compare numbers to at least 1000 and determine the value of each digit<br/>Order and compare numbers beyond 1000 round any number to the nearest 10, 100 and 1000<br/><b>Learn its</b> - 6, 7, 9 x tables<br/><b>It's nothing new</b> - Jigsaw numbers to 1, 10 and 1000. Number families to 2 place decimals all for operations. Adding thousands with PIM. Completing full coin cards. I can find Mully using 10 lots and a tables fact.<br/><b>Calculating</b> - All 4 operations including decimals (2 decimal places) up to 4 digits</p> | <p><b>Counting</b> – Counting in multiples from varied starting points, up and down, including up to 2 place decimals and 4+ digit numbers.<br/>Read, write, order and compare numbers to at least 1000 and determine the value of each digit<br/>Order and compare numbers beyond 1000 round any number to the nearest 10, 100 and 1000<br/><b>Learn its</b> - 1-10 and 11x tables<br/><b>It's nothing new</b> - Jigsaw numbers to 1, 10 and 1000. Number families to 2 place decimals all for operations. Adding tenths with PIM. Completing coin cards – I know when to add 2 multiples together. I can find Mully using 10 lots and a tables fact.<br/><b>Calculating</b> - All 4 operations including decimals (2 decimal places) up to 4 digits</p> | <p><b>Counting</b> – Counting in multiples from varied starting points, including up to 2 place decimals and 4+ digit numbers.<br/>Read, write, order and compare numbers to at least 1000 and determine the value of each digit<br/>Order and compare numbers beyond 1000 round any number to the nearest 10, 100 and 1000<br/>Read Roman numerals to 100 (I to C)<br/><b>Learn its</b> - 1-11 and 12 x tables<br/><b>It's nothing new</b> - Jigsaw numbers to 1, 10 and 100 extending to 60, 400 etc, Number families to 2 place decimals all for operations. Adding hundredths with PIM. Completing coin cards – I know when to add 3 multiples together. I can find Mully using Smile Multiplication.<br/><b>Calculating</b> - All 4 operations including decimals (2 decimal places) up to 4 digits</p> |
| <p><b>Maths including reasoning</b></p> | <p>'Block and Bar Model' strategy. Hard/Easy reasoning activities.<br/><b>Skills</b><br/><u>Place Value</u></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1,000</li> <li>find 1,000 more or less than a given number</li> <li>recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</li> <li>order and compare numbers beyond 1,000</li> <li>round any number to the nearest 10, 100 or 1,000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul> <p><u>Addition and Subtraction</u></p>   | <p>'Block and Bar Model' strategy.<br/><b>Skills</b><br/><u>Measurement</u></p> <ul style="list-style-type: none"> <li>read, write and convert time between analogue and digital 12 and 24-hour clocks</li> <li>solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</li> </ul> <p><u>Fractions including Decimals</u></p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths; recognise that hundredths arise</li> </ul>   | <p>'Block and Bar Model' strategy.<br/><u>Measurement</u><br/>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <ul style="list-style-type: none"> <li>find the area of rectilinear shapes by counting squares</li> </ul> <p><u>Properties of Shapes</u></p> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to 2 right angles by size</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>• recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</li> <li>• recognise and use factor pairs and commutativity in mental calculations</li> <li>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul> <p><u>Fractions including Decimals</u></p> <ul style="list-style-type: none"> <li>• count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.</li> <li>• 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</li> </ul> <p><u>Measurement</u></p> | <p>when dividing an object by a 100 and dividing tenths by 10.</p> <ul style="list-style-type: none"> <li>• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>• add and subtract fractions with the same denominator</li> <li>• recognise and use factor pairs and commutativity in mental calculations</li> </ul> | <ul style="list-style-type: none"> <li>• identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• complete a simple symmetric figure with respect to a specific line of symmetry.</li> <li>•</li> </ul> <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> <li>• describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• plot specified points and draw sides to complete a given polygon</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> |
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|                  | <ul style="list-style-type: none"> <li>estimate, compare and calculate different measures, including money in pounds and pence</li> </ul> <p>Topic Link: One and two-step word problems using four operations. Word problems centered on culture, travel, money conversion, distances between countries, economic trade, population/statistics as well as area and perimeter of land mass.</p> | <p>Topic Link: One and two-step word problems using four operations. Word problems centered on culture, travel, money conversion, distances between countries, economic trade, population/statistics as well as area and perimeter of land mass. Eastern/western imports and exports.</p> | <p>Topic Link: One and two-step word problems using four operations. Word problems centered on culture, travel, money conversion, distances between countries, economic trade, population/statistics as well as area and perimeter of land mass. Ancient Greek currency and gods/goddesses.</p>                 |
