

# YEAR 4 CURRICULUM PLAN 2017 - 2018

<h2>English</h2>	<p>Narrative with <b>clear sequential structure, paragraphed accurately</b> with a range of <b>cohesive devices to introduce and/or link them together</b>. Narratives with different settings; imaginary, historical etc.</p> <p>Historical stories. Fantasy stories. Science fiction. Myths.</p> <p>Poems to perform. Similes and metaphor to create pictures with words. Poem based on a model, drawing on the above. For example, The Magic Box by Kit Wright, Windrush Child by John Agard.</p>	<p><b>Explanation</b> with opening to introduce subject, sequence of logical steps in paragraphs introduced by topic sentences which link to the previous paragraph.</p> <p><b>Persuasion - advert or leaflet</b> which will include a series of points which lead to one point of view, a direct appeal to the reader, use of exaggerated, emotive language, opinions presented as fact, images,</p>	<p><b>WORD STRUCTURE</b> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (<b>e.g. we were instead of we was, or I did instead of I done</b>)</p> <p><b>SENTENCE STRUCTURE</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (<b>e.g. the teacher expanded to: the strict maths teacher with curly hair</b>) Fronted adverbials (<b>For example, Later that day, I heard the bad news</b>)</p> <p><b>TEXT STRUCTURE</b> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>			<p><b>PUNCTUATION</b> Use of inverted commas and other punctuation to indicate direct speech (For example, a comma after the reporting clause; end punctuation with inverted commas: <b>The conductor shouted, "Sit down!"</b>) Apostrophes to mark plural possession (e.g. the girls' names, the boys' boots) Use of commas after fronted adverbials (<b>e.g. Later that day, I heard the bad news.</b>)</p> <p><b>TERMINOLOGY</b> pronoun, possessive pronoun, adverbial, determiner</p>		
<h2>Maths</h2>	<p><b>Number and place value</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ count in multiples of 6, 7, 9, 25 and 1000</li> <li>▪ find 1000 more or less than a given number</li> <li>▪ count backwards through zero to include negative numbers</li> <li>▪ recognise the place value of each digit in a four-digit</li> </ul>	<p><b>Addition and subtraction</b></p> <p>Pupils should be taught to:</p> <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</li> </ul>	<p><b>Multiplication and division</b></p> <p>Pupils should be taught to:</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 three numbers</li> <li>▪ recognise and use factor pairs and</li> </ul>	<p><b>Fractions (including decimals)</b></p> <p>Pupils should be taught to:</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 when</li> </ul>	<p><b>Measurement</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>▪ measure and calculate the perimeter of a rectilinear figure (including</li> </ul>	<p><b>Geometry: properties of shapes</b></p> <p>Pupils should be taught to:</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</li> </ul>	<p><b>Geometry: position and direction</b></p> <p>Pupils should be taught to:</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</li> </ul>	<p><b>Statistics</b></p> <p>Pupils should be taught to:</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>

	<p>number (thousands, hundreds, tens, and ones)</p> <ul style="list-style-type: none"> <li>▪ order and compare numbers beyond 1000</li> <li>▪ identify, represent and estimate numbers using different representations</li> <li>▪ round any number to the nearest 10, 100 or 1000</li> <li>▪ solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>▪ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</li> </ul>	<p>subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<p>commutativity in mental calculations</p> <ul style="list-style-type: none"> <li>▪ multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>▪ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</li> </ul>	<p>dividing an object by a hundred and dividing tenths by ten.</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 write decimal equivalents of any number of tenths or hundredths</li> <li>▪ recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></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> <li>▪ round decimals with one decimal place to the nearest whole number</li> <li>▪ compare numbers with the same number of decimal places up to two decimal places</li> <li>▪ solve simple measure and money problems involving fractions and decimals to two</li> </ul>	<p>squares) in centimetres and metres</p> <ul style="list-style-type: none"> <li>▪ find the area of rectilinear shapes by counting squares</li> <li>▪ estimate, compare and calculate different measures, including money in pounds and pence</li> <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>angles and compare and order angles up to two right angles by size</p> <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> </ul>	<p>polygon</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------	--

						decimal places							
<b>RE</b>	<b>People</b> Domestic Church	<b>Called</b> Baptism / Confirmation	<b>Gifts</b> Advent / Christmas	<b>Community</b> People / Local Church	<b>Giving and</b> <b>Receiving</b> Eucharist	<b>Self-</b> <b>discipline</b> Lent / Easter	<b>New life</b> Pentecost	<b>Building</b> <b>bridges</b> Reconciliation	<b>God's People</b> Universal Church				
<b>Computing</b>	4.1 We are software developers  Developing a simple educational game	4.2 We are toy designers  Prototyping an interactive toy	4.3 We are musicians  Producing digital music	4.4 We are HTML editors  Editing and writing HTML	4.5 We are co-authors  Producing a wiki	4.6 We are meteorologists  Presenting the weather							
<b>Discovery Curriculum</b>	Why were the Romans so powerful and what did we learn from them?	Do you believe in magic? How would we survive without water?	Why were the Anglo Saxons really smashing?  Why is the sound that 'one direction' makes enjoyed by so many?	Why is the world around us so amazing? (Parts of the world - seas, coasts, rivers) Which wild animals and plants thrive in our locality?	How are we unique? (What happens to the food we eat?)	What would make the perfect city? (How did settlements develop) <i>How would we cope without electricity for a day?</i>							
<b>MFL</b>	Greetings	Clothing	Colours	Sports/ hobbies	Number	Time	Animals	Food/D rink	Home /School/ Town	Body parts	Alphabet	Weather	Rhymes / Poems / Songs/ Stories
<b>Music</b>	Mama mia,	5 gold rings	Glockenspiel stage 3	Benjamin Britten-cuckoo	Lean on me,	Reflect, rewind and replay							
<b>PE</b>	<b>Dance</b> Traditional / Country - Zumba	<b>Striking and</b> <b>Fielding</b> Rounders / cricket	<b>Net / Wall</b> Tennis	<b>Gymnastics</b> Small apparatus Rolling and sequencing Travelling and balancing	<b>Invasion Games</b> Rugby / Hockey	<b>Athletics</b> Track							
<b>PSHE</b>	Safety first – what's my body and brain armour?	S.T.O.P BULLYING – The Bullyproof Vest	D.I.V.E.R.S.I.T.Y – not just a dance group!	999 – what is your emergency?									