

St Edward's Year 4 Curriculum Map 2019- 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>Monday 2nd September to 27th September 2019 Domestic church – People- Family Trees-Abraham, Jacob, Ruth, Solomon, The human family of Jesus (role of Joseph).</p> <p>Monday 30th September to Friday 4th October 2019 Our Lady of the Rosary</p> <p>Monday 7th October –Friday 11th October- Other Faith — Judaism -Holy Books-Torah</p> <p>Monday 14th October to Friday 15th November Baptism /Confirmation – Belonging –Called- The Call of Samuel' and 'David is Chosen'. The call of the apostles, Symbols and sacrament of Confirmation</p> <p>Monday 19th November to December 2019 Advent & Christmas –Gift -God's gift of love and friendship. Gaudete Sunday, The birth of Jesus: wise men.</p>	<p>Wednesday 3rd January to Friday 27th January 2020 Local church – –Community- describe some of the actions and symbols within a funeral Mass</p> <p>Caritas- Monday 29th January to Friday 2nd February 2019</p> <p>Monday 12th February 2020- Friday 9th March 2019 Eucharist – Giving and Receiving- parts of the mass- introductory rite and show an understanding of Communion, making links between the Communion Rite and beliefs, ideas, feelings and experiences</p> <p>Monday 18th March 2020 to Easter Lent/Easter Self Disciple- self-disciplined in Lent and give reasons for the religious actions and symbols connected to Lent and Holy Week</p>	<p>20th April to 2020 to 8th May Pentecost – New Life understand the wonder and power of the Holy Spirit.</p> <p>Monday 11th May-15th May 2020 Our Lady Focus</p> <p>Monday 18th May to Friday 22nd May 2020 Other Faith –Hinduism</p> <p>Monday 1st June to Friday 26th June 2019- Reconciliation Building Bridges importance of admitting wrong and being reconciled with one another and God</p> <p>Journey OF Love Monday 29th June to Friday 4th July 2020</p> <p>Monday 6th July- 17th July 2020 Universal Church– God's People-Romero , Blessed Teresa of Calcutta Martin Luther King –</p>			

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Big Writing	NARRATIVE: Create a story setting for a specific character 4 weeks	HISTORICAL NARRATIVES Historical Stories Examples may include: <ul style="list-style-type: none"> • The Romans • The Bible • Africa 4 weeks	INFORMATION TEXTS: Rainforests 3 weeks	POETRY: Using similes & Metaphors 3 weeks		
		NEWSPAPER REPORTS – Based on units taught in the Autumn Term. 4 Weeks	EXPLANATION : Natural disasters; hurricanes, tornadoes, earthquakes, tsunami 3 weeks	PERSUASION: The Lion, The Witch and The Wardrobe. 3 weeks		

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English	The Iron Man:	Historical narratives:	Rainforests:	Poetry:	Jacqueline Wilson:	Fantasy:
	<ul style="list-style-type: none"> • Can identify key characters and main themes. • Can discuss shades of good and bad in characters, and how they are portrayed. • Can discuss settings and introduce new characters. <p>The Iron Man by Ted Hughes</p>	<p>Taking a closer look at historical stories and the information that they convey about the past.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Shang dynasty • The Bible • Africa <p>Newspaper Reports:</p> <ul style="list-style-type: none"> • Can understand plot, character and setting. • Can identify key features of stories. 	<ul style="list-style-type: none"> • Can identify what they are, along with their key features. • Recognise their effect on the animal kingdom and the effect man has had on it. <p>Natural disasters:</p> <ul style="list-style-type: none"> • To know what they are. • Can explain and understand what causes them. <p>Alice's Adventures in Wonderland, through The Looking Glass, The Quangle Wangle's Hat Edward Lear</p>	<ul style="list-style-type: none"> • Can explore poems using inference, similes and metaphors. <p>Cliff-hanger, Buried Alive, The Worry Website, Biscuit Barrel, The Cat Mummy</p> <p>Persuasion: C. S. Lewis:</p> <ul style="list-style-type: none"> • Can discuss shades of good and bad in characters, and how they are portrayed. • Can provide logical reasons for a character's actions. • Can give reasons for and against a specific scenario. 	<ul style="list-style-type: none"> • Can engage and discuss a book through inferring what the characters think and predicting what might happen next. • Write a sustained review of a book using opinion appropriately. • Can infer character's feelings. <p>Can explore poems using inference. Cliff-hanger, Buried Alive, The Worry Website, Biscuit Barrel, The Cat Mummy</p>	<ul style="list-style-type: none"> • Can understand plot, character and setting. • Can identify key features of stories. • Can identify key features of a ballad. <p>A Year without Autumn- Liz Kezzler, Pumpkin Soup- Helen Cooper, Seasons (autumn) Go Facts- Katy Pike, Haiku Picture Book for Children- Keisuke Nishimoto & Kozo Shimizu</p>



