



# Class Curriculum Map and Objectives 2017-2018

## Spring Term Year 4

<u>Subject</u>	<u>Topics</u>	<u>In school</u>
RE	<p>Community</p> <p>Giving &amp; Receiving</p> <p>Self discipline</p>	<p>The children will be exploring belonging to a community and recognising that we each belong to different communities. The children will be learning about the Call of the apostles and how some people serve their parish community.</p> <p>We will be looking at ways in which we all give and receive and how feelings and beliefs about giving and receiving affect our actions every day. The children will be learning about Communion Rites.</p> <p>The children will be learning and discussing what self discipline is and why it is important. The children will explore the meaning of Lent and how it is a period of time for the children to grow spiritually. They will be learning about Holy Week and the significance of Good Friday and Easter Monday</p>
Maths	<p><b>Number – Multiplication &amp; Division</b></p> <p><b>Fractions –</b></p> <p><b>Measurement - area</b></p> <p><b>Decimals</b></p>	<p>Recognising and using factor pairs commutatively in mental calculations</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit,</p> <p>Be able to multiply and divide numbers by 0 and 1</p> <p>The children will be: using diagrams and families to recognise and show equivalent fractions, e.g. <math>\frac{2}{3}</math> is the same as <math>\frac{4}{6}</math> etc. They will be counting up and down in hundredths and dividing objects by one hundred. They will be tackling problems using increasingly harder fractions to calculate quantities.</p> <p>.To find the area of a shape by counting squares</p> <p>The children will be recognising and writing decimal equivalents to fractions To find the effect of dividing 1 and 2 digit numbers by 10 and 100</p>



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		Rounding decimals to the nearest whole number, comparing and ordering numbers with up to 2 decimal places.
English	<p>Stories set in times past (3<sup>rd</sup> Jan -20<sup>th</sup> Jan)</p> <p>Recounts (2 weeks) 23<sup>rd</sup> Jan – 3<sup>rd</sup> Feb)</p> <p>List poems and Kennings (3 weeks) 7<sup>th</sup> Feb-3<sup>rd</sup> Mar</p> <p>Fairy stories &amp; play scripts (3<sup>rd</sup> Mar – 17<sup>th</sup> Mar)</p> <p>Non Chronological reports (20-31<sup>st</sup> March)</p>	<p>The children will be</p> <p>Looking at stories set in historical settings they will be exploring adjectives to explore and describe the characters, settings and discuss the themes. They will be learning about prefixes and prepositional phrases and reading together and aloud, learning about adverbs and writing and illustrating their own story</p> <p>The children will be learning about imperative verbs and the features of instructions and explanation texts. They will be looking at pronouns and subtitles</p> <p>The children will be writing compound sentences and looking at the importance of word use, recording direct speech and reading a range of work within the genre, looking at features of persuasive writing and arguments. The children will be debating and performing.</p> <p>The children will be learning about similes and exploring the use of nouns and adjectives, they will be listening to and reciting a range of image poems and writing their own. They will be using and exploring metaphors and fronted adverbials.</p> <p>The children will be learning about syllables Haiku, Tanka and Cinquain poems. They will be reading and reciting a range of poems and composing their own</p> <p>The children will be learning about conjunctions writing and performing a presentation, look at features of information texts headings, sub headings etc. They will be writing reports editing and redrafting their work.</p>
Computing	Making Games	These lessons take us through the necessary steps to create your very first <b>computer</b> game in <b>Scratch</b> . This game involves firstly creating your own <b>sprites/graphics</b> and background images. The child will create a game where the character chooses a random number between 1 and 100 and the player must then guess the number selected. Each guess will be tested to see if it is correct or if



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	Hooray for Hollywood	<p>the player needs to go higher or lower with their next guess.</p> <p>From this project, children will learn about the key factors in producing good footage. The children will devise their own characters, plot and storyboard before filming their short movie. The children will then import their film clips where they will edit and enhance their footage before sharing their movie with the rest of the class.</p>
Science	<p><b>How could we cope without electricity for one day?</b> Electricity</p> <p><b>How would we survive without water?</b> States of matter</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>The children will:</p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
History	What would you have done after school 100 years ago?	Leisure and Entertainment in the 20 <sup>th</sup> century



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Music	<p>Recycling</p> <p>Building</p> <p>Around the world</p>	<ul style="list-style-type: none"> <li>The children will be making their own instruments and performing their own compositions and repeating rhythms</li> <li>The children will be learning about verse and chorus structure</li> <li>They will be performing their own songs and using boy percussion to accompany it</li> <li>They will be listening to and describing a piece of orchestral music</li> <li>The children will be exploring the pentatonic scale (a five note scale) and reading musical notation</li> <li>Composing and playing a pentatonic song with leaps</li> </ul>
Geography	Why is Liverpool such a cool place to live?	The Children will learn to - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
Art	<p><b>Textiles</b></p> <p>How can we change the colour of fabric?</p>	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
Design Technology	How can we catch a thief?	<p><u>Mechanisms: Electrical and Mechanical Components</u></p> <p>When designing and making, pupils should be taught to:</p> <p>Select from and use a wider range of materials and components, including textiles.</p>
PE	<b>Dance</b>	<p><b>Dance:</b></p> <p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>





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