



West Cornforth Primary School Curriculum Framework Overview Year 4 2018-2019

	Autumn	Spring	Summer
Theme	WERE THE ROMANS REALLY THAT ROTTEN?	BRITAIN'S PLACE IN EUROPE/THE GREAT BRITISH JOURNEY	THE NORTH EAST
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity - LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise - school summer fair Community: caring for others, social responsibility -, Diversity - LGBT Road safety, sun safety, water safety- visitors.
Experiential opportunities	Binchester Roman Fort RE VISITORS: Reverend Paul Tyler - pgetyler@hotmail.com Captain Lynne Davis - captainlynne@gmail.com lynnedavis@salvationarmy.org.uk		Durham Cathedral Trip with Year 2 ? Northern Saints/ St Cuthbert RE
Parental involvement	Revise 2,3,4,5,6 8, and 10 time tables Spellings Reading journals Class assembly - Keeping Healthy	Learn 9, 11 and 12 times tables Spellings Reading journals Class Assembly- The Anglo Saxons	Revise all times tables Spellings Reading journals
English	Non-chronological report on Teeth (science link) Non chronological report on the digestive system (Science link) Explanation text -The Romans (History link) Stories with a historical setting (History link) Poetry- creating images	Explanation text- I can explain how electricity is generated (Science link) Information text- The Anglo Saxons (History link) King Arthur and the knights of the round table (History link) Poetry - performance poems Plays and dialogues- electricity safety	Persuasive writing -travel brochure to the Scilly Isles (Geography link) Explanation text linked to sound (Science link) Poetry - exploring form Recount- Sound investigation (Science link)



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<p>Quality Texts</p>	<p>Charlotte's Web -With the class track the different characters (character profiles), gathering clues about their different natures. Also, chart with a character graph how Wilbur's character develops. Produce a class timeline to show the sequence of events, so the plot can be seen in one glance. Role play conversations between Fern and Avery about different events, revisiting what has happened and discuss the implications of the key events. Non-chronological reports on animals. Letters- written for a real purpose to say thank you/ to complain/ to persuade. Newspaper reports. Wanted poster to find a friend for Wilbur.</p> <p>Bill's New Frock Anne Fine - With the class list and discuss the various things that happen to Bill as a girl. The book was written in 1989, so together consider if anything has changed since then. Act out the classroom scene in Chapter 2.</p> <p>The Snow Walker's Son Catherine Fisher - Track the two main characters, Kari and Jessa, perhaps using a class timeline to show the main events and their developing characters. With the class make notes and discuss at the end the role of heat and cold in the story. Can they predict (or write) what might happen in the next story, The Empty Hand (Red Fox)</p> <p>Poetry - Creating images</p>	<p>The Firework-Maker's Daughter Phillip Pullman - Encourage children to write a letter from Lachand back to Lila. Ask: What is the big challenge that Lila faces? Then in groups they can act out the scene where Lila meets Razvani. ask: How does the author show how Lila feels in Chapter 5? 'Illusions': what does this mean in Chapter 5? What sort of person is Lila? Invite them to gather evidence. Provide time to create persuasive adverts for a firework show by Lila and Lachand. Also, read The Scarecrow and his Servant (Random House) by the same author.</p> <p>Perry Angel's Suitcase Glenda Millard -Discuss in lesson how everyone feels before Perry arrives and then discuss Perry's behaviour. Discuss the suitcase. Pause in Chapter 10 to discuss why Perry gets onto the raft. Ask: What advice can be learned from Chapter 10? Discuss the viewpoints of those involved at the end of each chapter.</p> <p>Poetry - Performance poetry - Michael Rosen's poetry - Chocolate Cake, No Breathing in Class etc.</p>	<p>Why the Whales Came Michael Morpurgo) - Provide the children with some information about Narwhals as they feature in the story. Also, check out Bryher on the Isles of Scilly, and Rushy Bay - which is a key setting - and research on the internet why families left Samson Island. On the board draw a map of Bryher and together label with events. Ask: How do our views of the Birdman change and why? Issues to discuss in class: fear, bullying, friendship and should whales be hunted.</p> <p>Voices in the Park Anthony Browne - Read the book through several times. Ask the children to list 'things to talk about' or 'questions' then discuss. Ask: How do you feel about each character and why? (Is the mother really a bad mother? Where is the dad? Why does she wear a bowler hat? Is it right that the girl makes the dad a cup of tea? Together place them in order of sympathy. Then discuss relationships. Ask: Which is the most important picture? Why? How long did the story take to read? What is the story about? What is its theme? Discuss the pictures, use of colour, playfulness, lines and the font used. Also, study The Tunnel (Walker Books) by the same author.</p> <p>Poetry - exploring form</p> <p>Free verse Magic Box- Kit Wright The Listeners - Walter De La Mare Rhyming poetry Tony Mitton</p>
<p>Maths</p>	<p>Lancashire Grid for learning Curriculum 14</p> <p>Measurement of volume of liquids (Science link) Present results as a bar line graph Measurement of melting temperatures (Science link) Measurement of change in weight (Line graph) Science link.</p>	<p>Lancashire Grid for learning Curriculum 14</p> <p>Create a tally chart of types of switches. (Science link) Measurement of volume - evaporation (Science link) Measurement of mass- separating mixtures (Science link) Miles /km planning a journey (Geography link)</p>	<p>Lancashire Grid for learning Curriculum 14</p> <p>Use key diagrams to identify different species (Science link) Populations (Geography link)</p>