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PE	Team Games: One session per week led by class teacher	Swimming: swim competently, confidently and proficiently over a distance of at least 25 metres <ul style="list-style-type: none">• Use a range of strokes effectively [for example, front crawl, backstroke and Breaststroke]• Perform safe self-rescue in different water-based situations.	Basketball: Coach Chris – Wide variation of basketball skills. Using basketball drills to facilitate personal player development, as well as teaching teams skills. "Teaching Basketball by Drill Progression"
	One session per week led by Adam from West Ham United		

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Science	Looking at states	Sound	Living things and their habitats
	<p>This unit will teach the differences between solids, liquids and gases, classifying objects and identifying their properties. Children will work scientifically and collaboratively to investigate the weight of a gas. They will explore how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle,</p> <p style="text-align: center;">Teeth</p> <p>This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.</p>	<p>This unit will teach how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. Children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to create a human model of the way particles pass sound vibrations on, and write and star in their own documentary explaining how sound travels. The children will work in a hands-on way to explore pitch, and will use their understanding of how high and low sounds are made to create their own set of pan pipes. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials. The children will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making a music studio quieter. Finally, they will demonstrate their learning from the whole unit by designing and creating their own musical instrument that will play high, low, loud and quiet sounds.</p> <p style="text-align: center;">Electricity</p> <p>This unit is the first introduction to studying electricity in Key Stage 2. Children will learn about what electricity is and how it was discovered. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit.</p>	<p>Children will explore a variety of ways to identify, sort, group and classify living things. They will learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the difference between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond.</p>

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IPC	<p style="text-align: center;">History</p> <p style="text-align: center;">Great Zimbabwe</p> <p>Children will be looking at this great nation and will gain a better understanding as to why it was so wealthy and forward thinking in the way that it organised itself.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">All around the world</p> <p>The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that devastate communities across wide areas. If we can understand what is happening underground we can learn to predict and protect ourselves in the future.</p>	<p style="text-align: center;">Art/Design & Technology</p> <p style="text-align: center;">Impressionists</p> <p>Look at the different styles of impressionisms particularly by Monet, Renoir, Pissaro and Degas. The art of short brush strokes and bright colours, children will develop understanding of foundations of colour and form.</p>
	<p style="text-align: center;">The Romans</p> <p>Children will learn about the spread of the Roman empire and the invasion of Britain. Children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca. Children will investigate Hadrian's Wall and Roman religion.</p>	<p style="text-align: center;">Water</p> <p>This unit on water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</p>	<p style="text-align: center;">Modern Buildings</p> <p>Children will learn about the architecture of modern buildings, by observing and analysing local new builds such as the ArcelorMittal Orbit located in Stratford. Can research and identify the differences in Football stadiums.</p>
	<p style="text-align: center;">Crime and Punishment</p> <p>Children will learn to develop their chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. Children will be comparing modern day crime prevention and detection methods with those from the past.</p>	<p style="text-align: center;">Somewhere to settle</p> <p>In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!</p>	



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Maths	Number and place value Adding and subtracting. Measurement Statistics mental and written methods Explain their decision making and justify their solutions.	Number and place value Multiplication and divisions Geometry: properties of shape Roman numerals.	Addition and subtraction Measurement Statistics Fractions (including decimals) Measurement	Number and place value Multiplication and division Fractions (including decimals) Measurement Geometry: properties of shapes Geometry: position and direction Measurement Statistics Time	Addition and subtraction Statistics Fractions (including decimals) Measurement	Number and place value Multiplication and division Fractions (including decimals) Measurement Geometry: properties of shapes
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Class Teachers: Ms Corbin & Ms Ridgway