

## YEAR 4 ROBINS CURRICULUM MAP 2016-2017

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviours For Learning	Active Listening, Concentration, Perseverance, Creativity, Curiosity, Critical Thinking					
<b>TRIPS AND VISITORS</b>	<b>Professor McGinty</b>	<b>Visit to Bells Farmhouse</b> Study how Druids Heath has changed over time.		<b>Visit to a Roman settlement</b>	<b>Roman Day</b>	
<b>HISTORY</b>	<b>Ancient Greece</b>	<b>A local history study.</b> <b>How has Birmingham evolved through time</b>		<b>The Roman Empire and its Impact on Britain</b> <b>History of Roman inventions.</b>		
	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Place events, artefacts and historical figures on</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Use dates and terms to describe events.</li> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul>			

	<p>a time line using dates.</p> <ul style="list-style-type: none"> <li>• Use dates and terms to describe events.</li> </ul>					
<b>GEOGRAPHY</b>			<p><b>Compare city and country</b> <b>Changes in Britain's landscape.</b></p> <p><b>Use the eight points of a compass, four-figure grid references, symbols and keys</b></p>		<p><b>Name and locate the countries of Europe and identify their main physical and human characteristics.</b></p>	
			<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• 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.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>		<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>• Describe key aspects of <b>human geography</b>, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	
<b>ART</b>	<b>Sculpture: Greek pots.</b>	<b>Artist study: Picasso.</b>	<b>Digital media: Town and country photos of area.</b>	<b>Painting: Landscapes</b>	<b>Printing: Roman Mosaics</b>	<b>Drawing</b>

	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <ul style="list-style-type: none"> <li>• Use clay and other mouldable materials.</li> </ul>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <ul style="list-style-type: none"> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<p>Create images, video and sound recordings and explain why they were created.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <ul style="list-style-type: none"> <li>• Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> </ul>
<b>DT</b>		<b>Food (Greek)</b>	<b>Construction &amp; material</b>	<b>Electrical circuits</b>	<b>Food (Roman)</b>	<b>Construction: Roman inventions</b>
<b>MUSIC</b>	<b>Learning to play Guitar</b>					
	<p>Listen to music of different styles and genres and appraise music by answering a range of questions.</p> <p>Understand the importance of warming up voices, good posture and projection.</p> <p>Sing in an ensemble with the aim of producing a round sound, clear diction and control of pitch.</p> <p>Play musical instruments with increasing accuracy in solo and ensemble contexts. Build on understanding the basics of formal notation.</p> <p>Confidently perform rhythms and melodies using the voice or an instrument.</p> <p>Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</p>					
	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>					
<b>SCIENCE</b>	Plants and Photosynthesis		Chemical Changes		Energy	
	<p>To work scientifically</p> <ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Set up simple, practical enquiries and comparative and fair tests.</li> <li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul>					
<b>PE</b>	Games Gymnastics	British dancing (Scottish ceilidh/ballroom) Games Gymnastics	Games Gymnastics	Games Dance	Athletics Dance	Outdoor adventurous activity  Gymnastics
<b>MATHEMATICS</b>	Number: Place Value  Number: Addition and subtraction	Number: Multiplication and Division  Measurement: Area	Number: Fractions  Measurement: Time	Number: Decimals  Measurement: Money	Measurement: Perimeter and length  Angles	Statistics  Measurement: Area and perimeter

					Shape and symmetry	
<b>COMPUTING</b>	<b>e-safety technology in our lives Handling data</b>		<b>Coding</b>	<b>Coding.</b>	<b>Continue work on coding independently. Multimedia</b>	<b>Multimedia Handling data</b>
<b>PSHE</b>	Values: Sept – Responsibility Oct – Tolerance It's our world	Values: Nov –Freedom Dec - Thoughtfulness Say No! Anti bullying Drugs Education	Values: Jan - appreciation Feb - Caring Money, Money,Money!	Values: March – Honesty April - Friendship Looking out for others	Values: May - Perseverance People around us	Values: June – Courage July – Respect Growing up/moving on Puberty - Hygiene
<b>RE</b>	Expressing Joy (Creativity) Thanking God for parents -	Being Reflective (contemplation) Being Curious (contemplation) Christmas	Being Modest & Listening Cultivating inclusion & identity (community) Prayer & dress code –Islam	Being Merciful/forgiving (compassion)	Living by Rules Being Temperate & exercising choice Christianity	Being Imaginative (creativity)
<b>FRENCH</b>	Greetings Social conversations How they feel Numbers 1-12 Names and French names Saying and asking names	France Traditional tales from France Classroom instructions Christmas	Numbers 13-20 Classroom instructions Fete de Rois – recipe Colours Shape	Parts of the body Story: Un Grand Monster Vert Transport and travel to France Easter traditions in France	Numbers 21-31 Classroom instructions Pets and animals	Habitats Handa's Surprise African animals Simple opinions

## ENGLISH

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English: E composition</b>	<b>Narrative</b>	Tale of Fear  The Basement	Conquering Monsters  George's Marvellous Medicine	Fantasy tale  The Flying Books of Mr Morris Lessmore		Journey Tale  Awongalema	Setting Description

English: Writing Composition	Non-Fiction	<u>Recounts: Diaries</u> I Was a Rat	<u>Explanation text</u> The Shirt Machine	<u>Non-chronological report</u> Green Iguana	<u>Persuasive letters</u> Multifunctional Mobile Phone		<u>Information text</u> House-elves
	Poetry		Twas the Night Before Christmas			Chocolate Cake Michael Rosen	
English: Transcription	Spelling	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes (sure/ture, tion/sion/cian, ous)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Y3/4 list)</li> <li>• place the possessive apostrophe accurately in words with regular plurals</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher</li> </ul>					
	Handwriting	increase the legibility, consistency and quality of handwriting					
English: Vocabulary, Grammar and Punctuation		<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• Using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>					
English: Reading	Word Reading	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes</li> <li>• read further exception words</li> </ul>					

**Comprehension**

- Read for a range of purposes
- Retell stories
- Discuss words & phrases
- Identify themes & conventions
- Retrieve & record information
- Make inferences & justify predictions
- Recognise a variety of forms of poetry
- Identify & summarise ideas