| <b>Science</b>   | <p>Living Things and their Habitats (7 weeks)<br/>Animals Including Humans (7 weeks)</p> <p>Topic Link: Analyzing, observing, classifying and categorising differences in animals across the UK and the EU. Researching and recording information about variations in animal species as a result of climate, diet and habitat.</p>   | <p>Sound (7 weeks)<br/>Electricity (4 weeks)</p> <p>Topic Link: SMSC: Sound and Electricity has allowed us to communicate with other cultures across the world. Why is sound technology so useful to us? How has telecommunications helped us to communicate?</p>                         | <p>Electricity (3 weeks)<br/>States of Matter (7 weeks)</p> <p>Topic Link: How has the advent of electricity changed culture and society? How has our understanding of states of matter changed our world today?</p>  |
| <b>Computing</b> | <p>Developing programming skills using Hopscotch<br/>Developing database skills to sort information about plants in different habitats<br/>E-Safety – personal details</p>   | <p>Creating a blog about life in ancient Baghdad<br/>Using Powerpoint to create animations linking to ancient Bagdad<br/>E-safety – keeping safe on social media</p>  | <p>Creating Greek Maze game using Hopscotch.<br/>Create multimedia presentations about the Battle of Marathon<br/>E-Safety - revision</p>   |
| <b>RE</b>        | <p><u>Places of Worship</u>: Christianity, Islam and Sikhism<br/>Islam,<br/>Comparing and contrasting the features of sacred buildings.</p> <p>Reflection on why rituals are important for people.</p> <p>Discussing the various ways in which</p>   | <p><u>Religious Festivals</u>: Christianity, Islam and Sikhism<br/>Comparing and contrasting the features of religious festivals.</p> <p>Reflection on why festivals are important for people.</p> <p>Discussing the various ways in which people express their commitment to their</p>   | <p><u>Pilgrimages</u>:<br/>Buddhism, Christianity and Hinduism<br/>Comparing and contrasting the motivations and experiences of religious pilgrimages .</p> <p>Reflecting on why pilgrimages are important for people.</p> <p>Discussing the various ways in which people express their commitment to their</p> |

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|  | <p>people express their commitment to their faith.</p> <p>Big Questions:<br/>What do different people believe about God?<br/>How do faith communities demonstrate what is sacred?<br/>How do believers use symbolism to show their beliefs?</p> | <p>faith through communal celebration.</p> <p>Big Questions:<br/>What do different people believe about God?<br/>How do faith communities demonstrate what is sacred?<br/>How do believers use symbolism to show their beliefs?</p> | <p>faith.</p> <p>Big Questions:<br/>What do different people believe about God?<br/>How do faith communities demonstrate what is sacred?<br/>How do believers use symbolism to show their beliefs?</p> |
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| <b>Art / DT</b>            | <b>Landscapes</b> - Use colours to suggest a time of day<br>Explore using shadows<br>Create different shades using mixing<br>Choose a British landscape around a river we have researched  | Inspired by Art from ancient Bagdad, children to create their own sculptures using recycled materials.  | Explore shapes, colours and textures of historical artefacts<br>Investigate and design Ancient Greek designs<br>Create a clay pot for a specific purpose to reflect Greek culture<br>Create a clay tile                                |
| <b>History / Geography</b> | UK/EU<br><br>Studying the UK and the countries in the EU through atlas study, mapwork and compass work.<br>Identify the position and significance of the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle<br>Use maps, atlases, globes and digital/computer mapping to locate countries within the UK and the EU. | City of Bagdad<br><br>Compare and contrast the physical geography of the UK and Bagdad, including: climate zones, biomes and vegetation belts<br>Observe and analyse the differences in distribution of natural resources including energy, food, minerals and water between the UK and Bagdad. | Ancient Greece<br><br>The water cycle<br>Human geography, including: types of settlement and land use and economic activity in relation to ancient and modern Greece.  |
| <b>Music</b>               | Cyclic patterns.<br>Songs / music from around the UK and Europe.   | Creating playground chants / songs<br>Singing games<br>Playground games – rhythm and patterns throughout simple songs. The use of actions to make songs more interesting.<br>Create and perform new games/songs to peers.<br>Evaluate and try out each other's games/songs.                     | Singing themed songs, playing tuned percussion, exploring structure and rhythm of a chant/song<br><br>Exploring sound colours<br>Thinking about pictures that are created in their mind when they listen to different pieces of music. |
| <b>PE</b>                  | Gymnastics<br>Invasion Games<br>Swimming<br><b>Dance</b> – explore different types of dance from across Europe.  | Athletics<br>Dance<br><b>Dance</b> – create dance routines that compare and contrast Eastern and Western influences.  | Gymnastics<br>Invasion Games<br><b>Dance</b> – explore the elements of improving performance and routines in dance   |
| <b>PSE</b>                 | 'Being Me in My World'<br>'Celebrating Difference'   | Dreams and Goals<br>Healthy Me  | Relationships<br>Changing Me   |
| <b>French</b>              | Numbers to 50<br>The weather<br>Months of the year<br>Expressing likes and dislikes<br>Colours.<br>Asking and telling someone your name.   | Describing people and Parts of the body.<br>Describing your house.<br>Telling the time.<br>Objects in the classroom.  | Listening to and giving directions.<br>Describing buildings.   |

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| <b>Visit(s)</b> | Theatre.<br>Bradford Literature Festival.<br>Investigating life outside (minibeasts). | Visiting a religious festival in the local area.<br>National Media Museum exhibition about<br>sound and electricity. | Conducting surveys in and around school.<br>Conducting surveys within our local area. |
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