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Science	Animals including humans	States of Matter	Electricity	Sound	Habitats and Food Chains	Habitats and Food Chains
	<p>I can describe the simple functions of the basic parts of the digestive system in humans</p> <p>I can identify the different types of teeth in humans and their simple functions</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Science through stories - See stem website</p> <p>Wolves is a brilliant setting for constructing and interpreting a variety of food chains, as well as identifying producers, predators and prey.</p>	<p>I can compare and group materials together, according to whether they are solids, liquids or gases</p> <p>I can 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)</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Science through stories - See stem website</p> <p>Charlie and the Chocolate Factory by Roald Dahl provides a good context to learn about states of matter.</p>	<p>I can identify common appliances that run on electricity</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>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</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>I can identify how sounds are made, associating some of them with something vibrating</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Science through stories - See stem website</p> <p>Horrid Henry Rocks is a great book to start teaching about sound and exploring how sounds are made.</p>	<p>I can recognise that living things can be grouped in a variety of ways</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Science through stories - See stem website</p> <p>The Vanishing Rainforest by Richard Platt is a good book for looking at the human impact on the environment, in particular deforestation.</p>	<p>The Vanishing Rainforest</p>



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	<p>Skills Discussing and Questioning: Use questions to instigate investigation. Begin to suggest different ways to find answers. Fair Testing: Understand the need for fair testing, but require help to put it into practice. Recording Charts and Graphs: Ensure sufficient results are recorded to give a pattern. Decide upon appropriate headings for charts and graphs. Interpreting Results: Rank results in order, and in different directions, mostly correctly. Identify the extremes of ranked results e.g. the fastest/slowest. Scientists: looking at the part science has played in the development of many useful things. Health and Safety: recognise that there are hazards in living things, materials and physical processes.</p>	<p>Skills Planning: Start to recognise some possible problems that may arise during the investigation. Plan the main steps systematically, identifying equipment and any possible risks. Choosing an Approach: Respond to suggestions about how to find out the answer to a question. Recording Charts and Graphs: Be aware of a number of different ways results can be represented. Record results using stick and line graphs, with whole-number scales. Evaluating Results: In the light of results, offer further predictions. Scientists: looking at the part science has played in the development of many useful things.</p>	<p>Skills Choosing an Approach: Put forward own ideas. Find information from simple texts. Fair Testing: Refer to fair testing in their planning. Identify factors that need to be kept the same. Observing and Measuring Suggest what type of observations/measurements to make. Use a range of quantitative measures e.g. mass, time, length.</p>
History	<p>Romans. Hi2/1.2 Roman Britain Pupils should be taught about the Roman empire and its impact on Britain This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudicca "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Skills Begin to offer an explanation of why change happens Identify different points of view in an historical event.</p>	<p>Hi2/1.3 Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne <p>Hi2/1.4 Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:</p>	<p>Local history Children can research an event in history that happened in the North East. Skills Understand that chronology can be divided into different periods of time. Identify similarities and differences when comparing different periods of time.</p>



