

Petworth CofE Primary School Curriculum Framework Overview Year 4 (Maple Classes) 2018-2019

School Global theme	Compassion (stories)	Inspire	Peace (aspirations)	Nurture	Respect	Challenge
National & whole school events	International day of democracy 15 th Sept Boys Bombing Sept 29th	Anti-bullying wk. 13 - 17 th Nov Children in Need - 17 th Nov WW1 memorial KS2 week 5 th Nov (history)	National Handwriting day 23 rd Jan Preparing for 500 words Safer Internet Day	Author fortnight Sport Relief Science Week 12 th March World Book Day 1 st March	St Georges & Shakespeare Day 23 rd April Art Week 21 st May Earth Day (eco day - 20 th April)	National School Sports Week 24 th June Sports Day
Collective Worship	Freindship	Peace	Truthfulness	Forgiveness	Service	Courage
Class Theme	Achievements of earliest civilisations: Ancient Egypt (8 weeks)	Wonders of Warhol (5 weeks)	World's Weirdest Weather	Earhart Adventures	The Empire strikes	Dragons Den
Hook	British Museum trip Archaeological dig in allotments	Warhol clues detective lesson	Create a class weather station and recording equipment	Making Earhart's plane	Erupting volcanoes	Visit from local entrepreneur.
Outcome	Assembly to parents	Art gallery for parents and school	Weather report presentations (videos)		Roman banquet	Entrepreneur exhibition.
Subject area	AUTUMN TERM 1 st Half	AUTUMN TERM 2 nd Half	SPRING TERM 1 st Half	SPRING TERM 2 nd Half	SUMMER TERM 1 st Half	SUMMER TERM 2 nd Half
English	Word and sentence level work (1 week) One whole school book fortnight (2 weeks) Newspaper reports- Howard Carter (3 weeks)	Poetry- imagery Read, write and perform free verse poetry and riddles (3 weeks) Story with a theme (3 weeks)	Explanation text: water cycle (link to Forest School) (3 weeks) Scripts: weather reports (3 weeks)	Narrative: adventure stories (4 weeks) Discussion text- Earhart (3 weeks)	Creations myths- Romulus and Remus story (4 weeks) Non-chronological report – child chosen topic using organisational devices.(3 weeks) Menus – Roman banquet	Persuasive writing Leaflets-audience focus Posters and adverts – audience focus (4 weeks) Poetry- creativity (3 weeks)
Quality Texts	The Firework makers daughter The Scarab's Secret The Time Travelling Cat If I Were a Kid in Ancient Egypt The Plot on the Pyramid	Uncle Andy Andy Warhol's Children's Book	The big storm Cloudy With a Chance of Meatballs Albert Hide and Seek Fog!	Journey Amelia Earhart: Little Person, Big Dreams I am Amelia Earhart	Escape from Pompeii Romans on the Rampage	What do you do with a chance? Beautiful Oops! Iggy Peck Architect
Mathematics	Place Value Addition and subtraction	Multiplication and Division Measurement: length and perimeter	Multiplication and division Measurement: area Fractions	Fractions Decimals	Decimals Measurement: money Time Statistics	Geometry: properties of shape Geometry: position and direction
Science	Changes of state Mummification of apples <ul style="list-style-type: none"> 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) 	Sound and vibrations <ul style="list-style-type: none"> I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it I can find patterns between the volume of a sound and the strength of the vibrations that produced it I can recognise that sounds get fainter as the distance from the sound source increases 	Water cycle <ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	Digestive system and teeth <ul style="list-style-type: none"> I can describe the simple functions of the basic parts of the digestive system in humans I can identify the different types of teeth in humans and their simple functions I can construct and interpret a variety of food chains, identifying producers, predators and prey. 	Food chains and classifications <ul style="list-style-type: none"> I can recognise that living things can be grouped in a variety of ways I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can recognise that environments can change and that this can sometimes pose dangers to living things. 	Electrical circuits <ul style="list-style-type: none"> I can identify common appliances that run on electricity I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers I can 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 I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit I can recognise some common conductors and insulators, and associate metals with being good conductors.
Science	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <ul style="list-style-type: none"> using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 					