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		<ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>Skills Identify cause and consequence of a specific event. I can use different ways to organize and communicate historical information.</p>				
Geography		<p>Locational knowledge - Britain's place in Europe. Explain the difference between the British Isles, Great Britain and the United Kingdom. Geographical skills - use maps, atlases and globes Look at changes over time. Explore similarities to and differences from other European countries. Know the countries that make up the European Union. Plan a journey to a place in England.</p> <p>Skills Respond to a range of geographical questions, e.g. How did it get like this? How is it changing? Is it man-made or natural? Recognise features on an oblique aerial photo of the school locality Understand the reasons for symbolic representation. Understand the difference between a map representation and the representation on a globe. Explain the reasons for some local features.</p>	<p>Locational knowledge - North East Carry out research to discover features of villages, towns or cities</p> <p>Explain why people may choose to live in one place rather than another.</p> <p>Name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p> <p>Awareness that different places have both different features and similar features. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Skills Use a key Use simple 2-figure or alphanumeric co-ordinates</p>			
D.T.	Mechanism - make a moving character using pneumatics.	Control - design and make an alarm- something which triggers a light or buzzer to come on.	Cooking and Nutrition			
Art and Design	<p>DRAWING Proportion Understand how shape, colour and tone can be used to describe form; Observational drawing.</p>	<p>Famous Landmarks</p> <p>PAINTING Use different materials for different effects; Identify complimentary colours.</p>	<p>3D Sculpture- Europe/ Great British Journey What might we see on our journey?</p>	<p>PRINTING Approach in stages- Develop from studies</p>	<p>TEXTILES Combine different processes.</p>	<p>COLLAGE Use to explore wider themes. Use a range of techniques to develop a final image.</p> <p>Locational geography</p>



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	Landscapes - select examples of artwork by 19th century artists that appeal to them. E.g. Van Gogh church painting. Related to Victorian times - making copies of artists' work.	Victorian - still-life paintings. Children's toys now/Victorian toys. Bring in something from home to paint - e.g. a teddy bear.				
PE	Swimming Games On the Attack QCA	Gymnastics Partner Work QCA Swimming Games End Zone Durham	Dance Indian Delight QCA	Gymnastics Assessing Level 2/3 Unit 4 Tasks 1+2 Durham Games Arc Rounders Durham Gymnastics Games Mini Tennis 2 Durham	Athletics Faster, Higher, Further Durham	Dance OAA Communication Challenge and Safely Across Durham
Music	Out of the Ark song 'The Olympians'. Action songs, ceremonial music to listen to and appraise. Percussion fanfares Listen to and appraise Italian music notated rhythms: using Roman/Italian words (foods, places, features...) (History link) Song writing using familiar tunes about the water cycle. Information phrases + pulse to create raps. Descriptive percussion - water cycle sequences Charanga unit Mamma mia Five Gold rings	Word rhythms (counting syllables) repeat, create textures. (say - play in ensemble) Charanga unit Benjamin Britten Cuckoo Tuned instruments: Anglo Saxon monks - plainsong: modes e.g. dorian - create chords/ melodic ideas- (History link)			Traditional songs: folk music - Lambton Worm, Bamburgh... Dun Cow...(Geography/history link) Charanga unit Lean on Me	



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<p>R.E.</p>	<p>How and why do religious people show care for others? <i>Captain Lynne visit? What she has done to help others around the world - 9/11 etc.</i> Developing knowledge about practices within religious traditions and their links to beliefs and sources. Developing knowledge of similarities between at least 2 religions: Belief, Authority, Impact of Belief</p> <p>Why do Christians call Jesus the light of the world?</p>	<p>What do Christians believe about Jesus?</p> <p>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today: Belief, Authority, Impact of Belief</p> <p>Why is Lent such an important period for Christians?</p>	<p>What do Christians believe about God?</p> <p>Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act:</p> <p>Belief, Expressions of Belief, Impact of Belief What can we learn about Christian faith through studying the lives of northern saints?</p> <p>Demonstrating understanding of the significance of northern saints, then and now: Impact of Belief</p>
<p>MFL</p>	<p>Unit 5 Light Bulb Languages All aboard •Travel •Weather Unit 6 Light Bulb Languages All aboard</p> <p>L'argent de poche Pocket money</p>	<p>Unit 7 Light Bulb Languages All aboard Vive le sport *Healthy foods and drinks Unit 8 Light Bulb Languages All aboard</p> <p>Les Quatre amis</p>	<p>Unit 9 Le Carnaval des animaux Light Bulb Languages All aboard</p>
<p>PHSCE/S MSC</p>	<p>Within class A new adventure and team. Classroom charters, rights and responsibilities/ aspirations and targets. Learning styles and barriers</p> <p>Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel.</p> <p>Involvement - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival Assemblies- see whole school assemblies programme 2018-2019</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel. Involvement - inter and intra school sports events, after school clubs, school council Assemblies- see whole school assemblies programme 2018-2019 Living Long, Living Strong A balanced diet Exercise & fitness Drugs Education Smoking Alcohol</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel. Involvement - inter and intra school sports events, after school clubs, school council Growing and Changing Money, Money, Money! Can we afford it? Keeping track of money What are charities?</p> <p>Assemblies- see whole school assemblies programme 2018-2019</p>
<p>Computing</p>	<p>Computer Science:</p>	<p>Computer Science - Use repetition in programs. Scratch -</p>	<p>Computer Science - Control or simulate physical systems. Use</p>