Geography / History	<p>Chronological understanding Source work and enquiry</p> <p>Achievements of the early civilisations. How has it impacted life today?</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>Study a region of the UK (not local area). Use fieldwork to measure, observe and record.</p>	<p>Human and physical geography</p> <ul style="list-style-type: none">describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<p>Place knowledge</p> <p>Locate world’s countries, focussing on Europe & Americas. Focus on key physical & human features</p>	<p>Impact on Britain Roman invasion</p> <ul style="list-style-type: none">the Roman Empire and its impact on BritainJulius Caesar’s attempted invasion in 55-54 BCthe Roman Empire by AD 42 and the power of its armysuccessful invasion by Claudius and conquest, including Hadrian’s WallBritish resistance, for example, Boudica‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	<p>Famous entrepreneurs from history. Chronological understanding.</p>
Art	<p>Class Terracotta army- mastery of sculpture techniques (clay)</p> <p>Textured art- sandy silhouettes</p>	<p>Pop art – improve drawing mastery techniques- self-portraits.</p> <p>Learn about famous artists from history</p>	<p>Watercolour painting around theme of weather</p>	<p>Portraits- sketching</p>	<p>Architecture –mosaics Sketching people in action</p>	<p>Learn about famous architects and designers from history.</p>
Design & Technology	<p>Prepare and cook mainly savoury dishes</p>		<p>Diorama of a water cycle using a mechanical system</p>		<p>Mosaic- designing and evaluating creation.</p>	<p>Mechanical systems to use within creations. Research/criteria to develop products which are fit for purpose</p>
Computing	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Design and debug programmes -Design and write programs to achieve specific outcomes</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Producing and filming own weather reports -Collect and present data appropriately</p>	<p>E-safety</p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>Creating a wiki- about chosen topic -Collect and present data appropriately</p>	<p>Writing HTML to use on our plans for the creations. To use in our presentations.</p>
	e-safety - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
French	<p>Names for classroom items ☑ Asking for help in the classroom ☑ J’aime plus infinitive colorier, mesurer, lire, écrire, dessiner ☑ Phonic focus: [ɑ̃] en / an; [i] I; [ʃ] ch; [o] o / au; [u] ou; [e] er; [ɔ] o; [e] é; silent final consonants – e.g. faut, vert, vous</p>	<p>Expressing preference ☑ Numbers 21–39 ☑ Simple prices in euros ☑ Phonic focus: [e] é; [ɛ̃] in; silent final consonant in vingt; sounded final consonant in vingt et un, vingt-huit; revision of nasal sounds; [ø] eu; [ik] ique;</p>	<p>Numbers in multiples of 10, up to 100 ☑ Classroom instructions ☑ Adjectives that describe the characters in a story ☑ Phonic focus: [ʀ] r and [ɑ̃] an/en, [e] ez, Silent final consonant – charmant, grand, petit, méchant; sounded final consonant with feminine endings, e.g. charmante, petite</p>	<p>Names of sports with the verbs jouer and faire ☑ Days of the week ☑ Phonic focus: sounded final consonants, [a] a, [sjɔ̃] tion, [ɔʀ] or, [i] i, [k] qu</p>	<p>Names of animals and some animal habitats ☑ Adjectives to describe animals ☑ some adverbs ☑ Telling the time on the hour and asking the time ☑ Phonic focus: revision of [u] ou; difference between [u] ou and [y] u; [k] qu; silent h; silent final consonants; pronunciation of adjectives with –e ending and without; synthesis of known phonemes to form phonetically regular words</p>	<p>More weather phrases: il neige, il gèle ☑ Names of items of clothing ☑ Saying the date ☑ Phonic focus: [ɔ̃] on, [ɔn] one/onne, revising common phonemes e.g. [ɛ] e, [e] é, [ɑ̃] an/ en; consolidation of phoneme-grapheme correspondences; breaking words into individual phonemes; synthesising phonemes to build phonetically regular words</p>
Music	<ul style="list-style-type: none">Listen with attention to detailAppreciate wide range of live & recorded music	<p>Listen with attention to detail</p> <ul style="list-style-type: none">Appreciate wide range of live & recorded music	<p>Begin to develop understanding of history</p>	<p>Use voice & instruments with increasing accuracy, control and expression</p> <ul style="list-style-type: none">Improvise & compose music	<p>Use voice & instruments with increasing accuracy, control and expression</p> <ul style="list-style-type: none">Improvise & compose music	<p>Use voice & instruments with increasing accuracy, control and expression</p> <ul style="list-style-type: none">Improvise & compose music
Physical Education	<p>Gymnastics Games- Tag Rugby</p>	<p>Gymnastics Games- Netball</p>	<p>Dance Games- football</p>	<p>Dance OAA</p>	<p>Athletics Stool ball</p>	<p>Cricket Swimming</p>
STEM	<p>Whole school STEM day: animations</p>			<p>STEM projects during Science week</p>	<p>Volcano creation</p>	<p>Group invention- planning, evaluating and creating prototype.</p>
Religious Education	<p>Unit 2a.4 Gospel What kind of world did Jesus want?</p>	<p>What does it mean to belong to a religion? Hinduism</p>	<p>How can Brahman be everywhere and in everything?</p>	<p>Unit 2a.5 Salvation What did Jesus do to save human beings?</p>	<p>2a.6 Kingdom of God When Jesus left, what was the impact of Pentecost?</p>	

Rights Respect		Article 13- freedom of expression		Article 17- access to information from the media	Article 24- You have the right to clean water and good food.	Article 12- The right to give an opinion and to be heard. ARTICLE 2- NON-DISCRIMINATION
Learning in the community					Bignor Roman Villa	Local entrepreneur