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<p>I can design, write and debug programs and solve problems by decomposing them into smaller parts. I can solve problems in writing programs by decomposing them into smaller parts. Can create more complex programs e.g. an animation with sounds, speech and movement in Scratch, or Microbit https://makecode.microbit.org/lessons - beginner/intermediate</p> <p>I can debug programs. Can debug more complex sequential programs, such as ordering and debugging an animation in Scratch. http://code-it.co.uk/year3plan/logoplan/</p> <p>I can use sequence, selection, and repetition in programs. Can sequence activities such as a PowerPoint slide with animations. Exploring Right Angles - Scratch (resources in shared area) - maths link. http://code-it.co.uk/rightangles Create a PowerPoint about different animals and include animations and transitions on slides. Scratch Music Score Planning (resources in shared area).</p> <p>IT: I can select and use a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, presenting data and information. I can select and use software to accomplish given goals on a range of digital devices.</p> <p>Can effectively use a variety of appropriate tools in a software package e.g. use of different fonts, backgrounds, shapes, spellcheck for example in Word or Publisher. http://code-it.co.uk/dplanning/wordprocessing/WordProcessingSkillsandUnderstanding Create a tourist brochure about a Roman heritage site. Information leaflet about your digestive system and how it</p>	<p>produce game with reference to Roman topic. Include repetition and loops. Turtle - create/design simple patterns using procedures</p> <p>IT - Presentation to an audience_of an aspect of Roman life. Create a menu for a Roman banquethttp://cookit.e2bn.org/historycookbook/ Create a cookbook of recipes. Interview with a Roman God/character - IPADs/Morpho - record what they might say</p> <p>Digital Literacy - Recognise unacceptable/unacceptable behaviour SWGFL The Power of Words - Bullying</p>	<p>Flowol/Go or other flowcharting software to create control software to model an object e.g. lighthouse/ traffic lights</p> <p>IT - Select a variety of software to accomplish given goals, elect, use and combine internet services. Research the local area to produce a website/e-book or brochure for tourists explain the attractions of their area/region</p> <p>Digital Literacy - Understand how computer networks can provide multiple services, such as the World Wide Web and appreciate how search results are selected SWGFL Keywords - Learning to search (For information on the NE), Whose is it, Anyway - Plagiarism</p>
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	<p>works.</p> <p>Digital Literacy: SWGFL https://digital-literacy.org.uk/curriculum-overview.aspx/#yr4 I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. I can understand the importance of using technology respectfully and responsibly. Knows that pictures and text shared on an app can end up with strangers.</p> <p>I can understand the importance of using technology safely. Is able to reliably use a password to access resources.</p> <p>Lesson 2: Private and Personal Information Create 2 T-shirt/baseball cap designs one that must feature public online profile information and the second that must feature personal or private information. Explore and discuss how Pupils would feel wearing each of the designs in a range of locations and scenarios, including at home, at school, in town, at the park.</p> <p>Lesson 1: Rings of Responsibility PSHE: SEAL Good to be me English: Reading - Provide reasoned justifications for their views. Composition - Plan their writing by noting and developing initial ideas, drawing on reading and research.</p>		
<p>Online Safety</p>	<p>Self-Image and Identity - I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p> <p>Online Relationships - I can describe strategies for</p>	<p>Online Bullying - I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>Privacy and Security - I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. I can explain how internet use can be monitored.</p>



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	<p>safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online.</p> <p>Online Reputation - I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others.</p>	<p>Managing Online Information - I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p>Health, Well-Being and Lifestyle - I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time.</p>	<p>Copyright and Ownership - When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples.</p>
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